

**THE EFFECT OF USING SHARED READING STRATEGY TOWARD  
READING COMPREHENSION OF THE SECOND YEAR STUDENTS  
AT STATE SENIOR HIGH SCHOOL 12  
PEKANBARU**



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PEKANBARU  
1434 H/2013 M**

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Thesis  
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for Undergraduate Degree in English Education  
(S.Pd.)



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The Writer,

YOGI SUGARA  
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## ABSTRAK

### **Yogi Sugara (2012): Pengaruh Penggunaan Strategi Shared Reading terhadap Pemahaman Membaca Siswa Kelas Dua SMA Negeri 12 Pekanbaru**

Berdasarkan observasi penulis, penulis menemukan bahwa pemahaman membaca siswa SMA Negeri 12 Pekanbaru rendah karena guru masih menggunakan strategi konvensional dalam mengajar pemahaman membaca. Jadi, dalam penelitian ini penulis ingin memperkenalkan salah satu strategi dalam mengajar pemahaman membaca untuk meningkatkan pemahaman membaca siswa. Strategi nya yaitu Shared Reading. Strategi ini adalah strategi membaca interaktif dimana siswa berbagi sebuah cerita dan membacanya bersama.

Penelitian ini merupakan penelitian eksperimen. Fokus utama dari penelitian ini adalah untuk mengetahui apakah terdapat efek yang signifikan dari Shared Reading terhadap pemahaman membaca siswa SMA Negeri 12 Pekanbaru. Subjek penelitian ini adalah siswa kelas dua SMA Negeri 12 Pekanbaru. Mereka terdiri dari lima kelas (200 siswa). Sebagai sampel penelitian, penulis mengambil XI 1 (40 siswa) sebagai kelas kontrol dan XI 2 (40 siswa) sebagai kelas eksperimen. Cara dalam memilih sampel ini menggunakan teknik cluster sampling.

Penelitian ini terdiri dari dua variabel, variabel x dan variabel y. Variabel x diajarkan menggunakan strategi Shared Reading, dan variabel y pemahaman membaca siswa SMA Negeri 12 Pekanbaru. Instrumen penelitian ini adalah tes. Tes ini digunakan untuk mendapatkan data pemahaman membaca siswa. Sedangkan untuk menganalisis data, penulis menggunakan uji-t.

Berdasarkan temuan penulis, skor pemahaman membaca siswa kelas dua SMA Negeri 12 Pekanbaru sebelum menggunakan strategi membaca bersama adalah 2620 dengan skor rata-rata adalah 65,5 dan dapat dikategorikan sedang. Sementara skor pemahaman membaca siswa setelah menggunakan strategi membaca bersama adalah 3250 dengan skor rata-rata adalah 81,25 dan dapat dikategorikan baik. Dari hasil ini, skor pemahaman membaca siswa meningkat sebesar 630 dengan skor rata-rata adalah 15,75.

Akhirnya, berdasarkan analisis uji-t, hal ini menunjukkan bahwa hipotesis alternatif diterima dan hipotesis nol ditolak. Dengan kata lain, ada pengaruh yang signifikan dari penggunaan strategi Shared Reading terhadap pemahaman membaca siswa kelas dua SMA Negeri 12 Pekanbaru.

## ABSTRACT

**Yogi Sugara (2012): The Effect of Using Shared Reading Strategy toward Reading Comprehension of the Second Year Students at State Senior High School 12 Pekanbaru**

Based on writer's observation, the writer found that the students' reading comprehension at State Senior High School 12 Pekanbaru were low because the teacher used conventional strategy in teaching reading. So, in this research the writer wanted to introduced one of the strategies in teaching reading in order to improved the students' reading comprehension. The strategy was Shared Reading Strategy. This strategy is interactive reading strategy where the students sharing a story and reading together.

This research was experimental research. The main focus of this research to find out whether there is significant effect of Shared Reading Strategy toward reading comprehension of second year students at State Senior High School 12 Pekanbaru. The subject of this research was the second year students of State Senior High School 12 Pekanbaru. They consisted of five classes (200 students). As the sample of the research, the writer took XI 1 (40 students) as control class and XI 2 (40 students) as experimental class. The way in choosing this sample was cluster sampling technique.

This research consisted of two variables, variable x and variable y. Variable x was teaching treatment of Shared Reading Strategy, and variable y was reading comprehension of the second year students of State Senior High School 12 Pekanbaru. The instrument of this research was test. It was used to get data of the students' reading comprehension. Whereas, to analyze the data, the writer used t-test.

Based on the writer's findings, the score of students' reading comprehension at the second year at State Senior High School 12 Pekanbaru before using shared reading strategy 2620 with means score 65.5 and can be categorized average to good, while the score of students' reading comprehension score after using shared reading strategy was 3250 with means score 81.25 and can be categorized good to excellent. From these results, the students' reading comprehension score increased 630 with means score 15.75.

Finally, based on t-test analysis, it indicated the alternative hypothesis was accepted and null hypothesis was rejected. In other words, there is significant effect of using shared reading strategy toward reading comprehension of the second year students at State Senior High School 12 Pekanbaru.

## ملخص

يوغي سوغارا (2012): تأثير استخدام استراتيجية Shared Reading إلى فهم الطلاب في القراءة لطلاب الصف الثاني بالمدرسة العالية الحكومية 12 باكنبارو.

بالأساس على ملاحظة الباحث، كشف الباحث انخفاض فهم الطلاب في القراءة بالمدرسة العالية الحكومية 12 باكنبارو لأن المدرس لا يزال يستخدم استراتيجية تقليدية في تعليم القراءة. لذلك يريد الباحث أن يقدر استراتيجية في تعليم القراءة لترقية فهم الطلاب و هي Shared Reading. كانت هذه الاستراتيجية هي الاستراتيجية الناشطة و أن الطلاب يتحكون فيه ببعضهم بعضا.

هذا البحث هو بحث تجريبي. تركز الباحث لمعرفة سواء تأثير استخدام استراتيجية Shared Reading إلى فهم الطلاب في القراءة لطلاب الصف الثاني بالمدرسة العالية الحكومية 12 باكنبارو. الموضوع في هذا البحث طلاب الصف الثاني بالمدرسة العالية الحكومية 12 باكنبارو و كانوا من خمسة فصول (200 طالب). ثم أخذت طلاب الصف الحادي عشر الأول (40 طالبا) و طلاب الصف الحادش عشر الثاني (40 طالبا) لعينات هذا البحث بطريقة عنقودية. الأداة في هذا البحث هي الاختبار ما يستخدم لنيل البيانات عن فهم الطلاب في القراءة، و في تحليل البيانات استخدم الباحث الاختبار-ت.

بناء على كشف الباحث، فإن نتائج فهم الطلاب في القراءة لطلاب الصف الثاني بالمدرسة العالية الحكومية 12 باكنبارو قبل استخدام استراتيجية Shared Reading نحو 2620 مع متوسط النتيجة بقدر 65،5 وهي على المستوى متوسط. ثم النتائج عن فهم الطلاب في القراءة بواسطة استراتيجية القراءة الجماعية نحو 3250 ومتوسط النتيجة نحو 81،25 و هي على المستوى جيد. و تزداد نتيجة فهم الطلاب نحو 630 أي 15،75.

أخيرا، بالأساس على تحليل الاختبار-ت يدل على أن الفرضية البديلة مقبولة و الفرضية الصفرية مرفوضة. و من ثم أن هناك تأثير استخدام استراتيجية Shared Reading إلى فهم الطلاب في القراءة لطلاب الصف الثاني بالمدرسة العالية الحكومية 12 باكنبارو.

