

The Effect of Using Shared Reading Strategy on Reading Comprehension Ability of Grade Ten Students of SMA Negeri 1 Siantar on Narrative Text

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui apakah pengaruh strategi membaca bersama terhadap kemampuan pemahaman membaca siswa kelas sepuluh SMA Negeri 1 Siantar pada teks narasi. Permasalahan penelitian ini adalah apa pengaruh Strategi Membaca Bersama terhadap pemahaman membaca siswa pada teks narasi di kelas sepuluh SMA Negeri 1 Siantar. Penelitian ini menggunakan penelitian kuantitatif dan jenis penelitiannya adalah metode eksperimen semu. Data dari penelitian ini dikumpulkan dan diperoleh melalui tes. Sampel penelitian ini adalah X-1 sebagai kelompok Eksperimen dan X-4 sebagai kelompok Kontrol. Tes dilakukan dengan Pre-Test dan Post-Test kepada siswa dengan menggunakan Narrative Text. Data penelitian dan temuan hasil perhitungan, peneliti menemukan nilai rata-rata kelas eksperimen dari pre-test hingga post-test adalah 55,83 dan 76,33. Nilai rata-rata kelas kontrol dari pre-test hingga post-test adalah 59,33 dan 69. Temuan pengujian hipotesis data statistik uji-t sampel menunjukkan, pada tingkat signifikansi 5% ($=0,05$), bahwa uji-t adalah 2,2 sedangkan t-tabel sebesar 1,672 atau t-hitung $>$ t-tabel. Dapat disimpulkan bahwa nilai t-hitung lebih tinggi dibandingkan dengan nilai t-tabel. Oleh karena itu, Hipotesis Alternatif (H1) diterima dan Hipotesis Null (H0) ditolak. Jadi, itu berarti terdapat pengaruh yang signifikan dari pengaruh penggunaan strategi membaca bersama terhadap kemampuan pemahaman membaca siswa kelas sepuluh SMA Negeri 1 Siantar pada teks narasi.

Kata Kunci: *Pemahaman Membaca, Strategi Membaca Bersama, Teks Narasi*

Abstract

The purpose of this research is to find out whether the effect of shared reading strategy reading comprehension ability of grade ten students of sma negeri 1 siantar on narrative text. The problem of this research is what is the effect of Shared Reading Strategy on students reading comprehension on the narrative text at grade ten of SMA Negeri 1 Siantar. This research used quantitative research and the type of research was quasi-experimental method. The data from this research were collected and obtained through tests. The sample of this research is the X-1 as the Experimental group and the X-4 as the Control group. The test was carried out with Pre-Test and Post-Test to the students using Narrative Text. The research data and result findings of the calculation, the researcher found the mean score in experimental class from pre-test to post-test are 55.83 and 76.33. The mean score in control class from pre-test to post-test are 59.33 and 69. The statistical data hypothesis testing findings sample t-test indicated, at the level of significance of 5% ($=0,05$), that the t-test was 2,2 whereas t-table was 1,672, or t-test $>$ t-table. It can be concluded that the value of t-test was higher than the value of t-table. Therefore, the Alternative Hypothesis (H1) was accepted and the Null Hypothesis (H0) was rejected. So, its mean that there is a significant effect of the effect of using shared reading

strategy on reading comprehension ability of grade ten students of sma negeri 1 siantar on narrative text.

Keyword: *Reading Comprehension, Shared Reading Strategy, Narrative Text*

INTRODUCTION

Language is one of important factor for people life. When we use language, we could interaction to others, provide information, share our knowledge, and express affections, thoughts, beliefs, emotions, wishes, gratitude and commitments. Zananda (in Alsalem, 2019) said that language is the spoken and written communication system used by people in a particular country. It is used to express people's inner thoughts and feelings, make rules and protect culture (R. A. Fitria et al., 2022). Language use is a general concept about human cognitive ability to communicate with others and is used as system communication. Therefore, the researcher concluded that language is a means of connection with others.

People all over the world speak many languages. Crystal (in Gao et al., 2020) states that English is the world language. The world has entered a global era, and many countries are using English for a media for communication, making it easier for people from different countries to interact and communicate. This shows the world that learning English is important even in the Indonesian too.

