

**THE IMPLEMENTATION OF SHARED READING STRATEGY TO  
IMPROVE THE STUDENTS' ACHIEVEMENT IN READING  
COMPREHENSION**

**SKRIPSI**

*Submitted in Partial Fullfillment of the Requirements  
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**By**

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## ABSTRACT

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This study was aimed to find out the improvement students' achievement in reading comprehension by using shared reading strategy. This skripsi was applied Class Action Research (CAR). It was done through planning, action, observation, and reflection. The location of this research was at SMP PAB 9 Klambir V, Jl. Klambir V Kab. Deli Serdang Kec. Hamparan Perak in academic year 2016/2017. The aims research subject test findings was all students in VIII-1 and consisted of 30 students. Based on the students' reading score, students keep improving in every test. In the pre-test the mean of score was 37.6, in the first cycle test the mean of students was 68.6, and the second cycle the test mean was 98.8. The improvement also can be seen from the number of master students in reading achievement, in pre-test 0% students got point more than 75, in the first cycle test 33.3% students got point more than 75, and the second cycle 100% students got point more than 75. And the improvement was 62.4% from cycle I to cycle II. It means that teaching reading using shared reading strategy can improve students reading achievement. Shared reading strategy made students feel enjoy, not bore, understand, and interest in learning reading comprehension.

*Keywords: Shared Reading Strategy, Improvement, Reading Comprehension.*

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## TABLE OF CONTENTS

<b>ABSTRACT</b> .....	<b>i</b>
<b>ACKNOWLEDGEMENTS</b> .....	<b>ii</b>
<b>TABLE OF CONTENTS</b> .....	<b>iv</b>
<b>LIST OF TABLE</b> .....	<b>vii</b>
<b>LIST OF FIGURES</b> .....	<b>viii</b>
<b>LIST OF APPENDICES</b> .....	<b>ix</b>
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
A. Background of the Study .....	1
B. Identification of Problem .....	3
C. Scope and Limitation .....	3
D. Formulation of the Problem .....	3
E. Objective of the Study .....	4
F. Significance of the Study .....	4
<b>CHAPTER II REVIEW OF LITERATURE</b> .....	<b>5</b>
A. Theoretical Framework .....	5
1. Reading.....	5
2. Comprehension .....	6
3. Reading Comprehension.....	7
4. Types of Reading Comprehension.....	8
4.1 Literal Meaning .....	9
4.2 Inferential Meaning .....	9
4.3 Critical Meaning.....	10

5. Learning Strategy.....	10
6. Shared Reading Strategy.....	11
6.1 Setting and Resources .....	12
6.2 Types of Reading Materials .....	12
6.3 Advantages of Shared Reading Strategy .....	13
6.4 Disadvantages of Shared Reading Strategy .....	14
7. Teaching Reading by Using Shared Reading Strategy.....	14
B. Conceptual Framework.....	17

**CHAPTER III RESEARCH METHOD ..... 19**

A. Location and Time .....	19
B. Population and Sample .....	19
C. Research Design.....	19
D. Technique Data Collecting.....	22
E. Technique for Analyzing the Data.....	24

**CHAPTER IV DATA AND DATA ANALYSIS ..... 27**

A. The Data.....	27
1. The Qualitative Data.....	27
2. The Quantitative .....	29
2.1 Pre-test.....	30
2.2 Cycle I .....	32
2.3 Cycle II.....	36
B. The Data Analysis.....	42

1. The Analysis of Quantitative Data .....	42
2. The Analysis of Qualitative Data .....	45
2.1 The Situation and Background .....	45
2.2 The Data of First Cycle .....	45
2.3 The Data of Second Cycle.....	47
<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>50</b>
A. Conclusion .....	50
B. Suggestion.....	51
<b>REFERENCES</b>	
<b>APPENDICES</b>	

## LIST OF TABLE

Table 3.1 Table Cycle of CAR Arikunto .....	20
Table 4.1 Table of Students' Score in Pre-test .....	30
Table 4.2 Table of Students' Score in Cycle I .....	32
Table 4.3 Table of Students' Score in Cycle II .....	36
Table 4.4 Table of Students' Score in Pre-test, Cycle I, and Cycle II .....	39
Table 4.5 Table of Students' Score from First until Last Meeting.....	40
Table 4.6 Table Comparison of Students' Score in Three Competences.....	41



## LIST OF FIGURES

Figure I Diagram of Pre-test.....	32
Figure II Diagram of Cycle I.....	35
Figure III The Different Percentage in Pre-test, Cycle I, and Cycle II .....	35
Figure IV Diagram of Cycle II.....	38
Figure V Diagram of Pre-test, Cycle I, and Cycle II.....	40
Figure VI Diagram of Students' Reading Score in Percentage.....	41
Figure VII Diagram of Students' Comparison Score.....	42

## LIST OF APPENDICES

APPENDIX Allocation Time of Research .....	54
APPENDIX I Lesson Plan .....	82
APPENDIX II Observation Sheet .....	88
APPENDIX III Interview Sheet .....	94
APPENDIX IV The Test Item Each Cycle .....	98
APPENDIX V Answer Key .....	105
APPENDIX VI Result Pre-test.....	106
APPENDIX VII Result Cycle I Test.....	107
APPENDIX VIII Result Cycle II Test .....	108
APPENDIX IX The Calculation Score .....	109
APPENDIX X The Students' Attendance List.....	110
APPENDIX XI Diary Notes.....	111
Test Item in Pre-test .....	112
Test Item in Cycle I.....	117
Test item in Cycle II.....	122
Form K-1 .....	123
Form K-2 .....	125
Form K-3 .....	126
Berita Acara Bimbingan Proposal.....	127
Lembar Pengesahan Proposal.....	128
Lembar Pengesahan Hasil Seminar Proposal.....	129

Surat Pernyataan.....	130
Surat Keterangan .....	131
Surat Mohon Izin Riset.....	132
Berita Acara Bimbingan Skripsi.....	133
Surat Balasan Riset SMP PAB 9 Klambir V.....	134
Surat Keterangan Setelah Riset .....	135
Curriculum Vitae .....	136

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Study**

Reading comprehension is a good way to develop and understand English. But, most of the students still find many difficulties in reading comprehension even though they have done it for many years. Most people read a text without comprehending on how they do it since they assume that reading comprehension is not very important. For them, reading comprehension is a task of little concern. So it is a problem for teacher in teaching reading in the classroom.

To improving reading comprehension, fluency help ESL/EFL students in academic settings who are unable to keep up with their reading assignments, often a cause or dropping out of college stages, Addison (2005). It is because most of the materials of improve their reading skills in order to understand teaching and learning the materials. It terms that based on curriculum of the school students of SMP should able perform reading comprehension with applying shared reading strategy to improve the students' achievement. In reading comprehension also can make students understand what they read. The students will be on the road to academic failure, if they could not read.

Based on the researcher's experience in Field Teaching Practice (PPL) at SMP PAB 9 Klambir V, especially class VIII in academic year 2016/2017 the researcher found the problems in reading comprehension. There was some factors why they can not comprehend the text. There were students did not have good motivation to read because the text was not interesting. They believed that when

comprehending the text, they must comprehend every word in the text, so they keep on looking up the words in a dictionary to find out the meaning of the words and they have very limit techniques and strategies in reading. This factors made them feel bored and uninteresting in reading comprehension. It can be concluded that reading is very important to increase the ability to communicate with others. Because reading is very essential the success in teaching and learning process.

Usually, teacher teaches reading comprehension by translating the reading text. Therefore, the students always open dictionary when they want to know the meaning of text. In this case, the teacher will make variations and choose a suitable strategy in teaching reading comprehension in order to make the students interest.

To overcome the problems above, the reasearcher must make a suitable learning strategies, especially to improve students, reading comprehension. Shared reading is chosen as alternative strategy of teaching reading. Gibbons in Herrel and Jordan (2008: 73) said that using shared reading with English language learners is appropriate because the teacher has opportunities to use illustrations to support vocabulary development, use think-aloud strategies to teach problem-solving approaches, and to integrate verbal interaction that function to support the comprehension.

The researcher wants to give Shared Reading strategy as a technique of teaching and learning process. It can be used by a teacher to avoid the difficulties in explaining material and help the students who have difficulties in receiving material. By using Shared Reading strategy , it can be especially important to build background knowledge and experience that help the students to understand

the meaning of the text. Therefore, the researcher will improve the reading comprehension through Shared Reading strategy. The researcher expect as a teaching technique, shared reading startegy will increase students' interest in learning reading. It also produces a high level of motivation in skill lesson.

Based on these problems, the researcher want to knows about "*The Implementation of Shared Reading Strategy to Improve the Students' Achievement in Reading Comprehension*".

## **B. Identification of the Problem**

This study was identified as having relation to the following aspects:

1. The students do not have good motivation to read and they are feel bore.
2. The students do not interest with the coventional strategy.

## **C. Scope and Limitation**

The scope of this research was reading comprehension and it was limited on three skills in reading comprehension: literal, inferential and critical.

## **D. Formulation of the Problem**

Based on the limitation above study were formulated as follows:

1. Is there any improving of the students' reading achievement through Shared Reading Strategy at SMP PAB 9 Klambir V?
2. How are the activities of the students' through Shared Reading Strategy at SMP PAB 9 Klambir V?

## **E. Objective of the Study**

The objectives of this research aims were:

1. to investigate the improving of the students' reading achievement through Shared Reading Strategy at SMP PAB 9 Klambir V.
2. to investigate the activities of the students' in reading achievement through Shared Reading Strategy at SMP PAB 9 Klambir V.

## **F. Significance of the Study**

There were some purpose of this research:

1. Theoretically

This study could be useful for further research and can provide a good influence to learners in learning about Shared Reading Strategy in reading achievement.

2. Practically

- a. For the teacher, to increase the quality of teaching reading comprehension.
- b. For the students, to add their knowledge and to add reading comprehension through Shared Reading Strategy.
- c. For the other researchers, to add reference and as the information for further research in reading comprehension.

## CHAPTER II

### REVIEW OF LITERATURE

#### A. Theoretical Framework

This study was planned to investigate the implementation of shared reading strategy to improve the students' achievement in reading comprehension. A research theory is needed to explain some concept or terms applied in the research concern. Theoretical framework of this research was presented and discussed as the following:

#### 1. Reading

Reading is the practice of using text to create meaning. Reading can be challenging, particularly when the material is unfamiliar to students. Reading refers to the ability to comprehend or make meaning from written text. It means that word *read* states it is the ability to examine and comprehend the meaning.

According to McIntyre et. al. States reading is comprehending, if children can read the words of the text, but do not understand what they are reading, they are not really reading. So basically reading is a crucial goal that children must master in order to be successful in school. As professional educators, the teachers are constantly pushing the students to increase the reading levels in their classrooms.

Moreover, Harvey and Goudis in Pamela, et. al states that like writing, reading is an act of composition. When we write, we compose, thoughts on paper. When we read, we compose meaning in our minds. Thoughtful, active readers use



the text to stimulate their own thinking and to engage with the mind of the writer.

Based on the explanation above, the researcher concludes that reading is getting meaning from print. It is not only confined to print in text or book, but also this happens for communication between the reader and the writer. Therefore, the reader should interpret what is written by the writer.

