**IMPROVING READING COMPREHENSION OF THE EIGHTH GRADE STUDENTS THROUGH SHARED READING**

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***ABSTRACT***

*This research aims at proving if shared reading can improve the reading comprehension of the eighth grade students. The researcher employed pre-experimental research design, that was, intact group design. It involved two classes. They were selected by using a purposive sampling. The instrument of data collection was a test. The test consisted of post-test that administered to both experimental and control class. The mean scores of experimental class in the posttest is 88. The mean scores of control class in the posttest is 70.8. By applying 0.05 level of significance and the degree of freedom (df) 72, the researcher finds that the value of t-counted (7.107) is greater than t-table (1.996). It can be concluded that shared reading can improve reading comprehension of the eighth grade students.*

*Keywords: Improve; Reading Comprehension; Shared Reading.*

**INTRODUCTION**

English is a compulsory subject in Indonesia. English has been taught to the Indonesian students from junior high school level until university level. The students learn English including languange skills and languange components. There are four languange skills in English such as listening, speaking reading and writing.

Based on the 2006 School Based Curriculum, reading is expected to comprehend written texts to reach the functional literacy. From the statement that, reading is find out to understand the meaning of the printed text for getting basic of functional. Reading also is receptive skill which is a way to understand about the content of a text. In teaching reading comprehension the students are expected to be able to gain the information from printed text.

By studying reading, students will be able to comprehend message of a text. It can help us to gain knowledge and useful information from the text. Djamal, et al, (2006:51) argue that, “Reading is a way getting the meaning or knowledge from the printed page such as textbook, newspapers, magazines and novels.” It means that, there are many sources of the students that can increase their reading comprehension. They are reading media, novels, short stories, and books from libraries. Thus, materials that they have found from kinds of sources have more benefit for them.

Based on the researcher’s preliminary observation, the researcher found some general difficulties in reading text of English in eighth grade students. They still lacked of vocabulary and they could not understand the content of the text so they were scared to read the text. Related to the problems above, the researcher used shared reading as the effective strategy to solve their problems in teaching reading of English text.

The researcher used shared reading as teaching strategy to improve their comprehension in reading because their ability in comprehending text was still weak. Shared reading is a teaching strategy where students are asked to read a picture story book. First, teacher asks them to share what they have understood from the book. Second, the teacher emphasize the dramatic of the text when the students are reading the text.Third, the teacher pauses and asks the students to make predictions concerning series of story. Fourth, They read it silently and independently. Fifth, they illustrates their favorite part of story. Concerning about activities the shared reading, the students share the pleasure in the reading and actively participate as they are hearing, discussing, and reading aloud with the teacher.

Based on the explanation above, the researcher was formulated a research problem as follows: “Can the application of shared reading improve reading comprehension of the eighth grade students?”

**RESEARCH METHOD**

The researcher used intact group research design. The intact group design is the third type of Pre-experimental design. The design in order to figure out that Shared Reading can improve the reading comprehension of the eighth grade students of MTs Negeri Palu Barat in narrative text. Two classes were involved in this research. They were divided into an experimental class and a control class. The researcher gave posttest and same test to the students. The experimental class received special treatment whereas control class did not. The research design from Hatch and Farhady, (1982:21) as follows:

G1 X T1

G2 T1

Where:

G1 : Experimental Class

G2 : Control Class

X : Treatment

TI : Post-test

A population is a group of research objects that have consisted of the one or more classes. According to Ary, Jacobs, Lucy & Razavieh, (2002:163) states “*the large group about which the generalization is made is called population*.” The population of this research was MTs Negeri Palu Barat. The total of the students were 663 from seventh grade until ninth grade. The total numbers of population eighth grades were 218 students. It consisted of six classes.They consisted of six parallel classes: VIII A, VIII B, VIII C, VIII D, VIII E and VIII F. Each class consists of 33 up to 38 students.