English is necessary subjects in senior high school, its considered a foreign language in Indonesia. From elementary school, students are introduced to English. This is consistent with the High School Curriculum (in Merlin & Toneva, 2022), where English courses are designed to develop students' language and communication skills and to help graduates develop specific literacy skills to communicate in English. It is said that there are Due to the importance of English today, the Indonesian government has incorporated English into its curriculum (Fitriana & Nurazni, 2022).

When it comes to language learning, English is particularly popular in Indonesia than in other nations wherein gaining knowledge of and outcomes recognition on talking, listening, writing and reading (Wildani, 2021). these four abilities are sometimes referred to as the four basics of English. of these 4 language abilities, reading and listening considered receptive competencies, and writing and speaking considered efficient abilities. Nunan (2003: 34) states that receptive abilities are listening and studying, as newcomers do no longer want to produce language for this, however alternatively get hold of and understand it. these skills are sometimes referred to as passive skills (T. N. Fitria, 2021). talking and writing are productive abilities because the learner doing this wishes to generate the language. additionally called active skill. Literacy has emerge as very vital in schooling, and studying helps college students boom their information and achieve facts (S. Fahmi & Rachmijati, 2021).

Reading comprehension is the four language capabilities ought to be mastered when learning language. Meng (in Sun & Yin, 2022), quoted in Pardede (2020: 86), explained that studying English has constantly been taken into consideration one of the primary goals in teaching English at universities because it improves college students' language acquisition capacity. said. reflect objectively. Patel and Jain (2008:113) additionally stated that reading very maximum helpful. Patel and Jain (2008:113) additionally said analyzing is the most useful and crucial human skill. it's far vital to collect studying comprehension competencies and increase knowledge as a prerequisite for statistics exchange. Because in order to learn anything, you must first be able to read. By reading, you can acquire a lot of knowledge that will be useful in the future.

Reading comprehension is one among her four abilties that scholars have to grasp, along side the ability to understand spoken English, the capability to write down, and the ability to talk (Munthe, 2020). In reality, on occasion it is difficult to recognize the text. It is not enough for the reader to absolutely obtain the statistics contained within the text. know-how analyzing isn't clean, specifically whilst coping with new vocabulary and systems that the reader has no longer yet mastered. What the teacher commonly does within the school room is to get college student as reader to focus on the factors and some information inside the textual content.

Based on the researcher's informal interviews with English teachers conducted at SMA Negeri 1 Siantar on 31 January 2023, as evidenced by some students still scoring below 75 in English, It found that students' reading comprehension skills are still weak. Minimum Standards for Master Learning (KKM). The students had many difficulties reading the text. They often failed when reading texts due to their lack of vocabulary and reading strategies. They had difficulty understanding context and grasping information in stories, and students were unable to understand long readings such as stories. Second, most students were able to translate simple words without conveying the author's message. As a result, they spent much of their time answering comprehension questions about the text and copying the work of their friends (Derakhshan & Khatir, 2015).

Teaching students to read is not an easy task, especially for foreign language students. Rika-chan. et al., (Reyes-Chua & Lidawan, 2019) noted that several factors can cause the above problems, which can arise not only from the students, but also from the inappropriate teaching methods and techniques used. said to be sexual. Students have difficulty when the teacher asks them to find information in the text. Some teachers just explain and practice without thinking about whether the reading instruction is successful. As a result, students became less comprehensible, less interested in reading, and become bored with the situation. For reason, when teaching reading, teachers should use different learning techniques to keep students interested.

We know different kinds of techniques and strategies for teaching reading, such as direct learning (DL), reading aloud, problem-based learning (PBL), question-and-answer, sharing thought pairs, and puzzles. In this case, the teachers could modify teaching to keep the students' interested, exclusively for the reading class. Its very important to improve students' ability in reading comprehension (in Rahmadani et al., 2021). Teachers could used some strategies to enlarge students understanding.

According to Donohue (2008), cited in Riza (2016:80), "shared reading is a strategy that provides students with the opportunity to share common reading experiences with peers and teachers." Based on one of the definitions above, researchers concluded that shared reading strategies are strategies designed to help and improve students when they are having difficulty reading or are unable to read. Student reading comprehension. This strategy produce it easier for students to understand text and learn new word and phrases. Encourage students to be able to read on their own.