## **2. Comprehension**

Comprehension is an active process that involves the child integration of prior knowledge with information the text in order to comprehend the text. Heilman and Blair (2005: 237) states “comprehension is a multifaceted process by a variety of factors. However unlike the large number of supposedly distinct comprehension skills identified in many commercial reading programs, researchers to date have only tentatively confirmed the existence of approximately five component skills. A study by Davis is generally regarded as the significant attempt to delineate separate comprehension skills.

The analysis that showed the following five component skills:

1. Recalling word meanings (vocabulary knowledge)
2. Drawing inferences from content
3. Following the structure of passage
4. Recognizing a writer's purpose, attitude, tone, and mood
5. Finding answers to questions answered explicitly or in paraphrase.

In an effort to control the lengthy list of skills and to provide a framework for instructional purposes, several authors have developed taxonomies of comprehension skills. Taxonomies can be effectively used by teachers as a

framework to structure comprehension questions covering a wide variety of levels and abilities. Comprehension taxonomies should not be viewed as a means for specifying developmental stages of reading comprehension.

In Barrett's classification system, the following five levels of comprehension are identified; literal comprehension, reorganization, inferential comprehension, evaluation and appreciation. Barrett's comprehension taxonomy is not only based on specific reading program or materials and it could be adopted by any teacher to plan and provide for reading comprehension instruction.

### **3. Reading Comprehension**

Reading is a thinking process. It is head act recognizing words which requires interpretation of graphic symbols. Grobe and Stoller (2002: 4) states that reading can be taught as a way to draw information from the text and to form an interpretation of that information. The process of drawing information interpreting information requires the work of the brain actively. When person is reading, the brain receives visual sensation of words and phrases from the printed page. Furthermore, Alyousef (2005) argues reading can be seen as an "interactive" process between a reader and a text which leads to automaticity or (reading fluency). In this process, the reader interacts dynamically with the text as he/she tries to elicit the meaning and where various kinds of knowledge are being used: linguistic or systematic knowledge (through bottom-up processing) as well as schematic knowledge (through top-down processing).

In line with the statements above, Wooley (2011) says reading comprehension is the process of making meaning from text. The goal, therefore, is

to gain an overall understanding of what described in the text rather than to obtain meaning from isolated words or sentences. In understanding read text information children develop mental models, or representations of meaning of the text ideas during the reading process. Thus, reading comprehension is an extraordinary feat of balancing and coordinating many abilities in a very complex and rapid set of routines that makes comprehension a seemingly effortless and enjoyable activity for fluent readers.

The ability of reading comprehension among the readers are various. One might has high level of understanding the text and another might has the low one. According to Grade and Stoller (2002: 19), “reading comprehension abilities are quite complex and that they very numerous ways depending in tasks, motivations, goals, and language abilities”. They also argued that the large differences among the readers occur because of various ways of reading.

#### **4. Types of Reading Comprehension**

Reading comprehension involves three levels of understanding: literal meaning, inferential meaning, and critical meaning. This lesson will differentiate and define these three levels. Reading comprehension is measured by three types of recall scores: recall scores for common ideas, main ideas, and non-main ideas of a text, that is represents how well readers understand the implicit and explicit meaning of the text they read (Sung Hyun, 2003).

Imagine a boy named Billy. He is sitting alone in a corner and building a tower out of blocks. He places one block on top of another as his tower becomes higher and higher. The more blocks he adds, the more intricate his design

becomes. We can compare Billy's intricate tower design to the process of reading comprehension. **Reading comprehension** is the ability to process information that we have read and to understand its meaning. This is a complex process where skills are built upon one another like the blocks used to make Billy's tower. There are three levels of understanding in reading comprehension: **literal meaning**, **inferential meaning**, and **critical meaning**.

#### **4.1 Literal Meaning**

Literal meaning is simply what the text says. It is what actually happens in the story. This is a very important level of understanding because it provides the foundation for more advanced comprehension. Without understanding the material on this level, you could not go any farther.

Let's use our story about Billy to provide an example. The literal meaning of the story was that Billy built a tower out of blocks. The answers to questions based on literal meaning will always be found in the text. For example: Who was building the tower? The answer is Billy.

Here are examples of the type of information that could be identified as literal meaning include the main idea, stated facts, the sequence of events, characters in the story.

#### **4.2 Inferential Meaning**

Inferential meaning involves determining what the text means. You start with the stated information. This information is then used to determine deeper meaning that is not explicitly stated. Determining inferential meaning requires you to think about the text and draw a conclusion.

Getting back to Billy again, what inferential meaning could we get from our story? We could infer that Billy is good at building towers! A question about inferential meaning will typically make you provide examples from the text that back up your thinking. For example: Why could you that assume Billy is good at building towers? You assume this is true because the story says that Billy's tower got higher and higher, and the design became more intricate with each block. Examples of the type of information that could be identified as inferential meaning include generalizations, cause and effect relationships, future predictions, an unstated main idea.

#### **4.3 Critical Meaning**

Critical meaning is what the text is telling us about the world outside the story. Readers must analyze what they have read. Then, they must form an opinion based on the information. Evaluative reading to assess or review ideas. This also involves intense concentration. It requires that you distinguish between opinions, assumptions and fact, and recognize fallacious or illogical reason, false statement, emotional language, understatement, overstatement, irony, satire and omission of information.

#### **5. Learning Strategy**

Strategy is a particular method of approaching a problem or task, a mode manipulating certain information (Brown, 2005: 83). It is a learning activity that must be done so that the teacher and student learning objectives can be achieved effectively and efficiency. Dick and Carey (Rusman, 2010: 132) state that strategy

is asset of learning materials and procedures that are used together to introduce learning outcomes on the learner or students. Efforts to implement lesson plan that have been prepared in real activity so that the goals can be achieved optimally prepared, the method needed is used to realize a predetermined strategy. Thus, one possible teaching strategy could be used expository, lecture as well as question and answer method or even discussion by utilizing the available resources including the use of instructional media. Therefore, both of strategies and methods are different. The strategy suggest a plan of corporation achieving something, while the method is a way in achieving something.

## **6. Shared Reading Strategy**

Now, shared reading strategy have been developed especially in teaching learning process in English. “shared reading is an excellence complement to guide reading and comprehending strategies to be needed for independent reading (Dorn and Soffos, 2005: 30). The researcher concludes that shared reading strategy help the students in comprehending the text when they are reading. The students are able to read independently. On other hand, Moss and Loh (2010: 18) analysed shared reading is a strategy that scaffold student reading the textbook they may not read theselves. Shared reading is a way to introduce for students how to read well, but also teach them the way to gain deep understanding from what they read. This strategy makes reading process easier for the students to get the point from the text and get new words or new vocabulary.

## **6.1 Setting and Resources:**

A sense of community is developed when the time is taken to arrange for a small group of students, or when appropriate, the whole class, to gather in area near a big book, chart/easel, wall story, or text written on the whiteboard, so that all the participants can easily see and engage in the experience comfortably. Having a few items on hand during a shared reading will allow the teacher or other experienced reader greater flexibility during the experience. Some items may include:

1. A board marker
2. A pointing stick
3. File cards
4. A post-it
5. A highlighter marker

These may be used during a session to reinforce teaching objectives for the students. Additional information on how one might use these resources is available in the section called Shared Reading Resources.

## **6.2 Types of Reading Materials:**

Shared Reading provides an excellent opportunity for teachers to model the integrated use of cueing systems and strategies for reading that can be applied to unfamiliar reading. New concepts and strategies are best introduced during shared reading before guided practice or independent reading takes different genres, or types of books, with students and familiarize them with some of their text features (Taberski, 2000). Following are examples of the variety of print

materials that can be used for Shared Reading:

1. Big books and lap books
2. Wall charts/ stories
3. Chants or legends
4. Songs
5. Narrative texts
6. Classroom news
7. Text constructed and used on overhead projector

### **6.3 Advantages of Shared Reading Strategy**

- a. Allows the students to enjoy materials that they may not be able to read on their own.
- b. Ensures that all students feel successful by providing support to the entire group.
- c. Students act as though they are reading.
- d. Help novice readers learn about the relationship between oral language and printed language.
- e. Assists students in learning where to look and/ or focus their attention.
- f. Focusses on and helps develop concepts about print and phonemic connections.
- g. Help in teaching frequently used vocabulary.
- h. Encourages prediction in reading.
- i. Help the students develop a sense a story and increases comprehension.



#### **6.4 Disadvantages of Shared Reading Strategy**

There can also be disadvantages to shared reading, particularly in a classroom setting. When the whole class is reading a big book together, without a particular student being called on to read, there is the danger of students being left behind. If a child does not understand what is going on or if she simply mentally "checks out" by daydreaming or not focusing on the shared reading, she may not actually benefit from the activity. Additionally, a student may become frustrated if she is trying to participate. For example, to produce the next phrase but cannot keep up with quicker students. In this case, her anxiety level could rise and, as a result, the shared reading experience could be a negative one rather than a positive learning one. If you sense a student is not fully benefiting from shared reading in the classroom setting, encourage her parents to read with the child at home in a one-on-one environment.

#### **7. Teaching Reading by Using Shared Reading**

Shared reading is a teaching method in which students join in or share the reading of an enlarge text while guided and supported by a teacher or other experienced reader. Student observe an expert reading the text with fluency and expression. It includes the activities of constructing meaning, activating prior knowledge, making prediction and reading.

According to Wou (2010) the procedure of shared reading are as follows:

- a) Select a text which has a teaching point that meets the needs of the students. Ensure that all students have a copy of the text or are able to

clearly see the text or are able to clearly see the text such as overhead projector transparencies or in an enlarged the book form.

- b) Discuss with students the topic to find out prior knowledge.
- c) State the purpose of the text. Share the learning intentions and the success criteria with the students.
- d) Students are asked to predict the text from the cover, title, and illustrations.
- e) Teacher reads the text with as few stops as possible. Encourage students to participate where appropriate.
- f) Encourage students to talk about the text and the language features of the text. Identify and discuss meaning in texts relating them to their own experiences, model the use of information skills such as retrieving information from a text.

In shared reading, the teacher introduces the story, talking about title, cover, and title page. It is a good time to engage the student in what they see in the cover picture, and what they think it tells them about the story to be read. Do not neglect the back cover of the book, as it often provides an interesting picture clue to what will happen in the story. During the introduction, the teacher conducts a picture walk through the book, briefly pointing out specific character actions or events, asking probing questions to engage the students in thinking about the pictures and story, but not telling the story.

In during reading, the first purpose is generally for enjoyment. The teacher points to each word as it is read. Students are asked to follow along with their eyes. Read the text as naturally as possible, phrased and fluent, though the teacher

may choose to slow the pace just a little for students to join in. Model realistic reactions to the text and use appropriate voice intonation. Again the teacher may pause from time to time asking the students to predict a word, phrase or to make predictions about what is happening. During the read, the teacher may ask students to confirm their predictions by asking, “were you right/correct?”

In after reading. The teacher can take students back to the point of making predictions, whether at the word or story level, and ask how they knew they were right or how they knew if their prediction wasn't quite correct. Giving students this chance to talk about their thinking is very powerful and ensures their full participation. The teacher ask open-ended question and helps students build connections to the text by activating students' prior knowledge to the theme or main idea of the book. The second and subsequent readings allow for the students to chime in with now familiar words and phrase. In some cases, students and teachers can take turn reading (e.g., the teacher reads the left slide and students read the right slide).