## LIST OF CONTENTS

	Page
SUPERVISOR APPROVAL .....	i
EXAMINER APPROVAL .....	ii
ACKNOWLEDGMENT .....	iii
ABSTRACT.....	v
LIST OF CONTENTS .....	viii
LIST OF TABLES .....	xi
LIST OF APPENDIXES.....	xii
<b>CHAPTER I INTRODUCTION</b>	
A. Background of the Problem.....	1
B. Definition of the Terms .....	4
C. Problems.....	5
1. Identification of the Problem .....	5
2. Limitation of the Problem .....	6
3. Formulation of the Problem .....	7
D. Objective and Significance of the Research.....	7
1. Objective of the Research .....	7
2. Significance of the Research.....	8
<b>CHAPTER II THEORETICAL FRAMEWORK</b>	
A. Reading Comprehension .....	9
1. The Nature of Reading Comprehension .....	9

2. Components of Paragraphs .....	10
3. The Characteristics and Skills in Reading Comprehension.....	12
4. Teaching Reading in the Classroom.....	15
5. Improving Reading Comprehension.....	16
6. Measurement of Reading Comprehension .....	18
7. Reading Narrative Text .....	19
8. The Components of Narrative Texts .....	20
B. Shared Reading Strategy .....	22
1. The Nature of Shared Reading Strategy .....	22
2. Guiding Principles of Shared Reading .....	24
3. The Benefits of Shared Reading Strategy.....	25
4. The Procedures of Using Shared Reading Strategy .....	26
C. Relevant Research .....	27
D. Operational Concept.....	29
E. Assumption and the Hypothesis .....	30

### **CHAPTER III RESEARCH METHODOLOGY**

A. Research Design .....	32
B. Location and Time of the Research.....	32
C. Subject and Object of the Research.....	33
D. Population and Sample of the Research.....	33
E. Technique of the Data Collection.....	34
F. Technique of the Data Analysis .....	35

**CHAPTER IV DATA PRESENTATION AND ANALYSIS**

A. Data Presentation..... 40

B. Data Analysis ..... 48

C. Data Interpretation ..... 52

**CHAPTER V CONCLUSION AND SUGGESTION**

A. Conclusion..... 53

B. Suggestions..... 54

    1. Suggestion for the Students..... 54

    2. Suggestion for the Teacher..... 54

**BIBLIOGRAPHY** ..... 55

**APPENDICES** ..... 57

## LIST OF TABLE

Table III.1	Research Design.....	32
Table III.2	The Population and Sample of the Research.....	33
Table III.3	Blue Print of Reading Test.....	35
Table III.4	Classification of Score .....	35
Table IV.1	The Students' Reading Comprehension Score in Pre-test of Experimental Class .....	40
Table IV.2	Percentage of Students' Reading Comprehension Score in Pre-test of Experimental Class.....	41
Table IV.3	The Students' Reading Comprehension Score in Pre-test of Control Class.....	42
Table IV.4	Percentage of Students' Reading Comprehension Score in Pre-test of Control Class .....	43
Table IV.5	The Students' Reading Comprehension Score in Post-test of Experimental Class .....	44
Table IV.6	Percentage of Students' Reading Comprehension Score in Post-test of Experimental Class .....	45
Table IV.7	The Students' Reading Comprehension Score in Post-test of Control Class .....	46
Table IV.8	Percentage of Students' Reading Comprehension Score in Post-test of Control Class.....	47
Table IV.9	Calculated Table of Control and Experimental Classes.....	48

## **LIST OF APPENDIX**

Appendix I	Syllabus
Appendix II	Lesson Plan
Appendix III	Item Difficulty Table in Try Out of the Test
Appendix IV	Discrimination Index Table in Try Out of the Test
Appendix V	Mean Score Table in Try Out of the Test
Appendix VI	Standard Deviation Table in Try Out of the Test
Appendix VII	Tabel Distribusi Frekuensi
Appendix VIII	Instrument
Appendix IX	Answer Key
Appendix X	Observation List
Appendix XI	Kegiatan Bimbingan
Appendix XII	SK Pembimbing
Appendix XIII	Surat Riset

# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

Reading is one of the language skills that are very important. In reading, a reader needs to understand the written information in the text or comprehend the text. Reading comprehension involves a complex skill requiring many things including specification, ability and certain skill. Through reading comprehension, the reader can get many knowledge and improve his/her English. Although reading comprehension is crucial in learning English, not all students can comprehend or understand what they read easily. They just read sentences without understanding appropriately dealing with what they have read.

Theoretically, become good readers need strategies or methods in reading. The strategies and methods in reading are process used by the readers to enhance reading comprehension and overcome comprehension failures. If the readers do not have the strategies and methods in reading, they are difficult to understand the text and they will spend much time to comprehend the text.

Reading comprehension means perceiving a written text in order to understand its contexts. This can be done silently.<sup>1</sup> Moreover, reading comprehension is an action of a person who reads texts by reading activities; students are required to have good interaction with the texts, and need more

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<sup>1</sup>Richards, Jack C, *et al.*, *Longman Dictionary of Language Teaching and Applied Linguistics*, (Malaysia: VVP, 1992), p. 302.

attention from the reader in order that students get exact or close meaning of the texts as well.<sup>2</sup>

Based on the writer's observation in State Senior High School 12 Pekanbaru, it was found that English was taught by implementing School Based Curriculum or KTSP (2006 Curriculum). In the curriculum, reading is taught based on standard competence and basic competence of the reading. In standard competence, understanding the meaning of simple short essay in the form of narrative texts relate to around environment. While in the basic competence, reading has at least three basic competences. One of the basic competences is understanding functional text and simple short essay in the form of narrative texts, and spoof and hortatory exposition relate to around environment.<sup>3</sup>

Besides, he also found that second year students got difficulties in reading comprehension of narrative text. When he did observation, he asked the teacher about students' problems and the strategy used by the teacher in teaching reading comprehension. She said that she taught the students by using conventional strategy in teaching reading comprehension such as reading aloud and reading individually. Reading aloud is as same as word calling which is a process of simply pronouncing a series of words without regard for the meaning they carry individually and together. Word calling is not productive for the

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<sup>2</sup>Hornby, AS, *Oxford Advanced Learner's Dictionary (Sixth Edition)*, (Oxford: Oxford University Press, 2000), p. 104.

<sup>3</sup>Depdiknas, *Standard Kompetensi and Kompetensi Dasar Tingkat SMA/MA*, (Pekanbaru: Dikpora, 2006).

students and it is boring for other students to listen too.<sup>4</sup> Then, in reading individually, the teacher gave the students a texts and the teacher asked the students to understand and answer the questions based on the texts. The result, the students were lazy to read and they thought reading was boring and when they were asked some questions related to the text they could not answer. So that, the students got lower than passed score standard (KKM) that is 73 in reading comprehension.<sup>5</sup>

Furthermore, in teaching reading, English teacher used conventional strategies, such as reading aloud and reading individually. By implementing the strategies, the students were expected to be able to understand the narrative text. However, in fact, there were some problems found as follows:

- a. Many students are not able to recognize details of the narrative texts.
- b. Many students are not able to recognize the character traits of the narrative texts.
- c. Many students are not able to classify orientation, complication or resolution of the narrative texts.
- d. Many students are not able to identify the incidents in narrative texts.

The problems above influenced not only students' score but also the teacher in teaching english especially reading. One of the strategies that can be used to improve the students' problems in reading comprehension is shared reading. Shared reading is an interactive reading experience that occurs when

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<sup>4</sup>Abromitis, Barbara, *Read Aloud Strategies for K-6 Classrooms the Benefits and Uses of Oral Reading with Elementary Students*, (<http://www.suite101.com/content/read-aloud-strategies-for-k6-classrooms-a89193>, 21 April 2009).

<sup>5</sup> Document of State Senior High School 12 Pekanbaru Academic Year 2011/2012.

students join in or share the reading of a big book or other enlarged text while guided and supported by a teacher or other experienced reader. Students observe an expert reading the text with fluency and expression. The text must be large enough for all the students to see clearly, so they can share in the reading of the text. It is through shared reading that the reading process and reading strategies that readers use are demonstrated. In Shared reading, children participate in reading, learn critical concepts of how print works, get the feel of learning and begin to perceive themselves as readers. The statement is supported by Bobby and Emily which explained shared reading is a time when the entire class gathers together to share a variety of literacy experience by reading and discussing a variety of texts. Many of the text are enlarged so that all the children can see the print and pictures and thus talk more easily about them.<sup>6</sup>

In relation to the explanation above, the researcher is very interested in carrying out a research entitled: “The Effect of Using Shared Reading Strategy toward Reading Comprehension of the Second Year Students at State Senior High School 12 Pekanbaru”.

## **B. Definition of the Terms**

1. The effect means change caused by something.<sup>7</sup> In this research, the effect means the result of using shared reading strategy toward reading

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<sup>6</sup>Moustafa, Margaret, *Reading Process and Practice, Third Edition*, (Los Angeles: Heinemann, 2002), p. 351.

<sup>7</sup>Manser, H. Martin, *Oxford Learner's Pocket Dictionary*, (Oxford: Oxford University Press, 1995), p. 134.

comprehension of the second year students at State Senior High School 12 Pekanbaru.