In selecting the sample of the research, the researcher used purposive sampling technique because the number of the population is big enough. According to Singh, (2006:91), “*The purposive sampling is selected by some arbitrary method because it is known to be representative of the total population*.” It means that, sampling is an option some classes by researcher that have special knowledge or skills who represent this population. In determining the research sample, the researcher chose two *unggulan* classes of the eight grade in the school that the experimental class was VIII A that consists of 38 studentsand VIII B that consists of 36 students as the control class. Unggulan class is the excellent class among other classes. The researcher chose this classes based on recommendation from the teacher in the school. The two classes have similar skill and ability in almost every subject.

Related to the title “Improving reading comprehension of the Eighth Grade Students through Shared Reading at MTs Negeri Palu Barat”, there were two variables of the research which was considered as the causes and effects of the problem. The research variables in this research were independent and dependent variables. According to Ary, et al, (2002:35) define, *“ Independent variables are antecendent to dependent variables and are known or are hypothesized to influence the dependent variable, which is the outcome. In experimental studies the treatment is the independent variable and the outcome is the dependent variable”*. The independent variable is one selected by the researcher to determine the effect of relationship with dependent variable. While the dependent variable is the progress to measure about the students perfomance based on the independent variable. The independent variable is *Shared Reading* and the dependent one is reading comprehension of the eighth-grade students at MTs Negeri Palu Barat.

The researcher used one instrument. It was test. According to Ary, et al, (2002:216) *“Tests are valuable measuring instruments for educational research.”* It means that tests are important tool used for counting values in education research. The researcher only used post-test as a test.

In this research, the researcher used test (post-test). This research did not apply pre-test at the first meeting. The test of the post-test was to measure the student’s capability of reading comprehension after the treatment. The items of the test consisted of three parts: the first part consisted of 10 multiple choices items, and every correct answer was scored 1. The second parts consists of 5 essay items which is every correct spelling and structure was scored 2 and correct meaning was scored 1. The three parts consisted of 10 true or false items which every correct answer got 1.

**Table 1. The Scoring System of the Test**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No.** | **Kind of Test** | **Number of Item** | **Correct** | **Incorrect** | **Blank** | **Maximum Score** |
| 1. | Multiple choices | 10 | 1 | 0 | 0 | 10 |
| 2. | Essay | 5 | 3 | 1 | 0 | 15 |
| 3. | True or false | 10 | 1 | 0 | 0 | 10 |
|  | Total | 25 |  |  |  | 35 |

**Table 2. Distribution of Essay**

|  |  |  |
| --- | --- | --- |
| **No.** | **Explanation** | Score |
| 1. | The students do not answer question | 0 |
| 2. | The students answer with incorrect grammar, spelling and content | 1 |
| 3. | The students answer with correct content but incorrect grammar and spelling | 2 |
| 4. | The students answer with correct grammar and content but with incorrect spelling | 3 |
| 5. | The students answer using correct grammar and correct spelling with correct content | 4 |

Table 2 explains about distribution of essay. The distribution of essay on the test consisted of five parts: the first is if the students did not answer question, the score was 0. The second is if the students answered with incorrect grammar, spelling and content the score was 1. The third is if the students answered with correct content but incorrect grammar and spelling, the score was 2. The fourth is if the students answered with correct grammar and content but with incorrect spelling, the score was 3. The last is if the students answered by using correct grammar and correct spelling with correct content, the score was 4.

In technique of data collection, the researcher used one way or step to get the data. This way is considered to collect the valid data because this step was conducted directly by herself. This step is post-test. The posttest was designed to find out the progress of the student’s reading comprehension, whether the treatment applied to the experimental class succeeded or not. It was given after the treatment. It was given to both experimental and control class. Then, the result of test was analyzed them by using statistic computation.

Before the researcher conducted the treatment, the researcher prepared the material related to the topic. The researcher did her treatment to experimental class. The researcher taught control class by herself same by using the materials and number of meetings, but used different strategies to know the real different comprehension level in learning reading. The location of the research was at MTs Negeri Palu Barat. The research was conducted based on the schedule of MTs Negeri Palu Barat. The researcher taught experimental class and contol class in eight meetings. Each meeting took 2 x 40 minutes.