To sum up, the procedures of shared reading method, in this research are follows:

- a) The teacher shows the picture and an enlarged text through overhead projector and asks some questions to the students such as “have you seen the picture?” where have you seen them? What are they usually about?
- b) The teacher tells the students what they are going to read.
- c) The students and the teacher discuss the topic of learning material to activate the students' prior knowledge.

- d) The teacher explains the aim of the text, the aim of teaching material, and success criterion to the students.
- e) The students predict the content to the text through the pictures, the title and the illustration.
- f) The students read the text with the right expression, intonation, and pronunciation with a pause to confirm whether their prediction is right or wrong.
- g) The students reread the text together.
- h) The students try to connect the text with their own experience.
- i) The students discuss the language features in the text.
- j) The students utter questions to other questions and answer the other students' question.
- k) The students confirm their prediction again.
- l) The students tell about the opinion about the text by uttering question.
- m) The teacher gives explanation related to the students' answer such as how to find main idea of the text.

## **B. Conceptual Framework**

Teaching and learning process are two important factors, which are closely related to each other. These activities involve both teacher and students. Teaching can be defined as “showing or helping someone to learn how to learn, how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know and understand”. Sunarto (2008: 13) stated that teaching instructed for learning process of the students when he or she is in the

classroom with students, plan the lesson and evaluate it. While learning is a relatively permanent change in a behavioral tendency and it is the result of reinforced practice.

This proposal deals with the implementation of shared reading strategy to improve the students' achievement in reading comprehension. The implementation of shared reading strategy in teaching English is one of many ways to teach English teaching material especially in reading skill. This method is expected to improve the students' reading achievement and improve teaching and learning activities in the classroom. Also help the students if there are some difficulties in learning English, low motivation in reading especially reading narrative text.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Location and Time**

This research was conducted within in the end of the second semester of VIII grade students at SMP PAB 9 Klambir V because the whole process of this research was chosen because the researcher assumed that the students of SMP PAB 9 Klambir V, Jl. Klambir V was suitable object of her research and the researcher challenged or motivated to do the research in the school, have educated in reading and it was acceptable in time and this problem occur when the students using shared reading strategy to improve them in reading comprehension. And time of research started on November 2016 and was ended on March 2017 and this strategy could improve students in reading comprehension.

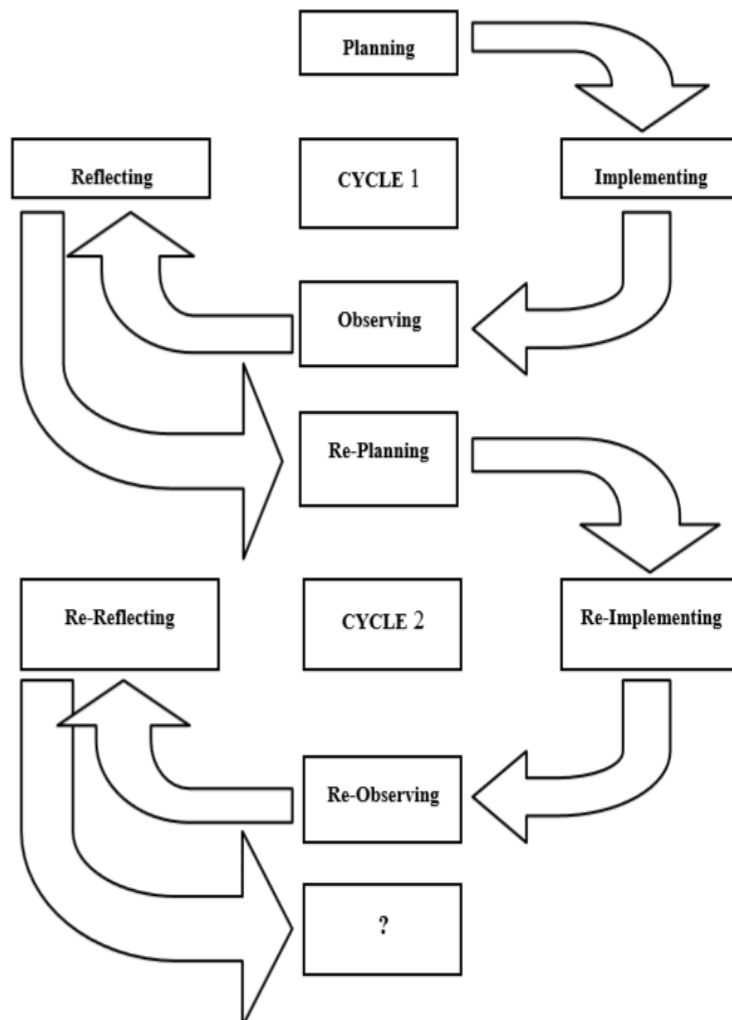
#### **B. Subject of the Research**

The subject of this research was conducted students at VIII grade of SMP PAB 9 Klambir V in academic year 2016/2017. The subject of this research was consisted of 30 students and the researcher as the teacher.

#### **C. Research Design**

This research was conducted by Applying Classroom Action Research which applied descriptive research design which consisted of two cycles, in which the first cycle have two meetings and second cycle also will have two meetings. As detailed can be seen as follows:

Cycle of Classroom Action Research (Arikunto, 2006: 16)



Each cycle have four stages, namely: planning, action, observation, and reflection.

1. Planning

The activities in the planning were follows:

- a. Preparing materials, making lesson plan, designing the steps in doing the action.

- b. Preparing sheet for classroom observation, preparing test (including pre-test, post-test, and questionnaire).

## 2. Observation

The observer of the action at SMP PAB 9 Klambir V. The students were learning through Shared Reading Strategy. The observation observe was put on the observation sheet of the students. The researcher record the students situation during the teaching learning process on sheet in terms of narrative text.

## 3. Action

The activities in action were follows:

- a. Giving questinnaire
- b. Teaching reading narrative text through Shared Reading Strategy
- c. Asking the students' difficulties in narrative text through Shared Reading Strategy
- d. Giving post-test questionnaire

## 4. Reflection

The research finding analyzed. It is to remember what happened in observation. Reflection seeks to make sense of processes, problems, and real issues in action. Reflection had an evaluate aspects to judge. Whether the method could be problem solving to improve students' reading comprehension in narrative text.



#### **D. Technique of Data Collecting**

The technique of data collecting in this research was conducted by the administrating for two cycles. In the first meeting of cycle I, pre-test was administered to identify the basic knowledge about the students' achievement in reading narrative text. Cycle I consist of two meetings: first and second meeting. Cycle II consist of two meetings: third and fourth meeting, so there are four meetings all together. The first cycle was started first meeting. And each cycle have four stages, namely: planning, action, observation, and reflection. And the instruments of two cycles will be consisted by:

1. Lesson Plan

The lesson plan was prepared in order to have a clear description of what to be done in classroom. It was guideline for the teacher in conducting every steps of the teaching plan. This lesson plan also helped the teachers organize their objective and methodologies: determines the purpose, aim, and rational of the class time activity. This lesson plan involves the activities that was conducted, the time allocation, the teachers' approach and the material used in teaching and learning process. It helps the teacher think through the best way to present the information to the students.

2. Observation Sheets

Observation sheets was used to be observe all conditions that happened during the teaching learning process.

### 3. The Test

To get the data the researcher had been finished some of the test. In reading narrative text the researcher was made test which suitable to measure students' completion, the researcher was provide narrattive text, the students must be able to use shared reading strategy, and then they answered multiple choice. The test had been taken from English hand book grade VIII.

### 4. Questionnaire

The questionnaire was used to know the students' response on the application of the simulation in order to help them to improve their reading comprehension. The questinnaire contained some items and the questionnaire distributed to all the end of the cycle.

Based on these indicators then the students reading achievement could be classified in quantitative and qualitative system. These scale will show as follows:

<b>Qualitative Forms</b>	<b>Quantitative Forms</b>
Very Good	81 – 100
Good	61 – 80
Poor	21 – 41
Very Poor	0 – 20

## **E. Technique for Analyzing the Data**

The Technique for Analyzing data of this study was conducted by applying qualitative and quantitative data. The qualitative data was taken from describing the situation during the teaching learning processes and to look the students' opinion as well as their feeling during the teaching learning activity. Qualitative data was used to analyzed the score of the students. By applying these data, it was expected to get satisfy result. The qualitative data had been analyzed from the observation sheet, questionnaire sheet, and diary notes.

Miles and Huberman (2014) suggest that qualitative data analysis consist of three procedure:

### **1. Data Reduction**

Data reduction means the process of selecting, identifying, and classifying the data that are considered important. In considering research the researcher will select the data will give valuable information in research: the data is chosen by identifying the grammatical cohesion in students' narrative writing and classifying the grammatical cohesion in students' narrative writing

### **2. Data Display**

Data display means the process to simplify the data in the form of narrative or table. In displaying data, the researcher describes data by tabulating the number of each types of grammatical cohesion into table

### **3. Conclusion drawing/verification**

After displaying the data, the conclusion is draw. It is used to describe all of the data, so that it would be come clearly. The conclusion can be able to answer the formulation of the problem that formulated from the beginning.

The quantitative data was collected and analyzed by computing the score in each cycle, the mean of the students was computed and categorized the master of students, percentage of the students who get to 100 is calculated.

According to Suharsimi Arikunto (2010: 284-285) to know the mean of the students's score of assesment give in each treatment, to research applied the following formula:

The mean of the students's score of assesment will be calculated by applying the following formula:

$$\bar{X} = \frac{\sum X}{N} \times 100\%$$

Where:

X = the mean of the students

$\sum X$  = the total score

N = the total number of the students

To categorize the number of master students thye researcher used this following formula:

$$P = \frac{R}{T} \times 100\%$$

Where:

P = the percentage of student getting score  $\geq 75$

R = the number of the students who get the point  $\geq 75$

T = the total number of the students' who did the test

The category of scoring:

90% - 100% = Very Good

80% - 89% = Good

65% - 79% = Enough

55% - 64% = Less

0% - 54% = Bad

## **CHAPTER IV**

### **DATA AND DATA ANALYSIS**

#### **A. The Data**

The technique of this study was conducted by applying qualitative and quantitative data. The quantitative data were taken from the mean of the students score of reading. The qualitative data were taken by diary notes, observation and interview sheets. This research was conducted in one class exactly. It consisted of 30 students. It was completed in two cycles. Every cycle have four stages, namely: planning, action, observation, and reflection. The researcher conducted two cycles. Each cycle was conducted in two meetings which the first meeting is pre-test. In the second cycle there were two meetings also. In the end each cycle was conducted a post-test.

#### **1. The Qualitative Data**

The qualitative data which was taken from diary notes, observation sheets, and interview.