2. Shared reading strategy is an interactive reading experience that occurs when students join in or share the reading of a big book or other enlarged text while guided and supported by a teacher or other experienced reader. Students observe an expert reading the text with fluency and expression.<sup>8</sup> In this research, shared reading strategy means a strategy to improve students' reading comprehension of the second year students at State Senior High School 12 Pekanbaru.
3. Reading is an activity with a purpose; gaining information or verify existing knowledge, or in order to analyze a writer's ideas or writing style, etc.<sup>9</sup> Comprehension is great skill or knowledge.<sup>10</sup> In this research, reading comprehension means the students knowledge in understanding texts or passages as subject school at the second year students at State Senior High School 12 Pekanbaru.

## C. Problems

### 1. Identification of the Problems

In the teaching and learning process especially in teaching and learning reading comprehension of the second year students at State Senior High School 12 Pekanbaru is found the problems. Firstly, the problems come from the teacher,

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<sup>8</sup> Moustafa, Margaret, *Op. Cit.*, p. 351.

<sup>9</sup> Kalayo Hasibuan and Fauzan Ansyari, *Teaching English as a Foreign Language (TEFL)*, (Pekanbaru: UIN SUSKA-Riau, 2007), p. 128.

<sup>10</sup> Manser, H. Martin, *Op. Cit.*, p. 256.

such as the teacher often make the students confused because they do not apply an appropriate strategy in their teaching. Most teachers only give the text to the text to the students without determining which strategy to use. The strategy used is often decided without considering the students' level of education. Then, usually ask them to merely answer the question at the end of the text. In addition, the teacher did not use shared reading strategy yet.

The second problem from the students side, such as the students are not able to identify orientation from the narrative text. It can be seen that most of the students have difficulties in identifying the orientation from what they have been read. They can not answer the question relate to the orientation. The third, the students can not identify complication from the text. Complication should also help students from an impression that will reveal the topic. It is also support orientation in order that all contents of the text can be understood easily but the students do not know which one is complication in narrative text. They are also not able to identify the moral message of the story. The students are not able to recognize the factual or certain information in details such as person, reason, and comparison.

## **2. Limitation of the Problem**

Based on the identification of the problems, it was found that there are so many problems. So, the writer limits the problems on strategies used by the teacher which do not optimize the students reading comprehension. Therefore, the writer tried a new strategy is Shared reading strategy which can help the students

comprehend the reading text and to find out the effect of using Shared Reading strategy toward students' reading comprehension in narrative text.

### **3. Formulation of the Problem**

The problem of this research can be formulated in the following questions:

- a. How is students' reading comprehension before using shared reading strategy of the second year students at State Senior High School 12 Pekanbaru?
- b. How is students' reading comprehension after using shared reading strategy of the second year students at State Senior High School 12 Pekanbaru?
- c. Is there any significant effect of using shared reading strategy toward reading comprehension of second year students at State Senior High School 12 Pekanbaru?

## **D. Objective and Significant of the Research**

### **1. Objective of the Research**

- a. To Find out students' reading comprehension before using shared reading strategy of the second year students at State Senior High School 12 Pekanbaru.
- b. To Find out students' reading comprehension after using shared reading strategy of the second year students at State Senior High School 12 Pekanbaru.

- c. To know the effect of using shared reading strategy toward reading comprehension of the second year students at State Senior High School 12 Pekanbaru.

## **2. Significance of the Research**

- a. To give information about the use of shared reading strategy toward reading comprehension of the second year students at State Senior High School 12 Pekanbaru.
- b. To fulfill one of the requirements of S.1 degree of English Education Department of Education and Teachers and Training Faculty of State Islamic University-SUSKA Pekanbaru Riau.
- c. To increase students' reading comprehension by using shared reading strategy.
- d. To enlarge the researcher's knowledge about the research especially the researcher's insight scientifically in the topic of shared reading strategy.

## CHAPTER II

### THEORETICAL FRAMEWORK

#### A. Reading Comprehension

##### 1. The Nature of Reading Comprehension

Reading is one of the language skills that students should learn and master it. It is the particular way in which reader understands a text or a book. It is the ability to understand and to find out the information presented in written form, even the information is explicitly stated or not in a passage. It is the way to compare the information with the reader's own knowledge. It is also the way to interpret the authors' purposes.

Reading means perceiving a written text in order to understand its contexts. This can be done silently.<sup>1</sup> In addition, reading is an action of a person who reads texts. By reading activities, students are required to have good interaction with the texts, and need more attention from the reader in order that students get exact or close meaning of the texts as well.<sup>2</sup>

Reading consists of a variety of activities, sensations, perceptions, psychomotor movements, cognitive activities and emotional responses, each of this can be further broken down into varying kinds of behavior. There are three definitions of reading. The first is pronouncing words, second is identifying words and the last is bringing meaning to a text in order to get meaning from it.

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<sup>1</sup>Richards, Jack C, *et al.*, *Longman Dictionary of Language Teaching and Applied Linguistics*, (Malaysia: VVP, 1992), p. 306.

<sup>2</sup>Hornby, AS, *Oxford Advanced Learner's Dictionary (Sixth Edition)*, (Oxford: Oxford University Press, 2000), p. 104.

Based on the description above, it can be known that reading means pronouncing the words, identifying the words and finding the meaning from a text in order to get the information from the text. Reading can develop a person's creativity because reading consists of activities, sensations, perceptions, psychomotor movements, cognitive activities and emotional responses. Reading is also the way to interact with the researcher from a book or text.

## **2. Components of Paragraph**

Three reading components may help students to read carefully. They are:<sup>3</sup>

### **a. Main Idea**

The main idea of a paragraph is what the author wants readers to know about the topic. Identifying the topic can generally help the reader to understand the main idea. The main idea makes a particular statement or emphasizes a special aspect of the topic. The main idea is usually expressed as complete thought, and the main idea usually indicates the author's reason or purpose for writing and the message he or she wants to share with the reader. The main idea is not only in the beginning of the paragraph, but also in the middle and at the end of the paragraph.

Main idea can be worded in many ways. For example, the following questions are asking for the same information: (1) What is the main idea? (2) What is the subject? (3) What is the topic? (4) What would be a good title?

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<sup>3</sup> Syafi'i, *et al.*, *From Paragraph to a Research Paper: Writing of English for Academic Purpose*, (Pekanbaru: Lembaga Belajar Syaf Intensive, 2007), p. 2.

**b. Supporting Sentences**

Supporting sentences/supporting details should also help readers from an impression that will reveal the topic. The support can take the form of examples, reasons, statistics, explanations, or simply relevant information. It also supports of main idea in order that all contents of text can be understood easily.

**c. Making Inference/Concluding Sentences**

The problem including in the test of English as a foreign language is making inferences. In this question type, you need to use the evidence that readers have to make an inference. It means that after readers have evidence from reading a passage, they can make a logical conclusion based on the evidences; it can be about the author's viewpoints.

In addition, there are some reading comprehension questions features that can be evaluated:

- 1) Main ideas
- 2) Expressions/idiom/phrase in context
- 3) Inference (implied detail)
- 4) Grammatical features
- 5) Detail (scanning for a specifically stated detail)
- 6) Excluding facts not written (unstated detail)
- 7) Supporting ideas

8) Vocabulary in context.<sup>4</sup>

From the explanation above, it can be known that the components of reading are main idea, supporting ideas, inference, grammatical features, detail, excluding facts not written, vocabulary and expressions. These components should be learned by the students to help them understand the paragraphs.

### 3. The Characteristics and Skills in Reading Comprehension

When someone needs a success in reading, she/he must know well about the characteristics of efficient reading. They are as follows:

- 1) Language, the language of the text is comprehensible to the learner.
- 2) Content, the content of the text is accessible to the learners. They know enough about it to be able to apply their own background knowledge.
- 3) Speed, the reading progresses are fast: mainly because the reader has automatic recognition of common combinations, and does not waste the time, working about each or group of new words.
- 4) Attention, the reader concentrates on the significant bits, and skims the rest, may even skip part about what he or she knows to be significant.
- 5) Incomprehensible vocabulary, the reader takes incomprehensible vocabulary in his or her stride: guessing its meaning from the surrounding text, or ignoring it and managing without using a dictionary only when these strategies are insufficient.
- 6) Prediction, the reader thinks ahead, hypothesizes and predicts.

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<sup>4</sup> Brown, H. Douglas, *Language Assessment: Principles and Classroom Practices*, (San Francisco: San Francisco State University, 2004), p. 206.