Based on a previous study (in Ho et al., 2020) by Intali Mayana: She used shared reading strategies to develop the students' reading comprehension at SMP PAB 9 Kranville, Medan. The results show a significant effect of students' reading comprehension of narrative texts afterwards applying shared reading strategy. In another study conducted by Nurmala (2018), she used shared reading strategies for improve students' reading comprehension in narrative texts. As a result, it was found that there is a big difference between reading instruction using the general reading strategy and reading instruction using the conventional reading strategy. Students are expected to become more active and also to improve their reading comprehension ability.

Based on facts, the researcher conducted a study to examine how use of shared reading strategy affects the reading comprehension skills of SMA Negeri 1Siantar 10th grader in narrative texts. The researcher was very enthusiastic and interested in it.

METHOD

The research carried out using a quantitative research method using quasi-experimental research, as it focused on the product (effects / experimental results). Based on Ary et al. (Chattoo, 2019), a quantitative research is a research that collects quantitative data over a control process also studies to answer a prearranged research question or hypothesis. Statistical analysis is often applied to study social problems based on theories related to variables, statistical methods, and mathematical techniques to determine whether predictions are true.

The research used a qualitative model, taking into account the following items with pre-test and post-test to complete the effect of cognitive process on the reading comprehension of 10th grade students of SMA Negeri I Siantar in narrative. When conducting a research study, the sample is divided into two classes: the control and experimental class. The research did at SMA Negeri 1 Siantar Jl. MAHONI RAYA NO 4 PERUMNAS BATU VI, Sitalasari, Kec. Siantar, Kab. Simalungun Prov. Sumatera Utara at 2023/2024 academic year. This research last for approximately 5 meetings.

Population referred for a group of the human you want to find out about by conducting research. Ary et al. (2014: 680), said that population is a larger number consisting of members of a particular group of human, jobs, etc. researchers took population of tenth grade students of SMA Negeri 1 Siantar. Researchers took samples based on the number of students in grade ten (Schubert, 2018). Ten classes with a total of 302 students were randomly selected. The researcher used random sampling with traditional techniques in selecting the sample. An experimental class consisting of 30 students, i.e. class of X IPA 1 and another class an control class consisting of 30 students, i.e. class of X IPA 4.

Data collection tools required for the study. The instrument of this study is a multiple-choice test designed to collect information about the students' reading comprehension and narrative writing skills before and after treatment. A pre-treatment test was conducted to obtain data on students' knowledge before treatment and a post-treatment test to obtain data on students' reading ability after treatment. The examiner completed a written oral comprehension test and a multiple-choice test consisting of 40 questions, of which 20 were pre-test and 20 were post-test. Its function was to improve the reading comprehension in narrative. When collected data, the researchers first conducted a pre-treatment experiment, and then completed it with a pre-test to the students.

RESULT AND DISCUSSION

Data Analysis

The data was obtained from students of grade ten from SMA Negeri 1 Siantar. The research sample consisted of 60 students. Students of class X-1 as the experimental group and students of class X- 4 as the control group. The data was obtained through a multiple choice reading comprehension test of 20 questions. It was taken after the researcher taught narrative text to the experimental group using Shared Reading Strategy and traditional teaching to the control group. Both took the same test, namely the post-test of 20 questions and the pre-test of 20 questions. The researcher then applied the method from chapter III to obtain student scores and analyze them.

The Result of Pre-test and Post-test in Experimental class (X1)

The class of experimental group for this research included of 30 students from grade X-1 in SMA Negeri 1 Siantar. The researcher used Shared Reading Strategy for teaching learning in the experimental class. The table shows the results of the pre-test and post-test in teaching reading narrative text using an used shared reading strategy.