The researcher conducted the treatment to the experimental class. The researcher taught them reading comprehension through *Shared Reading* by the following steps:

1. The researcher asked some questions related to the topic.
2. The researcher introduced the title of a story by discussing and asking the students to predict about the whole story .
3. The researcher read aloud the story using intonation and expression. Then, the researcher paused and asked the students to comprehend the story in order that they can predict concerning series of the story .
4. The researcher and the students discussed and shared about the story.
5. The researcher facilitated the students to reread independently about the story.
6. The researcher recommended the students to conclude the story in their own words.
7. The researcher gave an exercise and the students did exercise from the researcher.

The researcher counted the raw scores obtanined to establish the individual standard score by using the formula purposed by Sutomo (1985:123). Next, the researcher computed the mean score of students by using the formula purposed by Hatch and Farhady (1982:55). After counting the mean score of both classes, the researcher computed the individual deviation of students’ score either in the experimental class or the control one by using the formula proposed by Hatch and Farhady (1982: 59). After giving the individual deviation of the students, the researcher squared the standard deviation of students’ scores in the experimental and control class. The researcher computed the formula recommended by Hatch and Farhady (1982:59). Then, after squaring the standard deviation of students’ score, the researcher computed the standard error by using the formula which is proposed by Hatch and Farhady (1982: 112) in order to know the value of t-value. Finally, in order to find out the significant difference between the experimental class and control class. the researcher calculated the t-value by following formula as proposed by Hatch and Farhady (1982:111).

**FINDINGS**

In this research, the researcher much concerned with data presentation and analysis. The researcher calculated the result of the test (post-test) and deviation score of experimental and control class. In collecting the data, the researcher used post-test; meanwhile, the treatment was applied only in the experimental group. The posttest was administered to the experimental class on August 27th 2016 and the control class on August 30th 2016. The researcher gave test to the students. Then, the score of the students’ posttest was obtained. It was used to measure how far the students’ progress after the treatment and how shared reading can improve the students’ reading comprehension. Then, the researcher conducted the test both of the classes. In order to conclude the students’ reading comprehension were increased or not. After administering eight treatment conducted, the researcher gave the post-test to both of classes. To know the effectiveness of the treatment, the researcher conducted the post-test for the experimental class VIII A and control class VIII B.The researcher used the formula to calculate the students’ score on the post-test of experimental and control classes. The results of the individual score of post-test for both of classes can be seen in the table 3 and 4:

**Table 3. Post-test Score Experimental Class**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **No** | **Initial names** | **Multiple Choices** | **Essay** | **True or False** | **Maximun Score** | **Total score** | |
| **Raw score** | **Standard score** |
| 1  2  3  4  5  6  7  8  9  10  11  12  13  14  15  16  17  18  19  20  21  22  23  24  25  26  27  28  29  30  31  32  33  34  35  36  37  38 | AG  AVS  AA  CL  DS  HY  IW  IB  INM  IA  KN  LT  MR  MRZ  MFH  MHA  MI  MRF  MRV  MRK  MA  MFR  MRD  MRI  MN  MW  NF  NIZ  NTS  NI  RA  RFS  RW  RZ  RAA  SH  SD  TAP | 10  9  10  9  8  10  10  10  10  9  10  10  10  9  8  8  7  7  9  10  9  9  7  10  8  9  10  9  10  8  10  10  9  9  7  10  7  8 | 13  11  14  11  12  13  13  11  12  13  10  13  12  15  13  10  10  13  14  13  13  12  13  11  14  12  12  12  12  13  11  11  11  14  15  11  13  13 | 10  8  10  10  10  10  8  9  9  10  10  9  10  9  8  10  10  10  8  10  10  9  9  10  10  9  9  10  10  10  10  9  10  10  9  10  10  9 | 35  35  35  35  35  35  35  35  35  35  35  35  35  35  35  35  35  35  35  35  35  35  35  35  35  35  35  35  35  35  35  35  35  35  35  35  35  35 | 33  28  34  30  30  33  31  30  31  32  30  32  32  33  29  28  27  30  31  33  32  30  28  31  32  30  31  31  32  31  31  30  30  33  31  31  30  30 | 94.2  80.0  97.1  85.7  85.7  94.2  88.5  85.7  88.5  91.4  85.7  91.4  91.4  94.2  82.8  80.0  77.1  85.7  88.5  94.2  91.4  85.7  80.0  88.5  91.4  85.7  88.5  88.5  91.4  88.5  88.5  85.7  85.7  94.2  88.5  88.5  85.7  85.7 |
| **Total Score** | | | | |  | **1171** | **3344.1** |

After counting the students’ grade, the researcher computed the mean score of the experimental class in post-test. The result of posttest for experimetal class. It can be seen that the highest score is 94.2 and the lowest score is 77.1. All of the students were succeeded in posttest. After calculating the total score, the researcher computed the mean score of posttest in experimental group. It was 88.