- 7) Background information, the reader has and uses background information to help understand the text.
- 8) Motivation, the reader is motivated to read an interesting content or a challenging task.
- 9) Purpose, the reader is aware of a clear purpose in reading to find out something, or to get pleasure.
- 10) Strategies, the reader uses different strategies for a different kind of reading.<sup>5</sup>

In reading, the reader employs a number of specific skills when reading and their success at understanding the content of what they see depends on the large extent in these specific skills. The six skills of reading are:

- 1) Predictive skills.
- 2) Extracting specific information
- 3) Getting specific picture
- 4) Extracting detail information
- 5) Recognizing function and discourse patterns
- 6) Deducing meaning from context.<sup>6</sup>

Meanwhile, Brown also divides reading comprehension into two skills, micro skills and macro skills.<sup>7</sup>

- 1) Micro skill
  - a) Discriminate among the distinctive graphemes and orthographic

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<sup>5</sup> Ur, Penny, *A Course in Language Teaching*, (Cambridge: Cambridge University Press, 1993), p. 148.

<sup>6</sup> Harmer, Jeremy, *The Practice of English Language Teaching, New Edition Longman Hand Books for Language Teachers*, (London: Prentice Hall, 1995), p. 183-184.

<sup>7</sup> Brown, H. Douglas, *Op.Cit.*, p.142.

patterns of English.

- b) Retain chunks of language of different lengths in short-term memory.
  - c) Process writing at an efficient rate of speed to suit the purpose.
  - d) Recognize a core of words, and interpret word order patterns and their significance.
  - e) Recognize the grammatical word classes.
  - f) Recognize that a particular meaning may be expressed in different grammatical forms.
  - g) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.
- 2) Macro skills
- a) Recognize the rhetorical forms of written discourse and their significance for interpretation.
  - b) Recognize the communicative functions of written texts.
  - c) Infer context that is not explicit by using background knowledge.
  - d) Infer links and connections between events, deduce causes and effect, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
  - e) Distinguish between literal and implied meanings.
  - f) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
  - g) Develop and use a battery of reading strategy, detecting discourse

markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

The main purpose of reading is to understand and to find out the information from the passage. To be able to understand and find the information, the readers should know the characteristics and skills above because understanding the contents is not easy, but it will be overcome if we use the skills above when we read the contents in English. By using the skills, we will find the information or the authors' purposes.

#### **4. Teaching Reading in the Classroom**

There are the important roles of teachers that have particular relevance if we are trying to get students to read well.

- 1) The teacher should organizer, it means that the teacher need to tell to the students exactly what their reading purpose and give them clear instructions about how to achieve it, and then how long they have do it.
- 2) The teacher is as an observer, it means that the teacher observed the students work.
- 3) The teacher is as a feedback provider: the vexed question of when and how to give feedback in reading activities is answered by considering the effect of possible approaches. It means that when students have completed the task, the teacher can lead a feedback session to check that they have completed the task successfully.

- 4) The teacher is as a prompter; it means that when students have read a text the teacher can prompt them to notice languages features in that text. On the other hand, these roles needed to teachers to adopt when asking students to read in order to get students to read enthusiastically in class.<sup>8</sup>

Based on the explanation above, it can be seen that in teaching reading in the classroom, the teacher should build up students' knowledge about the important of reading and set goal from their activities in reading, the teacher should give correction to students' reading mistake directly or indirectly when students make incorrect in complete or answer the tasks.

## **5. Improving Reading Comprehension**

Reading requires motivation, mental frameworks for holding ideas, concentration and good study techniques. Here are some suggestions.

1. Develop a broad background

Broaden your background knowledge by reading newspapers, magazines and books. Become interested in world events.

2. Know the structure of paragraphs

Good writers construct paragraphs that have a beginning, middle and end. Often, the first sentence will give an overview that helps provide a framework for adding details. Also, look for transitional words, phrases or paragraphs that change the topic.

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<sup>8</sup>Harmer, Jeremy, *Ibid.*, p. 213.

3. Identify the type of reasoning

Does the author use cause and effect reasoning, hypothesis, model building, induction or deduction, systems thinking?

4. Anticipate and predict

Smart readers try to anticipate the author and predict future ideas and questions. If you are right, this reinforces your understanding. If you are wrong, you make adjustments quicker. Use it to look up new words. Or, you can keep a list of words to look up at the end of the day. Concentrate on roots, prefixes and endings.

5. Use a systematic reading technique.

Develop a systematic reading style, depending on priorities and purpose.

6. Monitor effectiveness

Good readers monitor their attention, concentration and effectiveness. They quickly recognize if they have missed an idea and backup to reread it.<sup>9</sup>

Based on the explanation above, in generally there are some requirements in reading comprehension such as develop a broad background, know the structure of paragraphs, identify the type of reasoning, anticipate and predict, use a systematic reading technique and monitor effectiveness.

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<sup>9</sup>Martin, *How to be a Successful Student*, (<http://www.marin.edu/~don/Study/7read.html>, 1991).

## 6. Measurement of Reading Comprehension

In assessing reading comprehension of narrative text, the writer used Barret Taxonomy as a guidance. They are:<sup>10</sup>

### 1) Literal Comprehension

In literal comprehension includes Recognition and recall. Recognition divided into recognition of detail, main ideas, sequence, comparison, cause and effect relationships and character traits. While in recall divided into recall of detail, main ideas, sequence, comparison, cause and effect relationships and character traits.

### 2) Reorganization

In reorganisation includes classifying, outlining, summarizing and synthesizing.

### 3) Inferential Comprehension

In inferential includes inferring supporting details, main ideas, sequence, comparisons, cause and effect relationships, character traits, predicting outcomes and interpreting figurative language.

### 4) Evaluation

In evaluation includes judgments of reality or fantasy, judgments of fact or opinion, judgments of adequacy and validity, judgments of appropriateness, judgments of worth desirability and acceptability.

### 5) Appreciation

In appreciation includes emotional response to the content, identification

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<sup>10</sup> Hudson, Thom, *Teaching Second Language Reading*, (Oxford : Oxford University Press, 2007), p.85.

with characters or incidents, reactions to the author's use of language and imagery.

Based on the theory above the researcher formulated some indicators to measure students' reading comprehension of Narrative text such as:

- a) Students are able to identify orientation of narrative texts such as setting of story, the time/ place, who, when, what, where and character of the story.
- b) Students are able to identify complication of the narrative texts such as situation, activities, events, and climax of the story.
- c) Students are able to identify resolution of the narrative texts such as solve of problem or show of end of story.

## **7. Reading Narrative Text**

Reading narrative text means the paragraph that is telling the story about the events that happened and suitable with the time of events started until the end of the events. Narrative paragraph is an explanation for telling something or events and there is explanation about how the event happened. The narrative paragraph focus on the action of the people and the function of telling what happens to something.<sup>11</sup>

Narrative is central to children's learning. They use it as a tool to help them organize their ideas and to explore new ideas and experiences. Composing stories, whether told or written, involves a set of skills and authorial knowledge

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<sup>11</sup>Nursalim, *Pengantar Kemampuan Bahasa Indonesia*, (Pekanbaru: Yayasan Pustaka Riau, 2003), p. 110.

but is also an essential means for children to express themselves creatively and imaginatively.

Narrative is an account of a sequence of events, usually in chronological order. Relating to kinds of text, which student has to complete studying in high school, narrative is a text that retells the story or previous experiences. The purpose of the text is to entertain or amuse readers or listeners about the story. Narrative is story and within this, storytelling, there are many kinds of narrative – comedy, mystery, romance, horror are some of the commoner types. A poem can also be a narrative if it tells a story rather than just describing something.

### **8. The Components of Narrative Texts**

There are some components of narrative texts as fiction written:<sup>12</sup>

- 1) Idea: Simplified description of the story idea.
- 2) Theme: The focus of the story; the point it makes.
- 3) Plot: Usually several sentences long, this component is the key. If it needs more than a paragraph, that is the first clue that it is too complicated for a short story.
- 4) Setting: General feel or mood of the surroundings. Identifying where and how the mood will change keep on track from beginning to end.
- 5) Scene Location: Physical description of the story location. Knowing what exists around the characters, such as place. This can be especially

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<sup>12</sup>Moreillon, Judi, *Collaborative Strategies for Teaching Reading Comprehension*, (Chicago: American Library Association, 2007), p. 157.

helpful in echoing the opening in the closing, a powerful tool in short story writing.