Table 1. Score of the Pre-Test and Post-Test in Experimental Class

No	Initial of Students' Name	Pre-Test (X ₁)	(X ₁) ²	Post-Test (X ₂)	(X ₂) ²	Range
1	ARS	60	3600	85	7225	25
2	AP	75	5625	85	7225	10
3	AR	60	3600	70	4900	10
4	AN	40	1600	75	5625	35
5	AJP	55	3025	75	5625	20
6	AF	75	5625	85	7225	10
7	CM	50	2500	70	4900	20

No	Initial of Students' Name	Pre-Test (X ₁)	(X ₁) ²	Post-Test (X ₂)	(X ₂) ²	Range
8	RF	65	4225	80	6400	15
9	CPS	50	2500	90	4900	20
10	MP	70	4900	70	8100	20
11	APS	70	4900	80	6400	10
12	CDS	65	4225	75	5625	10
13	FLR	45	2025	75	5625	30
14	RAR	70	4900	90	8100	20
15	KAI	55	3025	70	4900	15
16	KMP	70	4900	85	7225	15
17	KCL	45	2025	75	5625	30
18	AN	50	2500	80	6400	30
19	KAS	40	1600	75	5625	35
20	KNI	35	1225	60	3600	25
21	CST	65	4225	85	7225	20
22	PW	70	4900	85	7225	15
23	RCN	55	3025	80	6400	25
24	JMP	50	2500	75	5625	25
25	RCP	45	2025	75	5625	30
26	RSN	30	900	50	2500	20
27	RS	75	5625	85	7225	10
28	SD	40	1600	70	4900	30
29	SPP	70	4900	85	7225	15
30	TA	30	900	50	2500	20
N=30		∑X₁ = 1675	(∑X₁²) = 99125	∑X₂ = 2290	(∑X₂²) = 177700	615
Mean		X₁=55.83		X₂=76.33		20.5

Mean of Pre-Test in Experimental Class:

$$\bar{X}_1 = \frac{\sum f x_1}{N}$$

$$\bar{X}_1 = \frac{1675}{30}$$

$$\bar{X}_1 = 55.83$$

Mean of Post-Test in Experimental Class:

$$\bar{X}_2 = \frac{\sum f x_2}{N}$$

$$\bar{X}_2 = \frac{2290}{30}$$

$$\bar{X}_2 = 76.33$$

According to Table above, which compares pre- and post-test results, 9 students scored a KKM score of 70 on the pre-test, while 3 students had the median score of 55. Additionally, 18 students received a score that was less than 55. The results in the table also revealed that the experimental class's overall pre-test score was 1675, with an average of 55.83. Meanwhile, 27 students outperformed the KKM cutoff of 70 on the post-test findings. 12 students received low scores below the value of 80, while 4 students received the median score of 80. The table also showed the total score of the experimental class was 2290 and the average score - average was 76.33.



Figure 2. Improvements in Control and Experimental Class

In the chart above showed that there was an effect of post-test in Experimental and Control classes, and it could be seen that the increase in the post-test in the Experimental class was higher than the could post-test in the Control class.

Data Analysis Using T-Test Formula

The data was calculated using the T-test formula to determine how much the effect of students in reading comprehension on narrative text by employing Shared reading strategy in teaching learning.:

$$t_{\text{test}} = \frac{\bar{X}_e - \bar{X}_c}{SE(X_e - X_c)}$$

$$t_{\text{test}} = \frac{76.33 - 69}{3.19}$$

$$t_{\text{test}} = \frac{7.33}{3.19}$$

$$t_{\text{test}} = 2.2$$

After obtaining the t-test result of 2.2, the researcher estimated the degree of freedom (df) using the formula shown below:

$$Df = (N_e + N_c - 2)$$

$$= 30 + 30 - 2$$

$$= 58$$

After applying the data into the t-test procedure, the t-test was 2.2 and the t_{table} value was 1.672. If the t-test was greater than the t_{table} referring to this, the null hypothesis was rejected, hence the hypothesis was created as follows:

$$t\text{-test} > t\text{-table of } 5\%$$

$$2.2 > 1.672$$

The test results show that applying Shared Reading Strategy as a strategy in reading comprehension narrative text has significant effects on grade ten students at SMA Negeri 1 Siantar.