##### **a) Diary Notes**

From the observation, the researcher noted in the first meeting in cycle I, students paid attention to the teacher. Almost of the students were can not comprehend the text. There was student do not have good motivation to read and felt bore, the students also do not to interest with conventional strategy. Some of them hanging around in the classroom disturbing the other. Next they, in the second meeting, by using shared reading strategy, all of the students could see what they have learned. After given the explanation about narrative text, they

were given the task to be discussed in the group. They work cooperatively but some of the students did not paid attention and made a noisy in the class, especially the students who sat in the behind. In cycle II, the students felt more enjoyable and interested in learning reading through Shared Reading Strategy. The students got the improvement of reading skill, but difficulties that faced by students is reading comprehension.

b) Observation Sheets

In the first meeting, the observation sheets shown that there was a problem there, the students no interested in reading, they made a noisy and disturb their friends when the researcher given them pre-test only a paid attention, they want to tried reading text but did not know meaning of the word in the text. In pre-test means students score in reading was 37.6. Then in the next day or second meeting, there was still a little bit problems, even the teacher got the picture result was not effectively, the teacher to control the students also, so the teacher could hear and got the result perfectly. Because the teacher took add their score in report. The students also found that was easier and felt so excited. It can be seen from datas post test in cycle I mean of the students score in reading was 68.6 , so the researcher continued to the next cycle or cycle II, the students look enjoyed and full attention toward reading text, they tried better and full excited in English. It can be seen from the datas post test in cycle II mean of the students score in reading was 98.8 . So based on the observation, students were interested to read the text through Shared Reading Strategy.

c) Interview

The interview was conducted in the first and last meeting. The interview was conducted to know the improvement of the students' reading achievement and opinion about teaching and learning process during research time. The interview showed that the students enjoyed the teaching and learning process through Shared Reading Strategy. The students felt more interested and motivated to learn English. The evidence can be seen from the data, before the students were taught by using Shared Reading Strategy got points up to 75(KKM) is 0% with mean of the students score was 37.6, but after the students taught by using Shared Reading Strategy in Cycle I there were 10 students (33.3%) who got points up to 75 (KKM) with mean of the students score was . And to reach maximal KKM, the teacher taught by using Shared Reading Strategy in cycle II, and there were 30 students (100%) from 30 students who got points up to 75 (KKM) with mean of the students score was 98.8%. So can be concluded that all of students felt interested to learn reading through Shared Reading Strategy that shown by the real datas who got from the researcher.

## **2. The Quantitative Data**

The quantitative data were taken from pre-test of the students in every each cycle. In the first meeting, pre-test was applied to know the orientation test of the students. To know the improvement of the students, can be seen from the result of pre-test, test Cycle I, and Cycle II.



## 2.1 Pre-Test

Pre-test was given before running to the treatment in Cycle I. The researcher gave the test to all students and the students answered the test. And the point of pre-test can be seen bellow:

**Table 4.1**  
**Table of Students' Score in Pre-Test**

No	Students' Name	Pre-test
1.	ASW	40
2.	AR	55
3.	AS	45
4.	ASP	35
5.	CWJ	40
6.	CA	35
7.	DM	55
8.	DIA	30
9.	DA	30
10.	DTD	40
11.	DH	40
12.	DS	25
13.	EJ	35
14.	IF	30
15.	MAP	35
16.	MFR	55
17.	MIH	25
18.	MRD	30
19.	MRI	30
20.	NP	45
21.	NC	30
22.	NA	35
23.	NF	45
24.	NWF	30
25.	RDS	45
26.	RR	30
27.	SRS	40
28.	SDP	45
29.	TAA	35
30.	Wi	40
	$\sum X =$	<b>1130</b>
	$X =$	<b>37.6</b>

From the table pre-test, it could be seen from the mean of the students score during the research, the researcher applied the following formula:

$$X = \frac{\sum X}{N} \times 100\%$$

Where:

X = the mean of the students

$\sum X$  = the total score

N = the total number of the students

In the pre-test, the total score of the students was and the number of students was 30, so the mean was:

$$X = \frac{1130}{30} \times 100\% = 37.6$$

To categorize the number of master students the researcher used this following formula:

$$P = \frac{R}{T} \times 100\%$$

Where:

P = the percentage of student getting score  $\geq 75$

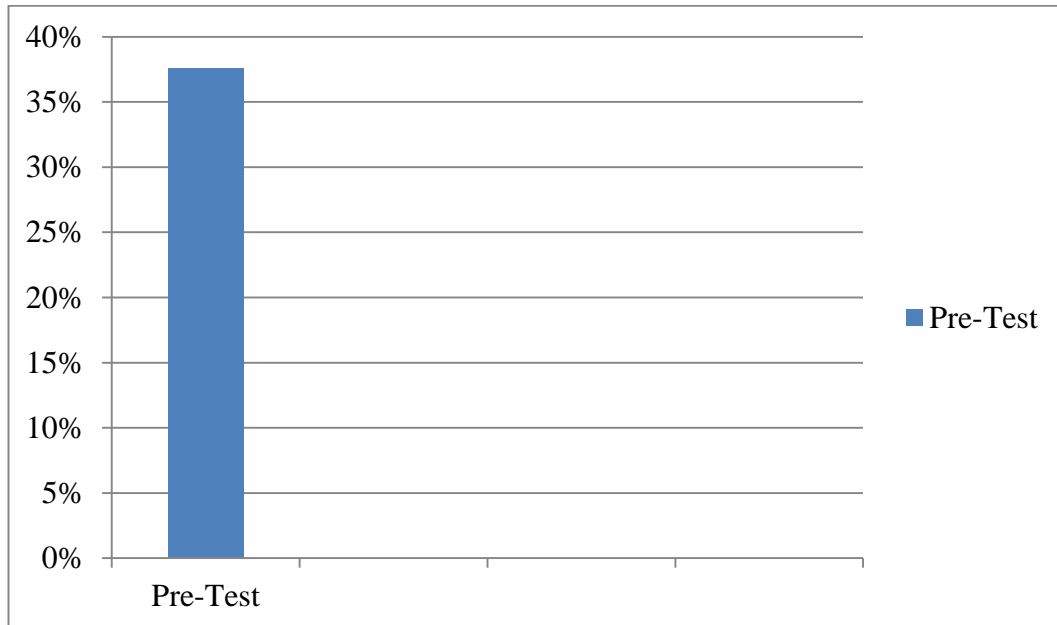
R = the number of the students who get the point  $\geq 75$

T = the total number of the students' who did the test

The percentage that got points up to 75 in pre-test is 0 students, it could be seen as follow:

$$P1 = \frac{0}{30} \times 100\% = 0\%$$

Based on the data, we can conclude that in pre-test there were not students who got maximal scores. Means of the students' score in pre-test shown below:



**Figure I. Diagram of Pre-Test**

## 2.2 Cycle I

At the end of meeting Cycle I or as we know post-test, the researcher gave the test in pre-test. And the researcher found improvement in students' reading achievement; the score can be seen below:

**Table 4.2**  
**Table of Students' Score in Cycle I**

No	Students' Name	Cycle I
1.	ASW	60
2.	AR	75
3.	AS	75
4.	ASP	60
5.	CWJ	65
6.	CA	65
7.	DM	75
8.	DIA	70

9.	DA	65
10.	DTD	65
11.	DH	70
12.	DS	65
13.	EJ	70
14.	IF	65
15.	MAP	75
16.	MFR	75
17.	MIH	65
18.	MRD	65
19.	MRI	60
20.	NP	75
21.	NC	65
22.	NA	70
23.	NF	75
24.	NWF	65
25.	RDS	75
26.	RR	70
27.	SRS	65
28.	SDP	75
29.	TAA	65
30.	Wi	75
	$\Sigma X =$	<b>2060</b>
	$X =$	<b>68.6</b>

From the table cycle I, it could be seen from the mean of the students score during the research, the researcher applied the following formula:

$$X = \frac{\Sigma X}{N} \times 100\%$$

Where:

X = the mean of the students

$\Sigma X$  = the total score

N = the total number of the students

In the test of cycle I, the total score was 2060 and the number of the students was 30, so the mean was:

$$X = \frac{2060}{30} \times 100\% = 68.6$$

To categorize the number of master students the researcher used this following formula:

$$P = \frac{R}{T} \times 100\%$$

Where:

P = the percentage of student getting score  $\geq 75$

R = the number of the students who get the point  $\geq 75$

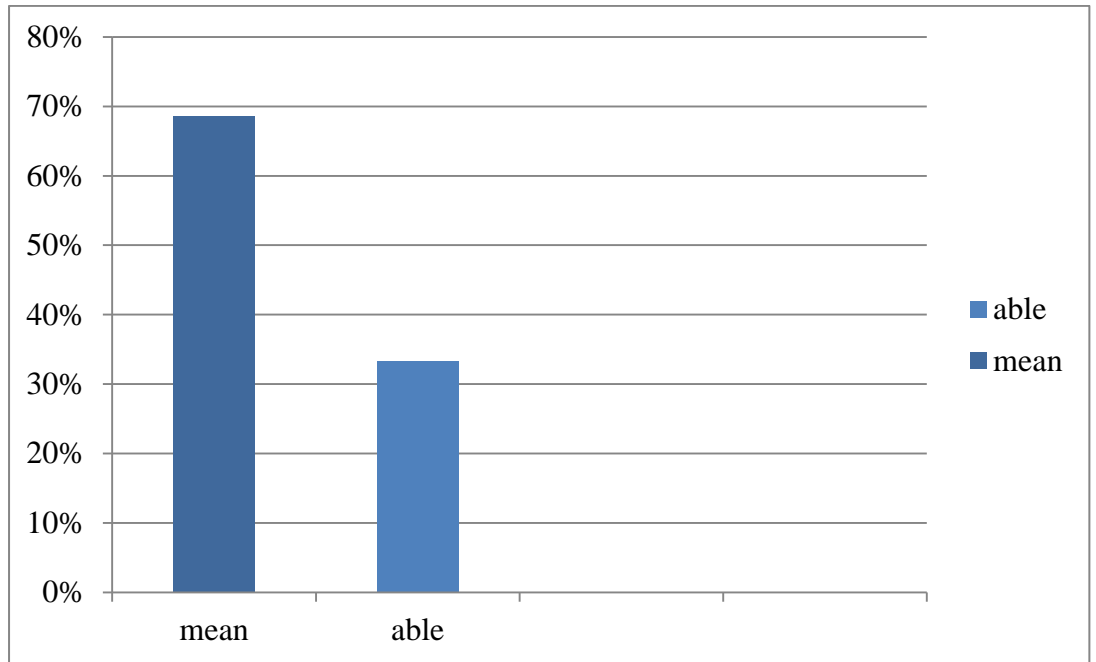
T = the total number of the students' who did the test

The percentage that got points up to 75 in Cycle II is 10 students, it could be seen as follow:

$$P2 = \frac{10}{30} \times 100\% = 33.3\%$$

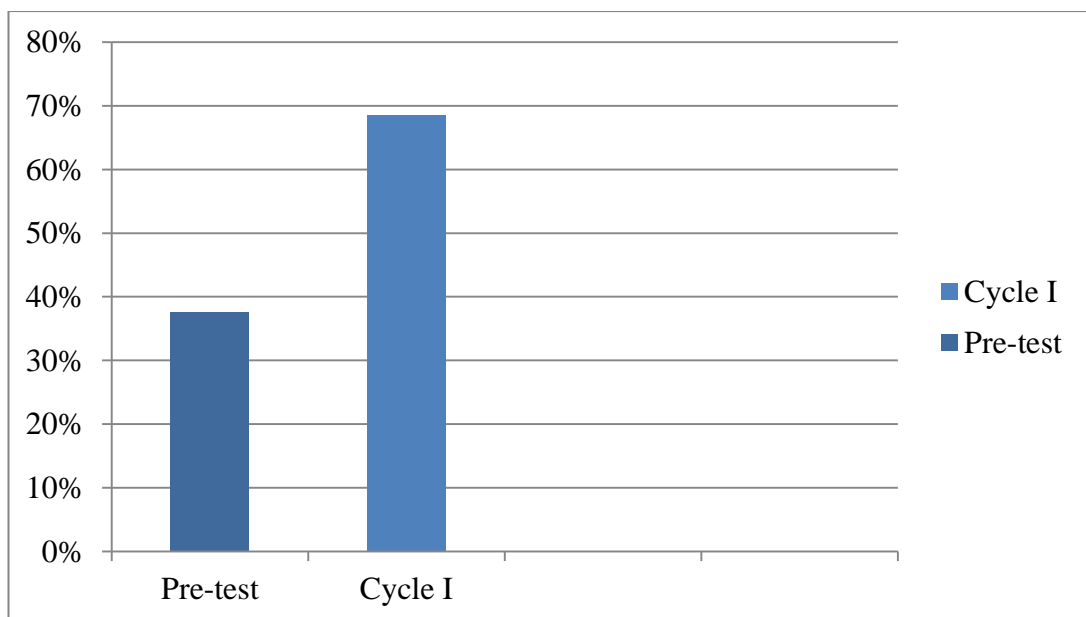
From the data it can be seen the improvement of the mean score of the students reading achievement through Shared Reading Strategy. In pre-test students means about 37.6 and in Cycle I was about 68.6. So the improving from pre-test to Cycle I was 31. With the students point that able in Cycle I was 10 students (33.3%). Because the students that got points up to 75 (KKM) only 10 students from 30 students, the researcher continued the Cycle II.