- 6) Conflict: Conflict can be internal or external, without conflict driving the characters onward, the story will be lifeless.
- 7) Event: It describes the event in one or two sentences. The event is the whole point of the short story and what sets it apart from a novel. A novel or novella tells a story of several events often leading up to one enormously critical event.
- 8) Characters: For each character in the story, personality is unusual behaviors, drives, and emotional state. The additional information that pertains to the character's role in the story as well. Deciding on these basics ahead of the first draft clearly illustrates the changes the characters experience.
- 9) Background: The most terrifying thing about a short story is that there is not much room to tell it. It does not exist in a hole, though, so we need to know what has happened to create the event we want to read. Summarization is enough, but we bullet or highlight the points we need to work into the story naturally. Using this information as secrets that are revealed at various points increases suspense and strengthens the story.

## **B. Shared Reading Strategy**

### **1. The Nature of Shared Reading Strategy**

Shared reading is an interactive reading experience that occurs when students join in or share the reading of a big book or other enlarged text while guided and supported by a teacher or other experienced reader. Students observe an expert reading the text with fluency and expression. The text must be large enough for all the students to see clearly, so they can share in the reading of the text. It is through shared reading that the reading process and reading strategies that readers use are demonstrated. In Shared reading, children participate in reading, learn critical concepts of how print works, get the feel of learning and begin to perceive themselves as readers. The statement is supported by Bobby and Emily which explained shared reading is a time when the entire class gathers together to share a variety of literacy experience by reading and discussing a variety of texts. Many of the text are enlarged so that all the children can see the print and pictures and thus talk more easily about them.<sup>13</sup>

Shared Reading is exactly what it sounds like - It is a time for sharing a story and reading together! Shared reading in our classroom may include echo reading (students echoing the words after the teacher), choral reading (students reading at the same time as the teacher), or fill in the gap reading (teacher reading the majority of the text and then pausing for students to fill in and say rhyming words or other predictable words in the story). All of these ways of reading are ways to encourage early reading enjoyment and success with a

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<sup>13</sup>Moustafa, Margaret, *Op. Cit.*, p. 351.

high level of teacher support.

During shared reading, students focus on both the pictures and the text to make predictions and to generate meaning. Most shared readings begin with a 'picture walk' in which the teacher guides students through a preview of the story, asking questions to elicit words and phrases that are used in the text. The book is then read to students and predictions are checked against the text of the story. The book is revisited among several days. Further comprehension of the story takes place through questioning and discussion of each story (the author's choice of words and the illustrator's pictures), through acting out the story, making puppets and retelling boards, reviewing elements of the story (setting, characters, problem, solution), and putting pictures of events of the story in order.

Once students are familiar with the story, we also look more closely at the text. We mask certain letters and go on word hunts for small high frequency words such as I, the, to, etc. We also play with the sound of the text. Students might be asked to listen carefully to the story and be asked to round up all the rhyming words they hear or words that begin with a certain sound. We also frequently brainstorm other words that rhyme or begin with the same sound. They may be asked to determine the number of claps (syllables) in a word or the number of parts (sounds) in a word. Sometimes, students will need to listen carefully to a word that is stretched out and put it

together to figure out the word from the story.<sup>14</sup>

Shared Reading is a group reading lesson where all students have access to the text, can see the text and participate as readers, though they may be on different levels independently. The teacher models reading with fluency and invites the students to read along. In primary grades the students read along orally and in intermediate or middle grades the students may follow along silently or chime in chorally with the teacher on portions of the text. The texts chosen provide various instructional purposes and the teacher provides different levels of support as reading behaviors are modeled.

## **2. Guiding Principles of Shared Reading**

- a. Shared Reading is a time to introduce new skills and strategies and to provide continued instruction through the use of a common text for each student.
- b. Shared Reading occurs daily for 10–20 minutes in a group setting.
- c. Shared Reading has a planned, specific instructional purpose with explicitly identified teaching points. This is Close Reading.
- d. Shared Reading instruction is differentiated according to the needs of the group.
- e. Shared Reading instruction uses a variety of text genres.
- f. Shared Reading instruction provides repeated experiences with the same text. This allows for new skills and strategies to be learned in a

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<sup>14</sup>Hubbard, Michelle, *Shared Reading*, From: ([http://www.hubbardscupboard.org/shared\\_reading.html](http://www.hubbardscupboard.org/shared_reading.html), 2010).

familiar text.

- g. Shared Reading instruction is designed to ensure student success.
- h. Shared Reading ensures that every child has access to a common text and that the students' eyes are on the text.
- i. Shared Reading encourages active student participation.
- j. Shared Reading is enjoyable.<sup>15</sup>

### **3. The Benefits of Shared Reading Strategy**

Some of the benefits of Shared Reading as follow:

- a. Allows 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. Helps 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. Supports students as they gain awareness of symbols and print conventions, while constructing meaning from text read.
- g. Assists students in making connections between background knowledge and new information.

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<sup>15</sup>Stanley L. Swartz, *et al.*, *Shared Reading: Reading with Children*, (<http://www.alpine.k12.ut.us/depts/curriculumDept/subjects/langArts/Framework/SharedReading.pdf>, 2010).

- h. Focuses on and helps develop concepts about print and phonemic connections.
- i. Helps in teaching frequently used vocabulary.
- j. Encourages prediction in reading.
- k. Helps students develop a sense of story and increases comprehension.<sup>16</sup>

#### **4. The Procedures of Using Shared Reading Strategy**

- a. Select a text which has a teaching point that meets the needs of specific students. Make sure that all students can see the enlarged text.
- b. Discuss with the students the topic to tap their prior knowledge about this topic.
- c. State the purpose of the lesson and why the book was selected.
- d. Invite students to predict the text from the cover, title, and illustrations.
- e. Give a short stimulating introduction. When reading to emergent readers, do a picture walk through the book during the introduction.
- f. Read the text as naturally as possible with few stops. Focus on meaning. Encourage students to join in as they are able. Model realistic reactions to the text.

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<sup>16</sup>Holdaway, Don, *An Instructional Strategy for Teachers Grades K-3*, (<http://www.prel.org/toolkit/pdf/teach/Shared%20Reading.pdf>, 2010).

- g. Encourage students to predict as they read, drawing on their understanding of the text and their knowledge of the structure of language.
- h. Introduce the use of prompts to help the students predict the text and confirm their predictions.
- i. Encourage students to talk about the text. Help them notice the text features.
- j. Reread the text several times. With each rereading, students will be able to join in, as the text becomes more familiar.<sup>17</sup>

### **C. Relevant Research**

Considering the important of reading skill in education success especially in teaching by using Shared Reading Strategy, some researchers have conducted the research dealing with this issue. First, Yea-Mei LEOU ( 2009 ) conducted the research which focused on The Influences of Shared Reading on Students' Reading Comprehension and Reading Motivation in a Rural Elementary School in Taiwan. The research finding found that there was an increasing scores from pre test to post test and most of the students enjoyed the process of learning reading by using shared reading strategy.<sup>18</sup> It means that shared reading can effectively increase students' reading comprehension.

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<sup>17</sup>Fountas, Irene C and Pinnell, Gay Su, *Reading Language Arts-Shared Reading*, (<http://www.tr.wou.edu/perc/documents/SharedReading.pdf>, 2010).

<sup>18</sup>Mei LEOU, Yea, *Language and Literacy. International Conference on Primary Education* ,(Hongkong: HKIEd, 2009), p. 9.

Badriya Juma Al-Salmi also conducted the research entitle “Teaching Vocabulary Using Shared Reading and Flashcards”. In his research he wanted to explore an alternative way of teaching vocabulary by using shared reading strategy. He found that using big books and shared reading can help children learn vocabulary more effectively than just using flashcards. The students were more enjoyable and motivated in learning than using flashcards.<sup>19</sup>

Meanwhile, Monique Sénéchal et.al ( 2008 ) investigated the relations among the frequency of Shared Reading and 4-Year-Old children’s vocabulary, morphological and syntax comprehension, and Narrative Skills. The result indicated that there was a positive relation between the frequency and variety of shared reading and children’s expressive vocabulary. It also has a positive and robust association with children’s morphological comprehension, as well as an indirect positive relation with children’s syntax comprehension.<sup>20</sup> It means that the use of shared reading strategy could improve students’ vocabulary, morphological comprehension, and syntax comprehension.

Based on the researchs which have been done by the researchers above, it could be concluded that Shared Reading strategy give an effect in teaching reading. Therefore, the researchs above could be as a refence for the reseacher in conducting the research.

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<sup>19</sup> Juma Al-Salmi, Badriya, *Teaching Vocabulary Using Shared Reading and Flashcards*, (Yaman: Batinah, 2006), p. 6.

<sup>20</sup> Sénéchal, Monique. et. al, *Early Education and Development*, (Routledge: Taylor and Francis group, 2008), p. 14.