**Table 4. Post-test Score Control Class**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **No** | **Initial names** | **Multiple Choices** | **Essay** | **True or False** | **Maximun Score** | **Total score** | |
| **Raw score** | **Standard score** |
| 1  2  3  4  5  6  7  8  9  10  11  12  13  14  15  16  17  18  19  20  21  22  23  24  25  26  27  28  29  30  31  32  33  34  35  36 | AS  ASW  AZ  AR  ARA  AD  AF  BN  CR  DA  DS  DZA  EN  FR  FRD  HR  KM  LSM  MNT  MR  MD  MF  MRF  MRH  MT  PA  RM  RI  RA  RTH  SB  SHA  SM  SY  VS  SSS | 9  9  9  10  6  10  2  10  3  10  9  7  6  9  5  8  6  5  10  7  4  2  7  4  10  8  5  6  7  10  10  5  7  8  7  10 | 10  11  10  13  10  12  10  13  5  11  12  11  10  11  10  13  12  4  7  10  11  14  10  7  3  8  11  10  7  13  11  8  7  9  11  10 | 6  10  7  9  9  9  9  10  6  10  10  10  10  9  5  7  8  9  6  10  6  6  6  4  10  5  6  5  6  4  10  5  7  9  10  10 | 35  35  35  35  35  35  35  35  35  35  35  35  35  35  35  35  35  35  35  35  35  35  35  35  35  35  35  35  35  35  35  35  35  35  35  35 | 25  30  28  22  25  31  21  33  14  31  31  28  25  29  20  28  26  18  22  27  21  22  23  15  23  21  22  21  20  27  31  18  21  26  28  30 | 71.4  85.7  80.0  91.4  71.4  88.5  60.0  94.2  40.0  88.5  88.5  80.0  71.4  82.8  57.1  80.0  74.2  51.4  62.8  77.1  60.0  62.8  65.7  42.8  65.7  60.0  62.8  60.0  57.1  77.1  88.5  51.4  60.0  74.2  80  85.7 |
| **Total Score** | | | | |  | **883** | **2550.2** |

Next, the researcher counted the computation of the post-test mean score of the control class. From the posttest result of the control class, it can be seen that the highest score is 94.2 and the lowest score is 40. There were fourteen students who were succeeded and tweenty two students failed.

Furthermore, the mean score of posttest in control class was 70.8. The researcher found that the difference of mean score between experimental and control class is 17.12. It is found that the result of post-test in the experimental class; after having the treatment, improved significantly different with the control class. It is know from the computation that is shown by the data different between experimental and control class.

The standard deviation of experimental class is 4.48. The standard deviation of control class is 13.89. Thus, the standard deviation in experimental class is 4.48 and control class is 13.89. The standard error, the value obtain is 2.42. The researcher find out the t-counted value is 7.107.

Based on the data analysis above, the researcher concludes that the research hypothesis is accepted because the t-counted (7.107) is greater than t-table (1.996). The researcher found the difference of t-counted value between t-table is 5.113. In other words, the application of shared reading can improve reading comprehension of the eighth-grade students at MTs Negeri Palu Barat.

The researcher stated the hypothesis of the research is that “*The Application of Shared Reading Can Improve the Reading Comprehension of the Eighth-Grade Students of MTs Negeri Palu Barat*”. In this case, the application of *Shared Reading* as an independent variable is expected to have great effect toward students’ ability in reading comprehension as dependent variable.