And can be concluded based on the datas that in Cycle I lowest scores were still. The students improvement in reading achievement shown below:



**Figure II. Diagram of Cycle I**

From the data, it can be seen that the percentage of students who were able in Cycle I was 68.8. The students that got able was 10 students. So it can be known the percentage of able was 33.3%. the different percentage between pre-test to Cycle I can be seen below:



**Figure III. The Different Percentage in Pre-test to Cycle I**

It was shown that means of students score in pre-test was 37.6 then improved in Cycle I was 68.6 so there was any 31% improvement.

### 2.3 Cycle II

Before running Cycle II, the researcher also collect the score items like in pre-test and Cycle I, there was improvement students reading achievement the score can be seen below:

**Table 4.3**  
**Table of Students' Score in Cycle II**

No	Students' Name	Cycle II
1.	ASW	95
2.	AR	100
3.	AS	100
4.	ASP	95
5.	CWJ	100
6.	CA	100
7.	DM	100
8.	DIA	100
9.	DA	100
10.	DTD	95
11.	DH	100
12.	DS	95
13.	EJ	100
14.	IF	100
15.	MAP	100
16.	MFR	100
17.	MIH	100
18.	MRD	100
19.	MRI	95
20.	NP	100
21.	NC	100
22.	NA	100
23.	NF	95
24.	NWF	100
25.	RDS	100
26.	RR	100
27.	SRS	100
28.	SDP	100
29.	TAA	95
30.	Wi	100

	$\Sigma X =$	<b>2965</b>
	$\bar{X} =$	<b>98.8%</b>

In the test of Cycle II, the total score 2965 and the number of students was 30, so the mean:

$$\bar{X} = \frac{2965}{30} \times 100\% = 98.8$$

Percentage of the students achievement in Cycle II could be seen as follow:

$$P = \frac{R}{T} \times 100\%$$

Where:

P = the percentage of student getting score  $\geq 75$

R = the number of the students who get the point  $\geq 75$

T = the total number of the students' who did the test

The percentage that got points up to 75 in Cycle II is 30 students, it could be seen as follow:

$$P = \frac{30}{30} \times 100\% = 100\%$$

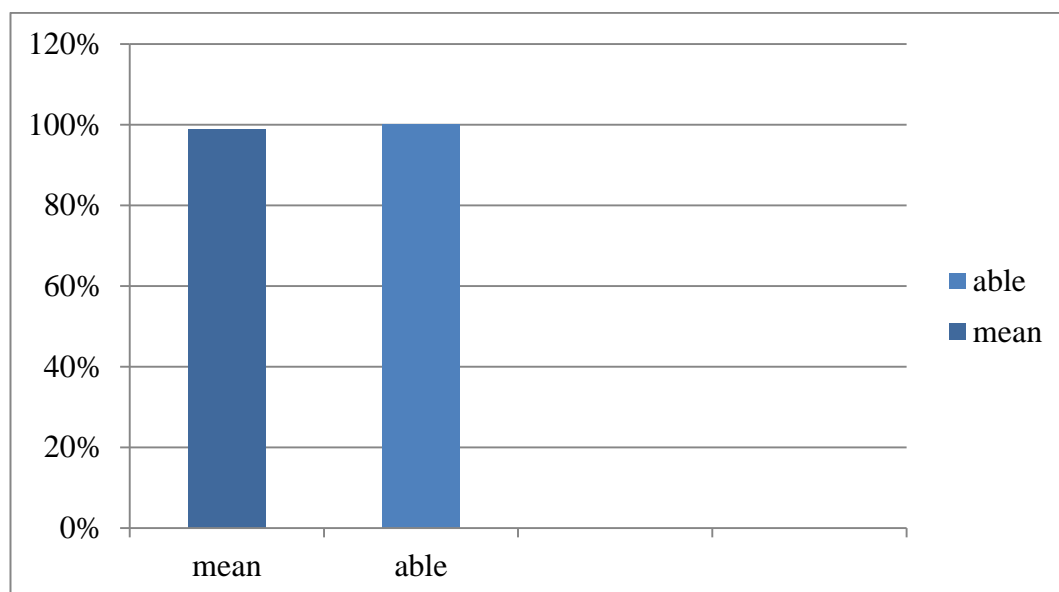
In the second cycle was 100% of students got  $\geq 75$  score. It can be concluded that the applicated Shared Reading Strategy as a strategy can improve students' achievement in reading comprehension.

In meeting of Cycle II, the researcher told the students' mistake done in pre-test and Cycle I. In Cycle I they were not really effective in learning English by using Shared Reading Strategy, it because some students still more playing than



learning. But there was improving that their got from the pre-test to Cycle I. It can be shown from the different score between pre-test and Cycle I. In pre-test was 0% students who got score up to 75. In the test Cycle I about 33.3% students who got score up to 75. And for getting maximal score the researcher gave second test in Cycle II. After running Cycle II the researcher got satisfied percentage of score that 100%, it was mean that students got score up to 75 in Cycle II. And the different from Cycle I to Cycle II was 62,4%.

Students score in Cycle II shown on diagram below:



**Figure IV. Diagram of Cycle II**

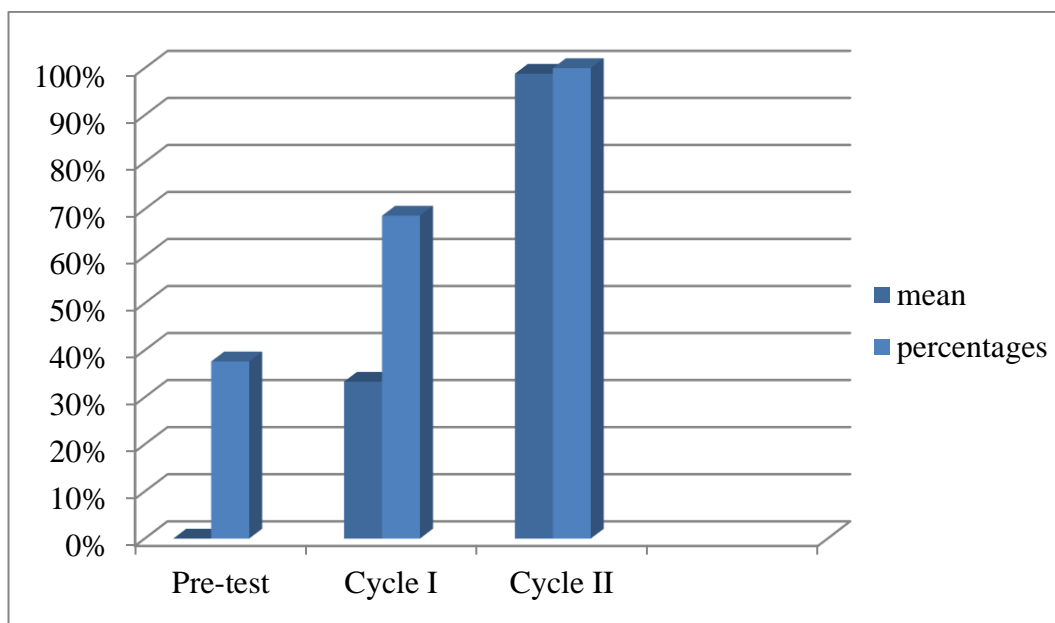
Based on the data in Cycle II, it was shown improvement by mean of students was 98.8%. The students that able was 30 students. So the percentage was 100%. It was shown that was any improvement students reading achievement through Shared Reading Strategy.

To known the percentage from pre-test, Cycle I, and Cycle II that have done by researcher, the score can be seen bellow:

**Table 4.4**  
**Table of Students' Score in Pre-Test, Cycle I, and Cycle II**

No	Students' Name	Pre-test	Cycle I	Cycle II
1.	ASW	40	60	95
2.	AR	55	75	100
3.	AS	45	75	100
4.	ASP	35	60	95
5.	CWJ	40	65	100
6.	CA	35	65	100
7.	DM	55	75	100
8.	DIA	30	70	100
9.	DA	30	65	100
10.	DTD	40	65	95
11.	DH	40	70	100
12.	DS	25	65	95
13.	EJ	35	70	100
14.	IF	30	65	100
15.	MAP	35	75	100
16.	MFR	55	75	100
17.	MIH	25	65	100
18.	MRD	30	65	100
19.	MRI	30	60	95
20.	NP	45	75	100
21.	NC	30	65	100
22.	NA	35	70	100
23.	NF	45	75	95
24.	NWF	30	65	100
25.	RDS	45	75	100
26.	RR	30	70	100
27.	SRS	40	65	100
28.	SDP	45	75	100
29.	TAA	35	65	95
30.	Wi	40	75	100
	$\Sigma X =$	<b>1130</b>	<b>2060</b>	<b>2965</b>
	<b>X =</b>	<b>37.6</b>	<b>68.6</b>	<b>98.8</b>

Based on the result of Cycle I and Cycle II that have done by the researcher, so there was improvement that seen during teaching and learning process, the improvement can be seen bellow:



**Figure V. Diagram Pre-test, Cycle I and Cycle II**

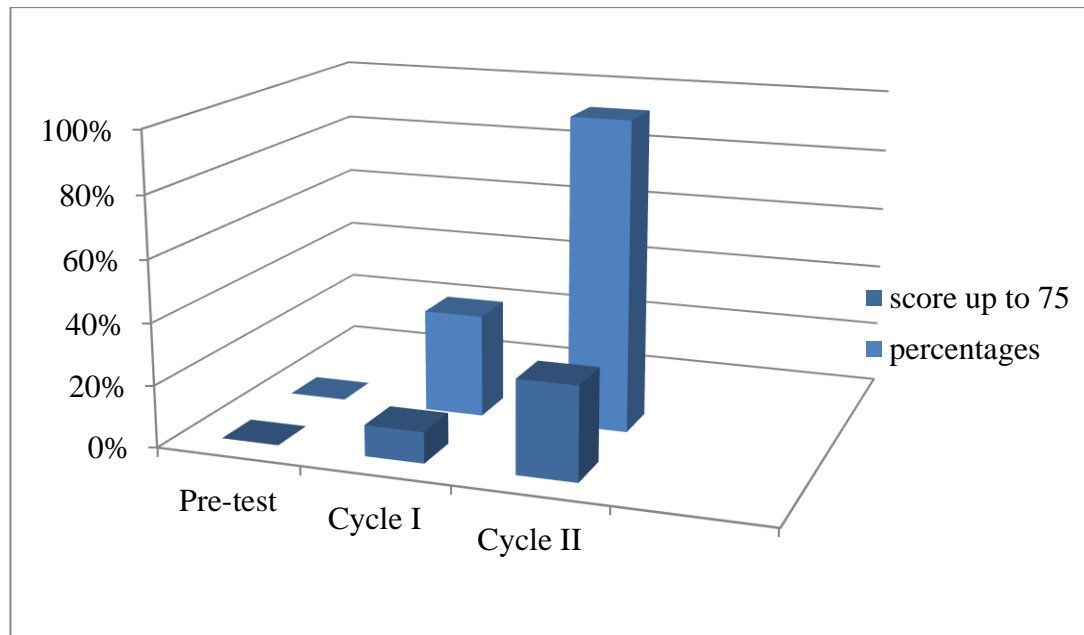
From the diagram above can be concluded that there was not able students reading achievement pre-test, it can see there was mean only students score reading 37,6 it far from KKM that students should be reach score up 75. And the diagram shown that there was improvement reading score in Cycle I about 33.3% wirh means 68.6% and better score in Cycle II with improvement 100% of total able students reading score was 98.8.

**Table 4.5  
Table of Students' Score from the First until Last Meeting**

Test	Students' Score up to 75 points	Percentage
Pre-Test	0	0%
First Cycle	10	33.3%
Second Cycle	30	100%

From the table above, there was no students got score up to 75 or 0 students (0%) in conducted the pre-test. In the test of Cycle I there were 10 students (33.3%) who got points up to 75. On the test of Cycle II there were 30

students (100%) who got points up to 75. The improvement from the pre-test to Cycle II was 66.7%.



**Figure VI. Diagram Students' Reading Score in Percentage**

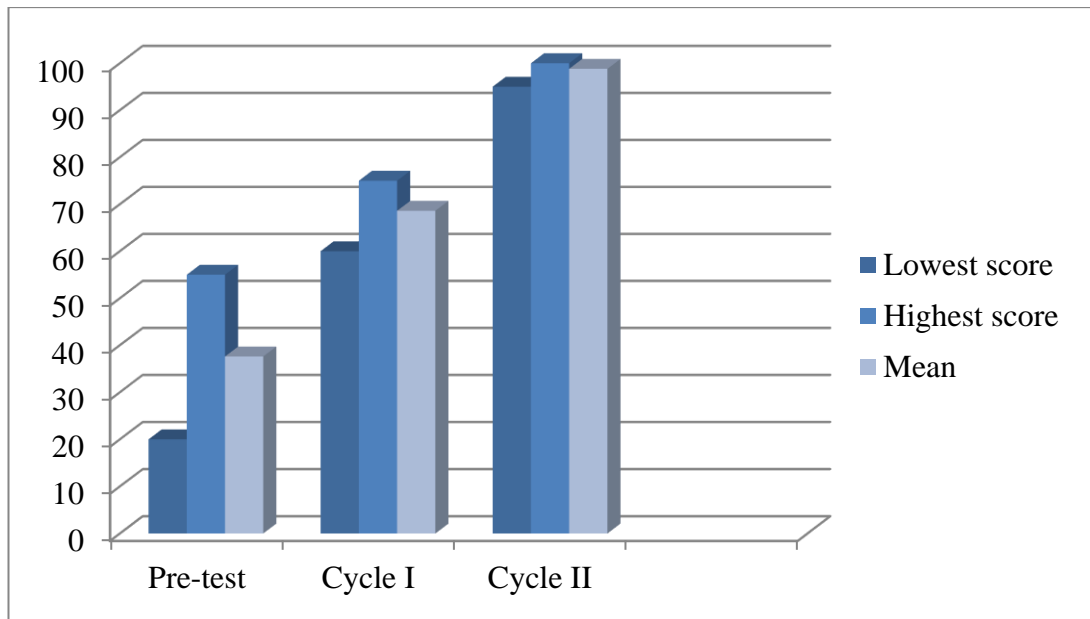
From the diagram above can be concluded that there was improvement in every cycle, score up 75 in pre-test was 0 students or 0%, first cycle 10 students or 33.3%, and second cycle was 30 students or 100%.

**Table 4.6  
Comparison of the Students' Score in Three Competence Test**

Name of Test	Test I (Pre-test)	Test II (Cycle I)	Test III (Cycle II)
Lowest Score	20	60	95
Highest Score	55	75	100
Mean	37.6	68.6	98.8
N	30	30	30

The table above described that in pre-test, the lowest score 20, the students got 20 for the lowest score, and 55 for the highest. It means no students passed the KKM of the list (75). After using Shared Reading Strategy, there were students got 60 for the lowest score, highest 75. It shown there was an improvement in

Cycle II the students got 95 for the lowest score , highest 100. The mean in pre-test, cycle I, and cycle II shown the chart below:



**Figure VII. Diagram Students' Comparison Scores**

From the comparison above, the lowest score in pre-test was 20 points, Cycle I was 60 points, and Cycle II was 95 points. And then the highest score in pre-test was 55 points, Cycle I was 75 points, and Cycle II was 100 points. Then, the meansof score in pre-test was 37.6, Cycle I was 68.6, and Cycle II was 98.8. So there was comparison improvements students' reading achievement through Shared Reading Strategy.

## **B. The Data Analysis**

### **1. The Analysis of Quantitative Data**

This research conducted four meetings, one meeting was for pre-test. The students were given test for getting score, and the score was low. Foe the test

Cycle I in post test, there was an improvement and up to the end of Cycle II the students, reading were improved.

**Table 4.7**  
**Students' Reading Score**

No	Students' Name	Pre-test	Cycle I	Cycle II
1.	ASW	40	60	95
2.	AR	55	75	100
3.	AS	45	75	100
4.	ASP	35	60	95
5.	CWJ	40	65	100
6.	CA	35	65	100
7.	DM	55	75	100
8.	DIA	30	70	100
9.	DA	30	65	100
10.	DTD	40	65	95
11.	DH	40	70	100
12.	DS	25	65	95
13.	EJ	35	70	100
14.	IF	30	65	100
15.	MAP	35	75	100
16.	MFR	55	75	100
17.	MIH	25	65	100
18.	MRD	30	65	100
19.	MRI	30	60	95
20.	NP	45	75	100
21.	NC	30	65	100
22.	NA	35	70	100
23.	NF	45	75	95
24.	NWF	30	65	100
25.	RDS	45	75	100
26.	RR	30	70	100
27.	SRS	40	65	100
28.	SDP	45	75	100
29.	TAA	35	65	95
30.	Wi	40	75	100
	$\sum X =$	<b>1130</b>	<b>2060</b>	<b>2965</b>
	<b>X =</b>	<b>37.6</b>	<b>68.6</b>	<b>98.8</b>

From the table score above, it can be concluded that there was improvement students' reading achievement in Cycle I and Cycle II.

In pre-test, the total score of the students was 1130 and the number of the students was 30, so the mean was:

$$X = \frac{1130}{30} \times 100\% = 37.6$$

In the test of Cycle I, the total score was 2060 and the number of the students was 30, so the mean was:

$$X = \frac{2060}{30} \times 100\% = 68.6$$

In the test of Cycle II, the total score 2965 and the number of students was 30, so the mean was:

$$X = \frac{2965}{30} \times 100\% = 98.8$$

To categorize the number of master students the researcher used this following formula:

$$P = \frac{R}{T} \times 100\%$$

$$P1 = \frac{0}{30} \times 100\% = 0\%$$

$$P2 = \frac{10}{30} \times 100\% = 33.3\%$$

$$P3 = \frac{30}{30} \times 100\% = 100\%$$

Where:

P = the percentage of student getting score 75

R = the number of the students who get the point 75

T = the total number of the students' who did the test

P1 = the percentage of the students who get point 75 to 100 in pre-test

P2 = the percentage the students who get point 75 to 100 in Cycle I

P3 = the percentage of the students who get point 75 to 100 in Cycle II

## **2. The Analysis of Qualitative Data**

### **2.1 The Situation and Background**

Before conducting the first cycle, the pre-test was given in first meeting. The pre-test was about narrative text, they read a text. While doing the pre-test, there were few students who were not interested to read the text and feel bored. They keep on looking up the words in a dictionary to find out the meaning of the words. Many of them made a noisy and disturbing their friends.

### **2.2 The Data of First Cycle**

The first cycle was done in second meeting, as follows:

#### **1. Planning**

The plan was arranged before doing the research. First of all, the researcher prepared lesson plan which using Shared Reading Strategy.

#### **2. Action**

The following is the procedure of the action in Cycle I:

- a. First, in this stage the researcher as a teacher. This stage researcher prepared instruction and observation instruments needed to facilitate the implementation of English learning. The researcher also reviewed the students whether they have very learned about narrative text. The researcher motivated the students by teaching the narrative text.



- b. Next, the researcher introduced about narrative text and some example in narrative text. The teacher gave more explanation from the application narrative text by giving some pictures about narrative text, where the material such as picture in A3 sheets. Some examples of narrative text: showed interested story of narrative text. After gave explanation, teacher asked the students to read the text.
- c. After the students read the text, the teacher asked the students to find main ideas and wrote it on the book then they read.

### **3. Observation**

The observation of the action was SMP PAB 9 Klambir V. The students were learning through Shared Reading Strategy. The observation report was put on the observation sheets of the students. The teacher record the students situation during the teaching learning process on sheet in terms of narrative text. The problem found during teaching and learning process, most of the students were inactive and the other disturbing their friend by making noisy. The observation was put on the questionnaire sheet of the teacher.

### **4. Reflection**

Based on the observation and the result students test, it was known that teaching and learning reading through Shared Reading Strategy gave satisfy and improvement, although there was some students got decreasing the score. Reflection also was a phase to process the data take from observation while teaching learning process through Shared Reading Strategy. After the cycle the researcher was run and result did not gave the effective through Shared Reading

Strategy in improved students' achievement in reading comprehension, it would continued in Cycle II.

### **2.3 The Data of Second Cycle**

#### **1. Planning**

In planning, the researcher did:

- a. Preparing lesson plan that related with the study, especially still about narrative text (see appendix)
- b. The researcher prepared the research instrument that would be use in teaching reading by using Shared Reading Strategy.
- c. The teacher telling a narrative text and then the students have to listen.
- d. After teacher told narrative text, teacher ask the students read together use Shared Reading Strategy in a group.
- e. After devide in a group, they begin read alternated and find the main idea of the narrative text.
- f. The first leader of group will read the main idea in the narrative text.
- g. It will be continued to another group.

#### **2. Action**

In this step the researcher done the lesson plan which had arranged in Cycle I, and also in this cycle improve the weakness before. The material was gave in Cycle II was same with Cycle I, but all the test was different. The teaching and learning process in action same in Cycle I, it was started from opening until closing.