#### **D. Operational Concept**

The operational concept is the concept to give explanation about theoretical framework in order to avoid misunderstanding and misinterpretation toward the research. There are two variables used in this research, they are variable X and variable Y. Using shared reading strategy is as Variable X that gives the effect on students' reading comprehension as variable Y. The indicators that will be compared are about students' reading comprehension before and after being taught by using shared reading strategy are as follow:

1. Variable X (teaching using shared reading strategy)
  - 1) Teacher selects a text which has a teaching point that meets the needs of specific students.
  - 2) Teacher asks the students to observe a text with fluency and expression.
  - 3) Teacher asks the students to spell the words after the teacher
  - 4) Teacher asks the students to read the text at the same time as the teacher.
  - 5) The teacher invites students to predict the text from the cover, title, and illustrations.
  - 6) The teacher reads the text as naturally as possible with few stops. Focus on meaning. Encourage students to join in as they are able. Model realistic reactions to the text.
  - 7) The teacher encourages students to predict as they read, drawing on their understanding of the text and their knowledge of the structure

of language.

2. Variable Y (students' reading Comprehension)

- 1) Students are able to identify orientation of narrative texts such as setting of story, the time/ place, who, when, what, where and character of the story.
- 2) Students are able to identify complication of the narrative texts such as situation, activities, events, and climax of the story.
- 3) Students are able to identify resolution of the narrative texts such as solve of problem or show of end of story.

**E. Assumption and Hypothesis**

**1. The Assumption**

Before starting the hypothesis a temporary answer of the problem, the writer would like to offer assumption that using shared reading strategy might increase the students' reading comprehension.

**2. The Hypothesis**

Based on the assumptions above the writer formulates two hypotheses as follows:

Ho: There is no significant effect of using shared reading strategy toward reading comprehension of the second year students at State Senior High School 12 Pekanbaru.

Ha: There is significant effect of using shared reading strategy toward reading comprehension of the second year students at State Senior High School 12 Pekanbaru.

**CHAPTER III**  
**RESEARCH METHODOLOGY**

**A. Research Design**

The design of this research was quasi-experimental research with pre-test and post-test design. Pre-test was done before teaching and learning process, while post-test was done at the end of the study. Post-test score were compared to determine the effectiveness of the treatment.<sup>1</sup> This research consisted of two variables; the independent variable symbolized by “X” that was using shared reading strategy and the dependent one was “Y” refers to reading comprehension of the second year students at State Senior High School 12 Pekanbaru. In brief, it can be seen from the table below:

**Table III.1**  
**Research Design**

<b>Class</b>	<b>Pre-test</b>	<b>Treatment</b>	<b>Post-test</b>
Control	X1	-	X2
Experiment	Y1	T	Y2

**B. Location and Time of the Research**

The research was conducted at the second year students at State Senior High School 12 Pekanbaru. This research was started on April 2012.

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<sup>1</sup>Gay, L. R and Peter Airasian, *Educational Research Competencies for Analysis and Application*, (New Jersey: Prentice-Hall. Inc, 2000), p. 392.

### C. Subject and Object of the Research

The subject of this research was the second year students at State Senior High School 12 Pekanbaru and the object was the effect of using shared reading strategy of the second year students at State Senior High School 12 Pekanbaru.

### D. Population and Sample of the Research

**Table III.2**  
**The Population and Sample of the Research<sup>2</sup>**

No	Class	Population	Sample
1	XI 1	40	<b>Control Class</b>
2	XI 2	40	<b>Experimental Class</b>
3	XI 3	40	
4	XI 4	40	
5	XI 5	40	
<b>Total</b>		<b>200</b>	<b>80</b>

From the table above, it can be seen that the total of population of the research was 200 students. The technique in taking sample was cluster-sampling technique. The cluster technique was used to take sample if the object that will be researched is very wide. To decide which one the population that will be taken as sample, the sample is taken bases on the population that is specified.<sup>3</sup> Based on the Sugiyono's explanation, the researcher decided to take the sample of this research by using lottery to detemine it, after that the researcher chose class XI as control class that consisted of 40 students and class XI 2 as experimental class that consisted of 40 students.

<sup>2</sup>Document of State Senior High School 12 Pekanbaru Academic Year 2011/2012.

<sup>3</sup>Sugiyono, *Metode Penelitian Administrasi Dilengkapi dengan Metode R&D*, (Bandung: Alfabeta, 2008), p. 121.

## **E. Technique of the Data Collection**

The writer used test to find the data of the students' reading comprehension. The test consisted of pre-test and post-test.

### **1. Pre-test**

The pre-test was given to determine the early background ability of the students' reading comprehension of narrative text. It was given to the students before giving the treatment. In this research the test consisted of four passages and every passage consisted of 5 questions, so the total of the test was 20 question based on the components of reading comprehension of narrative text. The question were inform the multiple choise question. The score for every question was 5 if the students give the correct answer. Therefore, the total score who could answer correctly was 100 points.

### **2. Post-test**

The post-test was conducted after giving the treatment in teaching and learning process. It was used to know whether there was an improvement in students reading comprehension or not. It consisted of 20 questions. The test that was used in post-test was same with the test in pre-test. Therefore, the total score who could answer correctly was 100 points.

**Table III.3**  
**Blue Print of Reading Test**

No	Indicators	Number
1.	To find out generic structure of narrative texts	1, 7, 11, 18
2.	To mention the orientation of the text given	4, 8, 13, 20
3.	To mention the character of paragraph which are determine as orientation, as complication, and as resolution.	3, 5, 6, 10, 12, 15, 16, 19
4.	To differentiate generic structure of narrative text given	2, 9, 14, 17

#### **F. Techniques of Data Analysis**

In analyzing the data, the researcher used score of pre-test and post-test of the students. The score was classified into classification of students' score as follows:

**Table III.4**  
**Classification of Score<sup>4</sup>**

<b>Range Score</b>	<b>Category</b>
80-100	Good to Excellent
60-79	Average to Good
50-59	Poor to Average
0-49	Poor

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<sup>4</sup>Haris, D. P, *Testing English as a Second Language*, (New York: McGrawbook Company, 1974), p. 79.

After the scores were classified, the scores are analyzed by using statistical analysis  $t_{test}$ , variance, and homogeneity should be found first. Homogeneity test is used to find out whether the two classes have homogenous variance or not. The process to analyze the data as follows:<sup>5</sup>

1. Find out the means score of control ( $M_x$ ) and means score of experimental class ( $M_y$ ). The formula as follow:

$$M_x = \frac{\sum x}{N} \text{ and } M_y = \frac{\sum y}{N}$$

Where:

- $M_x$  = Mean score of control class
- $M_y$  = Mean score of experimental class
- $x$  = Difference score of control class
- $y$  = Difference score of experimental class
- $N$  = Number of students

2. Find out the variance of control class ( $\sum x^2$ ) and the variance of experimental class ( $\sum y^2$ ). The formula was as follow:

$$\sum x^2 = \sum x^2 - \frac{(\sum x)^2}{N} \text{ and } \sum y^2 = \sum y^2 - \frac{(\sum y)^2}{N}$$

Where:

- $x^2$  = Variance of control class
- $y^2$  = Variance of experimental class
- $x$  = Difference score of control class

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<sup>5</sup>Suharsini, Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2006), p. 311.

$y$  = Difference score of experimental class

$N$  = Number of students

3. Find out homogeneity test. The formula as follows:

$$f_{\text{calculated}} = \frac{\text{the greater variance}}{\text{the lesser variance}}$$

4. Find out t-test statistic. The formula was as follow:

$$t = \frac{M_x - M_y}{\sqrt{\left( \frac{\sum x^2 + \sum y^2}{N_x + N_y - 2} \right) \left( \frac{1}{N_x} + \frac{1}{N_y} \right)}}$$

Where:  $t$  = The t-test statistic

$M_x$  = Mean score of control class

$M_y$  = Mean score of experimental class

$x^2$  = Variance of control class

$y^2$  = Variance of experimental class

$N$  = Number of students.

After finding out t-score, the final step was to figure out the degree of freedom of two group. The degree of freedom was used to determine whether the t-score was a significant value. To find the degree of freedom, this following formula was used:

$$df = (N_1 - 1) + (N_2 - 1)$$

where

$df$  = The degree of freedom of the two groups

$N$  = The number of the individual in two groups

$1$  = Constant number

The t-calculate to the value of the table, if the value of t-calculate is the same or less than the value of the t-table, the null hypothesis is accepted, on the other hand, if the value of t-calculate is more than the value of the t-table, the alternative hypothesis is accepted.