Research Findings

The Researcher found a substantial difference in students of SMA Negeri 1 Siantar after conducted research there. The use of shared reading strategy was able significantly improve the students' reading ability in Narrative text. It is proved from the result of the t-test (2,2) exceeds the value of t-table (1.672), So hypo research alternative is accepted. It also could be proven from the difference score between the students (Lindemann, 2022). As it is stated before, the mean score of pre-test of experimental group is 55, 83 and the mean score of post-test is 76, 33 while the mean score of pre-test of control group is 59,33 and the mean score of post-test is 69. This finding shows that hypo research is really true in this research

indicating that the shared reading strategy is effective in improving student's achievement in narrative text on grade ten at SMA Negeti 1 Siantar.

DISCUSSION

To know the effect of shared reading strategy, the researcher gave the students a pre-test and post- test. The test was multiple choices by 20 questions. The researcher used the level of reading comprehension: level literal & interpretive reading comprehension which contained finding main ideas which were not directly stated, finding cause and effect, determining referents of pronouns, determining referents of adverbs, inferring omitted words, detecting moods, detecting author's purpose in writing, drawing conclusion, main ideas which directly stated, vocabulary, sequence, sentence and paragraph mean. From the analysis of the data showed that T-observed was higher than T-table ($2, 2 > 1.672$) at the level of significant was 5% with $df = 58$ ($N_e + N_c - 2 = 30 + 30 - 2 = 58$), it meant that there was effect of shared reading strategy to the reading comprehension of grade ten students of SMA Negeri 1 Siantar on Narrative Text.

At the beginning of the meeting held in class, some students were unable to speak in front of their classmates. However, with the implementation of the shared reading strategy, students become accustomed to socializing and exchanging ideas with their group mates. Students feel more comfortable studying in groups than studying individually (Altinyelken & Le Mat, 2018). The advantages of researcher when implementing shared reading strategy were active students in class, the atmosphere of teaching and learning activities that arouse students' interest in participating in the learning processed from beginning to end, and good communication and interaction. In this research, the researcher used two classes as the sample that consists of 30 students of each class. One class was chosen to be the experimental group and this group received treatment by using shared reading strategy and the other one as the control group received a different treatment or without Shared Reading Strategy (Zulaikah et al., 2018).

After applying shared reading strategy in experimental class and Conventional method in control class, researcher had found that shared reading strategy helped every students showed their different opinion no matter was wrong or correct because there was time to share and teacher acted to cover every answered and made it easy to understand. different with conventional method in control class, only some student who could show their understood (Jayanti, 2019). Even though like that, researcher recognized that there were still lacks of this method. Because of large class, when every pair did their discussion, the class was becoming very noisy and very difficult for the teacher to control the class with only three meetings.

In line with opinion of Donohue (in Fahmi & Cahyono, 2021) who stated that shared reading is a strategy provides opportunities for students to share a common reading experience with their peers or teacher. This strategy help the students in teaching learning process because shared reading strategy will gave opportunity for students to share a common reading experience (Mariana et al., 2018). This strategy could be shared the fluence students, less fluence students and could develop a sense of story and increased comprehension.

This result was relevant by a previous research conducted by (Armilia Riza (2016) conducted the research entitle "Teaching Reading through Shared Reading Strategy". The aim of the research was to find out the effect of Shared Reading Strategy in students' reading comprehension and research conducted by Kurniati (2019) entitled "The Effect of Shared Reading Using Fairytale on the Students' Achievement in Reading Comprehension" which aimed to find out the significant effect of shared reading strategy using fairytales on students of the IX grade of SMP Swasta Budisatrya Medan. In this research it can be concluded that in modern times it is very unfortunate if we do not take advantage of increasingly sophisticated technology.

CONCLUSION

The research identified that applying shared reading strategy in educational activities has significant effects on grade ten students' ability to understand narrative text. Furthermore,

using shared reading strategy helps students understand learning content, makes students more active in class, and creates an environment of teaching process that increase student interest. An examination of the data indicated that the mean result of pre-test for experimental group was 55,83, and the mean of the control in pre-test is 59,33. The mean result of post-test for experimental group was 76,33, and the mean of the control in post-test is 69,33. T-test $>$ T-table ($2.2 > 1.672$), according to the analysis results at the 5% significance level. It also shows that (H_0) was rejected but (H_1) was accepted.

Finally, it is concluded that the shared reading strategy is effective in teaching reading comprehension on narrative text, particularly for Grade ten students at SMA Negeri 1 Siantar.

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