The activities in action were follows:

- Giving questionnaire

- Teaching reading narrative text through Shared Reading Strategy
- Asking the students' difficulties in narrative text through Shared Reading Strategy
- Giving post-test and questionnaire

In meeting of Cycle II, the researcher told the students the mistake done in pre-test and Cycle I. Most of them did same mistake in reading narrative text. The researcher gave each students each item test with used Shared Reading Strategy and they more understand, enjoyed, and more focused in the test. It can be shown from the different score between pre-test and Cycle I. In the test of Cycle I 33.3% students got point 75. And for getting maximal score the researcher gave second ctest in Cycle II with different test but same material about reading.

### **3. Observation**

Observation was done to know the real condition of the students when teaching and learning process. In the process most of students had given attention to teaching reading. Thus the researcher collected the data that used as a basic of reflection. Observation was done together with action at the same time. It was intended to discover the information about behaviour, attitude, performance, activities, and few obstacle during teaching learning through Shared Reading Strategy in class room. In doing observation, the researcher was helped by their English teacher as the collaborator. So, the observation should be done carefully and there are no students make noisy.

#### **4. Reflection**

Based on the observation and student test, it was known that teaching and learning reading through Shared Reading Strategy was satisfying and gave the improvement to students.

According to description in each cycle, the students' achievement through Shared Reading Strategy made students enjoyed in teaching and learning process, and also because the material which given by teacher more creative, not monoton, fun, and imaginative. The result of this research was Shared Reading Strategy can improve students' achievement in learning reading comprehension.

#### **C. The Research Finding**

The result of the research indicated that there was an improvement on the students' reading achievement through Shared Reading Strategy.

After collecting data, the mean of pre-test was still low (37.6) and it was done Cycle I. After doing the action by using Shared Reading Strategy in Cycle I, the result of the first had improvement from pre-test (68.6). then, after giving in action Cycle I, the result of the second cycle test was improve it significantly from Cycle I (98.8). it implied that Shared Reading Strategy was effective to improve students, achievement in reading comprehension.

The qualitative data taht were taken from interviewed also showed that the students' interest in reading because the could learn and understand when teaching and learning process through Shared Reading Strategy.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the data analysis and observation, the conclusion can be drawn as followed:

1. After applying Shared reading Strategy, there was an improvement on of the studens' achievement in reading. These could be shown from, the improvement of the students' achievement in each cycle. Before applied Shared Reading Strategy, in the pre-test 37.6 all the students were unable in reading, and after applied this stategy, in the first cycle 68.6 students were able, and in the second cycle all the students or 100 were categorized able in reading.
2. The students felt more enjoyable and interested in learning reading comprehension through Shared Reading Strategy. The students got the improvement of reading skill, but difficulties that faced by students was reading comprehension. Especially to identify the main idea, because they might to read all of the text and the kept on looking up the words in a dictionary to find out the meaning of the words.

## **B. Suggestion**

Suggestion were stages as the followed:

- a. For the teacher, to increase the quality of teaching reading reading comprehension. They should use many kinds of method to support their teaching and learning process. Therefore, the teacher should motivate their srudents to learn English more seriously.
- b. For the students, to add their knowledge and and to add reading comprehension through Shared Reading Strategy. They could be active in teaching and learning process.
- c. For the other researchers, to add reference and as the information for further reseach in reading comprehension with different sample and occasion.
- d. For the school, improve the quality of the institution especially in complaint teaching and learning process. Confer contribution useful for instution in teaching and learning process.

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## **APPENDIX I**

### **LESSON PLAN**

#### **CYCLE I**

School : SMP PAB 9 KLAMBIR V

Subject : English

Class : VIII

Material : Narrative Text

Aspect/Skill : Reading

Time Allocation : 2 x 45 minutes

#### **A. STANDARD COMPETENCE**

To understand meaning of functional text and simple monologue fluently in narrative text and to interact with people in the students' closest environment.

#### **B. BASIC COMPETENCE**

To respond the meaning in simple monologue, multiple choice accurately, fluently and to interact with people in the students' closest environment in narrative text.

#### **C. INDICATORS**

1. To identify the meaning of some words related to the topic
2. To find out the various kinds of information in narrative text
3. To identify the language features of narrative text

4. To identify the generic structure of narrative text

#### **D. LEARNING GOAL**

By the end of the lesson, students are expected to be able to understand the content and characteristics of narrative text.

#### **E. LEARNING OBJECTIVES**

1. Given some question orally, the students are able to understand the meaning of some words related to a fiction narrative story.
2. After reading the text, the students are able to identify various kinds of information of the given narrative text (general information, main idea, explicit information, implicit information, references of certain words, and the meaning of words) correctly.
3. Through working in groups, the students are able to mention the adjectives used in the text correctly.
4. Through working in groups, the students are able to identify the generic structure of narrative text correctly.

#### **F. LEARNING MATERIALS**

##### **Narrative Text**

##### **1. Definition and Function of Narrative Text**

Narrative text is a story with complications or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the

narrative through a process narration. Or “*a text which tell a cronological events sequently*”.

## **2. Function: to tell a cronological events sequently**

The Purpose of Narrative Text is to amuse or to entertain the reader with a story.

## **3. Generic Structure in Narrative Text**

Narrative text has four main parts:

### 1) Orientation

Sets the scene: where and when the story happened and introduces the participants of the story, who and what is involved in the story.

### 2) Complication

Tells the beginning of the problems which leads to the crisis (climax) of the main participants.

### 3) Resolution

The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending.

### 4) Re-orientation/Coda

This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.

## **4. Narrative Text with Multiple Choice**

**Read the following text. Then, choose the correct answer by crossing A, B, C, or D**

## **Text 1 for question number 1 to 10**

### **A Woman and the Wolves**

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said " it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, " please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away. Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew. They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

1. What separated between one village to another a long time ago in the New Territories?

a. Another village

b. Mountains

c. Forests

d. Hills

2. Who was Ah Tim ?

a. The young woman's brother

b. The young woman's son

c. The young woman's brother and nephew

d. The young woman's brother's son

3. Who walked in front when they were in the forest ?

a. Ah Tm

b. The woman

c. The woman's son

d. Her brother's nephew

4. How could the wolves catch Ah Tim?

a. He was afraid

b. He was stumbled by a stone

c. He ran slowly

d. The woman cried

5. The woman gave her son to the wolves because...

a. She loved her nephew than her son.

b. She thought about how her brother would be

- c. She wanted her son was eaten by the wolves
  - d. She was crazy
6. What did the villagers bring sticks for?
- a. For the weapon to beat the wolves
  - b. To bring the woman's nephew
  - c. For the fire woods.
  - d. For play
7. "all men in the village fetched thick stick ... " the word " fetched" has a similar meaning to:
- a. Received
  - b. Caught
  - c. Got
  - d. Hit
8. From the passage we learn that the villages were ....
- a. Located in one huge area
  - b. Situated in a large district
  - c. Separated by untamed jungles.
  - d. Wild and unsafe
9. The brother let her son go with his aunt as she left home because ....
- a. Ah Tim wanted to see the wolves
  - b. His aunt wanted him to come long
  - c. Ah Tim was bored to live with his parents

- d. Ah Tim would be a guardian for them
10. What is the purpose of the writer by writing the story above?
- a. To describe the danger of the villages
  - b. To entertain the readers of the story
  - c. To tell the villagers' relationship
  - d. To explain how important a relative is

**Text 2 question number 11 to 20**

**The Story of the Smart Parrot**

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird would not talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left. The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

11. Where does the story take place?

- a. London
- b. Puerto Rico
- c. Jakarta
- d. Buenos Aires

12. What is the word that the parrot cannot say?

- a. Catano
- b. Tacano
- c. Canato
- d. Nacato

13. How often did the owner teach the bird how to say the word?

- a. Always
- b. Everyday
- c. Many times
- d. Every second

14. Which statement is true according to the text?

- a. The parrot could say Catano
- b. At last the parrot could say Catano



- c. Catano was the name at the parrot
- d. The man never got angry at the parrot

15. What does the man do to the bird because the bird cannot say the name of a place.

- a. The man ate the bird
- b. The sold the bird
- c. The man killed the bird
- d. The man taught the bird

16. It is most likely that ....

- a. The bird killed the three chickens.
- b. The three chickens killed the bird.
- c. The bird played with the chicken.
- d. The bird killed one of the three chickens.

17. What is the story about?

- a. A parrot and a cat
- b. A parrot and a chicken
- c. A parrot and the owner
- d. A parrot, the owner, and chickens

18. "It was very, very smart".

The underlined word refers to ....

- a. The man

- b. The bird
- c. The chicken
- d. Puerto Rico

19. "The parrot was very, very smart"

The word 'smart' means ....

- a. Stupid
- b. Clever
- c. Stubborn
- d. Beautiful

20. "The parrot was screaming at the fourth chickens"

What does the underlined word mean?

- a. Smiling
- b. Crying
- c. Shouting
- d. Laugh

## **ANSWER KEY**

- |       |       |
|-------|-------|
| 1. C  | 11. B |
| 2. D  | 12. A |
| 3. A  | 13. C |
| 4. B  | 14. B |
| 5. B  | 15. D |
| 6. A  | 16. A |
| 7. C  | 17. C |
| 8. C  | 18. B |
| 9. D  | 19. B |
| 10. B | 20. C |

## **G. TEACHING MEDIA**

1. Big book
2. Projector
3. Work sheet

## **H. TEACHING METHOD**

- Shared Reading Strategy
- Team work

## I. LEARNING ACTIVITIES

No	Learning Activities	Time Allocation
1	<b>Opening</b> <ul style="list-style-type: none"><li>• Greeting</li><li>• Pray together</li><li>• Check students' attendance list</li></ul>	5 Minutes
2	<b>Main Activity</b> <b>Exploration</b> <ul style="list-style-type: none"><li>• The teacher explains about shared reading strategy, procedure and benefit of studying by using shared reading strategy.</li><li>• The teacher divides the students into some groups that each group consists of five members. And the teacher divide the group based on ZPD (Zone Proximal Development)</li></ul> <b>Elaboration</b> <ul style="list-style-type: none"><li>• The teacher explains about narrative text.</li><li>• The teacher explains about generic structure and features language about descriptive text.</li><li>• The teacher makes example about narrative text with an interest story. For example the story of cinderella.</li><li>• The teacher gives a narrative story to read together and discuss about that story use shared reading</li></ul>	65 Minutes

	<p>strategy.</p> <ul style="list-style-type: none"> <li>• The teacher asks students to answer the question based on the story wick given by teacher.</li> </ul> <p><b>Confirmation</b></p> <ul style="list-style-type: none"> <li>• The teacher collect their work sheet.</li> <li>• The teacher gives a conclusion about narrative text.</li> <li>• The teacher ask the students “did you get a point of the narrative story used shared reading strategy?”</li> </ul>	H5
3	<p><b>Closing Activity</b></p> <ul style="list-style-type: none"> <li>• The teacher gives a chance to the students to ask the question about the topic.</li> <li>• The students and teacher reflect of the activities that have been implemented.</li> <li>• The teacher closes the meeting with says <i>hamdallah</i>.</li> </ul>	10 Minutes

## J. EVALUATION

### Scoring Guide:

1 question = 1 point

**Total Score:**  $\frac{\text{correct answer}}{\text{total questions}}$

$$\frac{20}{100} = 20$$

Medan, February 2017

Known by,

English Teacher

Researcher

**(Ida Lusantari, S.Pd)**

**(Intari Mayana)**

Headmaster of SMP PAB 9 KLAMBIR V

**(Sujatmiko, S.Pd)**

**APPENDIX II**

**OBSERVATION SHEET**

**FIRST CYCLE**

Subject : English

Class : VIII SMP PAB 9 KLAMBIR V

Number of Students : 30 people

Observer's Name : INTARI MAYANA

Teacher's Name : IDA LUSANTARI, S.Pd

Date :

Time :

No	Indicator for Teacher	First Meeting		Second Meeting	
		Yes	No	Yes	No
1.	The teacher came to class on time.				
2.	The teacher greeted the students.				
3.	The teacher told students what the material.				
4.	The teacher asked the students about narrative				

	text.				
5.	The teacher told the advantages of learning narrative text.				
6.	The teacher explained about generic structure and language features of narrative text.				
7.	The teacher gave the examples of narrative text by using shared reading strategy.				
8.	The teacher explained about narrative text by using shared reading strategy.				
9.	The teacher asked the students to answer the questions of narrative text by using shared reading which has given by the teacher.				
10.	The teacher made a conclusion about narrative text with students.				
11.	The teacher ended the class by closing.				