**DISCUSSION**

Based on the result of test given, there were some points need to be discussed. The researcher focused on teaching reading with *Shared Reading* that the students study in deciding main topic of the text. The researcher found that there were differences between teaching reading skill without *Shared Reading*. When the researcher did the preliminary observation, the researcher found that the students had difficulties in understanding the reading text therefore they were not able to find the main topic of the text.

At the beginning, the researcher did treatment to the experimental class. At the first meeting, the students did not get a significant improvement in their reading narrative text especially to comprehend of the text. Based on that problem, in the second meeting, the researcher started to discuss what were their problems in teaching reading. It was a best way to focus and attract the students’ attention. The basic problems were that the students had problem to understand the meaning of the text and there were some the students did not bring dictionary; therefore, they had problems to know about the vocabulary of the text. In the solution of the problems, the researcher recommended the students to bring the dictionary in order that they easily knew the meaning of vocabulary of the text. Furthermore, in shared reading, the teachers have the topics of the story what are familiar for the students and easier to be understood by them. Firstly, the researcher explained the story. Then, the researcher asked the students to explain what is the main topic of the story, and the students discussed about some words related to the topic in the story and searched the words in dictionary. Secondly, by using English and Bahasa, the teacher could help the students to understand about the material taught. Finally, the teacher motivated the students to use English in classroom because to build their self-confidence and practical in speaking with their teacher or friends.

At the third meeting, the students had good improvement in reading especially in comprehending the text. In reading, they understood about the text and got much a new vocabulary. Therefore, the result after applying *Shared Reading* is the teaching strategy can improve students’ reading comprehension of the eighth-grade students of MTs Negeri Palu Barat.

The research about *Shared Reading* strategy in improving students ‘reading comprehension had been conducted by many researcher previously. First, Kresnawati, Nitiasih, & Ratminingsih, (2013) the research is about “*The Effect of Shared Reading Strategy Using Digital Photo Story and Achievement Motivation on Students’ Reading Comprehension on Seventh Grade Students of SMP Negeri 6 Singaraja in the Academic Year 2012/2013”*. She focused on the digital photo story in this strategy. The strategy was given better achievement towards students’ reading comprehension and also could motivate students to read. The shared reading strategy using digital photo story was appropriate since it could give the students a chance to predict the picture which could encourage their creative thinking using modern technology. Second, Dewi (2012) who conducted the research entitled “*the Implementation of Shared Reading in Improving Students’ Reading Comprehension in SMP Muhammadiyah 1 Ponorogo in Academic Year 2011/2012*’’. She basically focused on the descriptive text by using this strategy. The result of her research shows that using *Shared Reading* could improve students’ reading comprehension. By understanding the research above, the researcher tried to apply this strategy in MTs Negeri Palu Barat. It was different from the previous research, the researcher emphasized on the application of *Shared Reading* to improve students’ reading comprehension. However, after applying *Shared Reading*, the researcher found that there was a significant in the post-test. Furthermore, the students’ problems in reading comprehension such as lack of vocabulary and they could not understand the content of the text can be solve by using shared reading because before the strategy process, the teacher and the students discussed about some words that related to the topic. Therefore, the researcher concludes that *Shared Reading* is effective in improving students’ reading comprehension.

**CONCLUSIONS AND SUGGESTIONS**

The researcher concludes the result of the research after the analyzing data. The result of the students’ mean score in posttest of the experimental class is 88 and control class is 70.8. The researcher found the difference of mean score between experimental and control class is 17.12. The hypothesis of the researcher is accepted. There is a different value between t-counted value (7.107) and t-table value (1.994) which t-counted value is higher than t-table value.

The result of this research is reading comprehension can be improved by applying the shared reading. In shared reading, the students get encouraged to be active in the class because they could express their own idea. When they are following this strategy they also build relation with their friends in discussion. Therefore, the use of *Shared Reading* is effective in teaching and learning process, especially in improving students’ reading comprehension.

The researcher would like to share some suggestions in English teaching learning process. First, teaching reading comprehension should be presented interestingly in the classroom. Second, Shared reading could be one choise to be used in teaching. It can improve reading comprehension of the junior high school levels by adding LCD projector and big of pictures during teaching learning process. Finally, in teaching reading, when the teacher explains about the topic, the teacher should speak more in English than Bahasa to make the students familiar with English words.

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