## **CHAPTER IV**

### **DATA PRESENTATION AND ANALYSIS**

This chapter presents the research findings dealing with the data that have been taken from the given pre-test and post-test. It was known that this research was conducted to find out whether there was any significant effect of using shared reading strategy toward reading comprehension of the second year students at State Senior High School 12 Pekanbaru.

## A. Data Presentation

### 1. Pre-Test Score of Experimental Class

**Table IV.1**  
**The Students' Reading Comprehension Score**  
**in Pre-test of Experimental Class**

No	Sample	Correct Answer	Score	Category
1	Student01	15	75	Average to Good
2	Student02	15	75	Average to Good
3	Student03	15	75	Average to Good
4	Student04	15	75	Average to Good
5	Student05	15	75	Average to Good
6	Student06	15	75	Average to Good
7	Student07	15	75	Average to Good
8	Student08	15	75	Average to Good
9	Student09	15	75	Average to Good
10	Student10	15	75	Average to Good
11	Student11	14	70	Average to Good
12	Student12	14	70	Average to Good
13	Student13	14	70	Average to Good
14	Student14	14	70	Average to Good
15	Student15	14	70	Average to Good
16	Student16	14	70	Average to Good
17	Student17	14	70	Average to Good
18	Student18	14	70	Average to Good
19	Student19	14	70	Average to Good
20	Student20	14	70	Average to Good
21	Student21	14	70	Average to Good
22	Student22	13	65	Average to Good
23	Student23	13	65	Average to Good
24	Student24	13	65	Average to Good
25	Student25	13	65	Average to Good
26	Student26	13	65	Average to Good
27	Student27	13	65	Average to Good
28	Student28	12	60	Average to Good
29	Student29	12	60	Average to Good
30	Student30	12	60	Average to Good
31	Student31	12	60	Average to Good
32	Student32	11	55	Poor to Average
33	Student33	11	55	Poor to Average
34	Student34	11	55	Poor to Average
35	Student35	11	55	Poor to Average
36	Student36	10	50	Poor to Average
37	Student37	10	50	Poor to Average
38	Student38	10	50	Poor to Average
39	Student39	10	50	Poor to Average
40	Student40	10	50	Poor to Average
<b>Total Score</b>			<b>2620</b>	
<b>Means Score</b>			<b>65.5</b>	<b>Average to Good</b>

Based on the table IV.1, it can be seen that the total score of students' reading comprehension in pre-test of experimental class was 2620 with means score 65.5 and it can be categorized average to good. In addition, to know the percentage of students' reading comprehension score can be seen in the following table:

**Table IV.2**  
**Percentage of Students' Reading Comprehension Score**  
**in Pre-test of Experimental Class**

No	Category	Frequency	Percentage (%)
1	Good to Excellent	0	0
2	Average to Good	31	77.5
3	Poor to Average	9	22.5
4	Poor	0	0
<b>Total</b>		<b>40</b>	<b>100</b>

Based on the table IV.2, it can be seen that the total score of students' reading comprehension in pre-test of experimental class can be explained that no one student gets good to excellent and poor categories, 31 (77.55%) students get average to good category, and 9 (22.5%) students get poor to average category.

## 2. Pre-Test Score of Control Class

**Table IV.3**  
**The Students' Reading Comprehension Score**  
**in Pre-test of Control Class**

No	Sample	Correct Answer	Score	Category
1	Student01	15	75	Average to Good
2	Student02	15	75	Average to Good
3	Student03	15	75	Average to Good
4	Student04	15	75	Average to Good
5	Student05	15	75	Average to Good
6	Student06	15	75	Average to Good
7	Student07	15	75	Average to Good
8	Student08	15	75	Average to Good
9	Student09	14	70	Average to Good
10	Student10	14	70	Average to Good
11	Student11	14	70	Average to Good
12	Student12	14	70	Average to Good
13	Student13	14	70	Average to Good
14	Student14	14	70	Average to Good
15	Student15	14	70	Average to Good
16	Student16	14	70	Average to Good
17	Student17	14	70	Average to Good
18	Student18	14	70	Average to Good
19	Student19	14	70	Average to Good
20	Student20	13	65	Average to Good
21	Student21	13	65	Average to Good
22	Student22	13	65	Average to Good
23	Student23	13	65	Average to Good
24	Student24	12	60	Average to Good
25	Student25	12	60	Average to Good
26	Student26	12	60	Average to Good
27	Student27	12	60	Average to Good
28	Student28	12	60	Average to Good
29	Student29	12	60	Average to Good
30	Student30	12	60	Average to Good
31	Student31	12	60	Average to Good
32	Student32	12	60	Average to Good
33	Student33	12	60	Average to Good
34	Student34	12	60	Average to Good
35	Student35	12	60	Average to Good
36	Student36	12	60	Average to Good
37	Student37	11	55	Poor to Average
38	Student38	10	50	Poor to Average
39	Student39	10	50	Poor to Average
40	Student40	10	50	Poor to Average
<b>Total Score</b>			<b>2615</b>	
<b>Means Score</b>			<b>65.38</b>	<b>Average to Good</b>

Based on the table IV.3, it can be seen that the total score of students' reading comprehension in pre-test of control class is 2615 with means score 65.38 and it can be categorized average to good. In addition, to know the percentage of students' reading comprehension score can be seen in the following table:

**Table IV.4**  
**Percentage of Students' Reading Comprehension Score**  
**in Pre-test of Control Class**

No	Category	Frequency	Percentage (%)
1	Good to Excellent	0	0
2	Average to Good	36	90
3	Poor to Average	4	10
4	Poor	0	0
<b>Total</b>		<b>40</b>	<b>100</b>

Based on the table IV.4, it can be seen that the total score of students' reading comprehension in pre-test of control class can be explained that no one student gets good to excellent and poor categories, 36 (90%) students get average to good category, and 4 (10%) students get poor to average category.

### 3. Post-Test Score of Experimental Class

**Table IV.5**  
**The Students' Reading Comprehension Score**  
**in Post-test of Experimental Class**

No	Sample	Correct Answer	Score	Category
1	Student01	15	95	Good to Excellent
2	Student02	15	95	Good to Excellent
3	Student03	15	95	Good to Excellent
4	Student04	15	95	Good to Excellent
5	Student05	15	95	Good to Excellent
6	Student06	15	95	Good to Excellent
7	Student07	15	90	Good to Excellent
8	Student08	15	90	Good to Excellent
9	Student09	15	90	Good to Excellent
10	Student10	15	90	Good to Excellent
11	Student11	14	90	Good to Excellent
12	Student12	14	90	Good to Excellent
13	Student13	14	90	Good to Excellent
14	Student14	14	90	Good to Excellent
15	Student15	14	85	Good to Excellent
16	Student16	14	85	Good to Excellent
17	Student17	14	85	Good to Excellent
18	Student18	14	85	Good to Excellent
19	Student19	14	85	Good to Excellent
20	Student20	14	80	Good to Excellent
21	Student21	14	80	Good to Excellent
22	Student22	13	80	Good to Excellent
23	Student23	13	80	Good to Excellent
24	Student24	13	80	Good to Excellent
25	Student25	13	75	Average to Good
26	Student26	13	75	Average to Good
27	Student27	13	75	Average to Good
28	Student28	12	75	Average to Good
29	Student29	12	75	Average to Good
30	Student30	12	75	Average to Good
31	Student31	12	75	Average to Good
32	Student32	11	70	Average to Good
33	Student33	11	70	Average to Good
34	Student34	11	70	Average to Good
35	Student35	11	70	Average to Good
36	Student36	10	70	Average to Good
37	Student37	10	70	Average to Good
38	Student38	10	65	Average to Good
39	Student39	10	65	Average to Good
40	Student40	10	60	Average to Good
<b>Total Score</b>			<b>3250</b>	
<b>Means Score</b>			<b>81.25</b>	<b>Good to Excellent</b>

Based on the table IV.5, it can be seen that the total score of students' reading comprehension in post-test of experimental class is 3250 with means score 81.25 and it can be categorized good to excellent. In addition, to know the percentage of students' reading comprehension score can be seen in the following table:

**Table IV.6**  
**Percentage of Students' Reading Comprehension Score**  
**in Post-test of Experimental Class**

No	Category	Frequency	Percentage (%)
1	Good to Excellent	24	60
2	Average to Good	16	40
3	Poor to Average	0	0
4	Poor	0	0
<b>Total</b>		<b>40</b>	<b>100</b>

Based on the table IV.6, it can be seen that the total score of students' reading comprehension in post-test of experimental class can be explained that 24 (60%) students get good to excellent, 16 (40%) students get average to good category, and no one student get poor to average and poor categories.