No	Indicators for students	First meeting		Second meeting	
		Yes	No	Yes	No



1.	The students came to class on time.				
2.	The students answered greeting from the teacher.				
3.	The students gave their attention when the teacher told what the material.				
4.	The students gave their opinions about narrative text.				
5.	The students gave their attention when the teacher told the advantages of learning narrative text.				
6.	The students gave their attention to the explanation about generic structure and language features of narrative text.				
7.	The students saw the example of narrative text by using shared reading strategy.				
8.	The students gave their attention to the explanation about narrative text by using shared reading strategy.				
9.	The students read narrative text by using shared reading strategy which has been				

	chosen.				
10.	The students made a conclusion about narrative text with the teacher.				
11.	The students answered closing from the teacher.				

## OBSERVATION SHEET

### SECOND CYCLE

Subject : English

Class : VIII SMP PAB 9 KLAMBIR V

Number of Students : 30 people

Observer's Name : INTARI MAYANA

Teacher's Name : IDA LUSANTARI, S.Pd

Date :

Time :

No	Indicator for Teacher	First Meeting		Second Meeting	
		Yes	No	Yes	No
1.	The teacher came to class on time.				
2.	The teacher greeted the students.				
3.	The teacher told students what the material.				
4.	The teacher asked the students about narrative text.				

5.	The teacher told the advantages of learning narrative text.				
6.	The teacher explained about generic structure and language features of narrative text.				
7.	The teacher gave the examples of narrative text by using shared reading strategy.				
8.	The teacher explained about narrative text by using shared reading strategy.				
9.	The teacher asked the students to answer the questions of narrative text by using shared reading which has given by the teacher.				
10.	The teacher made a conclusion about narrative text with students.				
11.	The teacher ended the class by closing.				

No	Indicators for students	First meeting		Second meeting	
		Yes	No	Yes	No
1.	The students came to class on time.				

2.	The students answered greeting from the teacher.				
3.	The students gave their attention when the teacher told what the material.				
4.	The students gave their opinions about narrative text.				
5.	The students gave their attention when the teacher told the advantages of learning narrative text.				
6.	The students gave their attention to the explanation about generic structure and language features of narrative text.				
7.	The students saw the example of narrative text by using shared reading strategy.				
8.	The students gave their attention to the explanation about narrative text by using shared reading strategy.				
9.	The students read narrative text by using shared reading strategy which has been chosen.				

10.	The students made a conclusion about narrative text with the teacher.				
11.	The students answered closing from the teacher.				

## APPENDIX III

### INTERVIEW SHEET

#### **I. Interviewing with the teacher before conducting shared reading strategy in reading.**

R : Do the students in VIII grade like to learn English subject?

T :

R : How are their behaviors in learning English subject?

T :

R : Are they good in reading skill?

T :

R : How do you teach reading to them, especially reading narrative text?

T :

#### **II. Interviewing with the teacher after conducting the first cycle and the second cycle in teaching reading narrative text through shared reading strategy.**

R : What do you think about shared reading strategy that was applied to the classroom?

T :

R : Do you think that shared reading strategy assisted can improve students' achievement in reading skills especially reading narrative text?

T :

**Note:**

R : Researcher

T : Teacher

**III. Interviewing with the students before conducting shared reading strategy in reading comprehension.**

R : Do you like English subject?

A :

B :

C :

D :

E :

R : Do you like to reading English?

A :



B :

C :

D :

E :

R : Why you don't like to reading English?

A :

B :

C :

R : Do you still remember about narrative text? What it is about?

A :

B :

C :

D :

E :

R : What do you do if you have to write a narrative text?

A :

B :

C :

D :

E :

**IV. Interviewing the students after conducting shared reading strategy in reading comprehension.**

R : How do you think about shared reading strategy?

A :

B :

C :

D :

E :

R : Do the shared reading strategy help you to reading narrative text?

A :

B :

C :

D :

E :

Note :

R : Researcher

A : Students 1

B : Students 2

C : Students 3

D : Students 4

E : Students 5

Medan,

2017

**Intari Mayana**

Allocation Time of Research

No	Activity	2016/2017 (Month/Week)																			
		November				December				January				February				M a			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1.	Resgistering title																				
2.	Organizing purpose																				
3.	Seminar purpose																				
4.	Research																				
5.	Organizing essay																				
6.	Essay																				

7.	Evaluation of essay																		
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## **DIARY NOTES**

### 1. First Meeting

In the first meeting, pre-test was conducted. The students were answered the text about reading especially narrative text. The pre-test was about narrative text, they were read a text. While doing the pre-test, there were few students who were not interest to read the text and feel bored. They keep on looking up the words in a dictionary to find out the meaning of the words. Some of them made a noisy and disturbing their friends.

### 2. Second Meeting

The researcher prepared instruction and observation instruments needed to facilitate the implementation of English learning. The researcher also reviewed the students whether they have learned more about narrative text. The reseracher motivated the students by teaching narrative text through Shared Reading Strategy in cycle I.

### 3. Third Meeting

Seeing in result of cycle I, most of the students were inactive and the other disturbing their friend by making noisy. In cycle I they are not really effective in learning English by using Shared Reading Strategy, it because some students still more playing than learning.

### 4. Fourth Meeting

The students felt more enjoyable and interested in learning reading through Shared Reading Strategy. The students got the improvement of reading skill and got a satisfied score in cycle II.

Result Pre-test

<b>No</b>	<b>Students' Name</b>	<b>Pre-test</b>
1.	ASW	40
2.	AR	55
3.	AS	45
4.	ASP	35
5.	CWJ	40
6.	CA	35
7.	DM	55
8.	DIA	30
9.	DA	30
10.	DTD	40
11.	DH	40
12.	DS	25
13.	EJ	35
14.	IF	30
15.	MAP	35
16.	MFR	55
17.	MIH	25
18.	MRD	30
19.	MRI	30
20.	NP	45
21.	NC	30
22.	NA	35
23.	NF	45
24.	NWF	30
25.	RDS	45
26.	RR	30
27.	SRS	40
28.	SDP	45
29.	TAA	35
30.	Wi	40
	$\Sigma X =$	<b>1130</b>
	$X =$	<b>37.6</b>

Result Cycle I Test

<b>No</b>	<b>Students' Name</b>	<b>Cycle I</b>
1.	ASW	60
2.	AR	75
3.	AS	75
4.	ASP	60
5.	CWJ	65
6.	CA	65
7.	DM	75
8.	DIA	70
9.	DA	65
10.	DTD	65
11.	DH	70
12.	DS	65
13.	EJ	70
14.	IF	65
15.	MAP	75
16.	MFR	75
17.	MIH	65
18.	MRD	65
19.	MRI	60
20.	NP	75
21.	NC	65
22.	NA	70
23.	NF	75
24.	NWF	65
25.	RDS	75
26.	RR	70
27.	SRS	65
28.	SDP	75
29.	TAA	65
30.	Wi	75
	<b><math>\Sigma X =</math></b>	<b>2060</b>
	<b><math>X =</math></b>	<b>68.6</b>



Result Cycle II Test

<b>No</b>	<b>Students' Name</b>	<b>Cycle II</b>
1.	ASW	95
2.	AR	100
3.	AS	100
4.	ASP	95
5.	CWJ	100
6.	CA	100
7.	DM	100
8.	DIA	100
9.	DA	100
10.	DTD	95
11.	DH	100
12.	DS	95
13.	EJ	100
14.	IF	100
15.	MAP	100
16.	MFR	100
17.	MIH	100
18.	MRD	100
19.	MRI	95
20.	NP	100
21.	NC	100
22.	NA	100
23.	NF	95
24.	NWF	100
25.	RDS	100
26.	RR	100
27.	SRS	100
28.	SDP	100
29.	TAA	95
30.	Wi	100
	$\Sigma X =$	<b>2965</b>
	<b>X =</b>	<b>98.8%</b>

The Calculation Score

No	Students' Name	Pre-test	Cycle I	Cycle II
1.	ASW	40	60	95
2.	AR	55	75	100
3.	AS	45	75	100
4.	ASP	35	60	95
5.	CWJ	40	65	100
6.	CA	35	65	100
7.	DM	55	75	100
8.	DIA	30	70	100
9.	DA	30	65	100
10.	DTD	40	65	95
11.	DH	40	70	100
12.	DS	25	65	95
13.	EJ	35	70	100
14.	IF	30	65	100
15.	MAP	35	75	100
16.	MFR	55	75	100
17.	MIH	25	65	100
18.	MRD	30	65	100
19.	MRI	30	60	95
20.	NP	45	75	100
21.	NC	30	65	100
22.	NA	35	70	100
23.	NF	45	75	95
24.	NWF	30	65	100
25.	RDS	45	75	100
26.	RR	30	70	100
27.	SRS	40	65	100
28.	SDP	45	75	100
29.	TAA	35	65	95
30.	Wi	40	75	100
	$\sum X =$	<b>1130</b>	<b>2060</b>	<b>2965</b>
	<b>X =</b>	<b>37.6</b>	<b>68.6</b>	<b>98.8</b>

## CURRICULUM VITAE

Name : Intari Mayana

Place/Date of Birth : Medan, May 22<sup>nd</sup>1995

Sex : Female

Religion : Moslem

Hobby : Singing and Shopping

Hp : 0822 – 7684 – 0822

Parents' Name

Father : Indra Syaputra

Mother : Roslina

Address : Jl.Klambir Lima Gg. Palapa No.10, Kec. Hamparan Perak,  
Kab. Deli Serdang, Sumatera Utara

Education

2001-2007 : SD Negeri 101751 Klambir Lima

2007-2010 : SMP Negeri 40 Medan

2010-2013 : SMA Swasta Darussalam Medan

2013-2017 : Student of English Department Faculty of Teacher  
Training and Education, Umsu 2013 Until Reaching The  
Degree of Sarjana Pendidikan.

Medan, March 2017

The Researcher

**INTARI MAYANA**