#### 4. Post-Test Score of Control Class

**Table IV.7**  
**The Students' Reading Comprehension Score**  
**in Post-test of Control Class**

No	Sample	Correct Answer	Score	Category
1	Student01	16	80	Good to Excellent
2	Student02	16	80	Good to Excellent
3	Student03	16	80	Good to Excellent
4	Student04	16	80	Good to Excellent
5	Student05	16	80	Good to Excellent
6	Student06	15	75	Average to Good
7	Student07	15	75	Average to Good
8	Student08	15	75	Average to Good
9	Student09	15	75	Average to Good
10	Student10	15	75	Average to Good
11	Student11	15	75	Average to Good
12	Student12	15	75	Average to Good
13	Student13	14	70	Average to Good
14	Student14	14	70	Average to Good
15	Student15	14	70	Average to Good
16	Student16	14	70	Average to Good
17	Student17	14	70	Average to Good
18	Student18	14	70	Average to Good
19	Student19	14	70	Average to Good
20	Student20	14	70	Average to Good
21	Student21	14	70	Average to Good
22	Student22	14	70	Average to Good
23	Student23	13	65	Average to Good
24	Student24	13	65	Average to Good
25	Student25	13	65	Average to Good
26	Student26	13	65	Average to Good
27	Student27	13	65	Average to Good
28	Student28	12	60	Average to Good
29	Student29	12	60	Average to Good
30	Student30	12	60	Average to Good
31	Student31	12	60	Average to Good
32	Student32	12	60	Average to Good
33	Student33	12	60	Average to Good
34	Student34	12	60	Average to Good
35	Student35	12	60	Average to Good
36	Student36	12	60	Average to Good
37	Student37	11	55	Poor to Average
38	Student38	11	55	Poor to Average
39	Student39	11	55	Poor to Average
40	Student40	10	50	Poor to Average
<b>Total Score</b>			<b>2705</b>	
<b>Means Score</b>			<b>67.63</b>	<b>Average to Good</b>

Based on the table IV.7, it can be seen that the total score of students' reading comprehension in post-test of control class is 2705 with means score 67.63 and it can be categorized average to good. In addition, to know the percentage of students' reading comprehension score can be seen in the following table:

**Table IV.8**  
**Percentage of Students' Reading Comprehension Score**  
**in Post-test of Control Class**

No	Category	Frequency	Percentage (%)
1	Good to Excellent	5	12.5
2	Average to Good	31	77.5
3	Poor to Average	4	10
4	Poor	0	0
<b>Total</b>		<b>40</b>	<b>100</b>

Based on the table IV.8, it can be seen that the total score of students' reading comprehension in post-test of control class can be explained that 5 (12.5%) students get good to excellent, 31 (77.5%) students get average to good category, 4 (10%) students get poor to average category and no one student get poor category.

## B. Data Analysis

**Table IV.9**  
**Calculated Table of Control and Experimental Classes**

Control Class				Experimental Class			
Student	Pre-test	Post-test	Difference	Student	Pre-test	Post-test	Difference
	$X_1$	$X_2$	$X$		$Y_1$	$Y_2$	$y$
01	75	80	5	01	75	95	20
02	75	80	5	02	75	95	20
03	75	80	5	03	75	95	20
04	75	80	5	04	75	95	20
05	75	80	5	05	75	95	20
06	75	75	0	06	75	95	20
07	75	75	0	07	75	90	15
08	75	75	0	08	75	90	15
09	70	75	5	09	75	90	15
10	70	75	5	10	75	90	15
11	70	75	5	11	70	90	20
12	70	75	5	12	70	90	20
13	70	70	0	13	70	90	20
14	70	70	0	14	70	90	20
15	70	70	0	15	70	85	15
16	70	70	0	16	70	85	15
17	70	70	0	17	70	85	15
18	70	70	0	18	70	85	15
19	70	70	0	19	70	85	15
20	65	70	5	20	70	80	10
21	65	70	5	21	70	80	10
22	65	70	5	22	65	80	15
23	65	65	0	23	65	80	15
24	60	65	5	24	65	80	15
25	60	65	5	25	65	75	10
26	60	65	5	26	65	75	10
27	60	65	5	27	65	75	10
28	60	60	0	28	60	75	15
29	60	60	0	29	60	75	15
30	60	60	0	30	60	75	15
31	60	60	0	31	60	75	15
32	60	60	0	32	55	70	15
33	60	60	0	33	55	70	15
34	60	60	0	34	55	70	15
35	60	60	0	35	55	70	15
36	60	60	0	36	50	70	20
37	55	55	0	37	50	70	20
38	50	55	5	38	50	65	15
39	50	55	5	39	50	65	15
40	50	50	0	40	50	60	10
$\sum N$ =40	$\sum X_1$ =2615	$\sum X_2$ =2705	$\sum x$ =90	$\sum N$ =40	$\sum Y_1$ =2620	$\sum Y_2$ =3250	$\sum y$ =630

Based on the table 9, it can be found that  $\sum N=40$ ,  $\sum X_1=2615$ ,  $\sum X_2=2705$ ,  $\sum x=90$ ,  $\sum Y_1=2620$ ,  $\sum Y_2=3250$ , and  $\sum y=630$ . Furthermore, find out the average score of control ( $M_x$ ) and average score of experiment class ( $M_y$ ).

$$M_x = \frac{\sum x}{N}$$

$$= \frac{90}{40}$$

$$M_x = 2.25$$

$$M_y = \frac{\sum y}{N}$$

$$= 450 - \frac{8100}{40}$$

$$= \frac{630}{40}$$

$$M_y = 15.75$$

Then, finding the variance of control class ( $\sum x^2$ ) and the variance of experimental class ( $\sum y^2$ ) are as follows:

$$\sum x^2 = \sum x^2 - \frac{(\sum x)^2}{N}$$

$$= 450 - \frac{90^2}{40}$$

$$= 450 - 202.5$$

$$\sum x^2 = 247.5$$

$$\begin{aligned}
\sum y^2 &= \sum y^2 - \frac{(\sum y)^2}{N} \\
&= 10350 - \frac{630^2}{40} \\
&= 10350 - \frac{396900}{40} \\
&= 10350 - 9922.5 \\
\sum y^2 &= 427.5
\end{aligned}$$

Based on the calculation above, it was found that the means score of experimental class is 15.75 and the variance score is 427.5. While the means score of control class is 2.25 and the variance score is 247.5. these results show that there is difference between the experimental class and control class in term of average, and variance. In order to find out the variance homogeneity of both classes, F value can be calculated in the following:

$$\begin{aligned}
f_{\text{calculated}} &= \frac{\text{thegreatervariance}}{\text{thelesservariance}} \\
&= \frac{427.5}{247.5}
\end{aligned}$$

$$f_{\text{calculated}} = 1.727$$

The value of  $f_{\text{calculated}}$  was compared with the value of  $f_{\text{table}}$  with dk denominator (40-1=39) and dk counter (40-1=39). Based on the dk dominator 5% is 1.69 and dk counter 1% is 2.11. From the explanation, it was found that  $f_{\text{calculated}}$  is lower than  $f_{\text{table}}$  (1.727>1.69<2.11). Thereby, it can be said that both of groups' variance are homogenous.

Then find out t-test statistic.

$$\begin{aligned}
 t &= \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}} \\
 &= \frac{2.25 - 15.75}{\sqrt{\left(\frac{247.5 + 427.5}{40 + 40 - 2}\right)\left(\frac{1}{40} + \frac{1}{40}\right)}} \\
 &= \frac{-13.5}{\sqrt{\left(\frac{675}{78}\right)\left(\frac{2}{40}\right)}} \\
 &= \frac{-13.5}{\sqrt{\frac{1350}{3120}}} \\
 &= \frac{-13.5}{\sqrt{0.433}} \\
 &= \frac{-13.5}{0.658} \\
 t &= 20.517
 \end{aligned}$$

Based on the data analysis, it can be described that  $t_{calculated}$  was 20.517 then to prove whether there is a significant or not,  $t_{calculated}$  is turned to  $t_{distribution}$  level in alpha decision level ( $\alpha$ )0,05 and with the degree freedom 78 ( $df = N_1 + N_2 - 2 = 40 + 40 - 2 = 78$ ). In the degree freedom of 78 is not found in the  $t_{distribution}$  so the writer took the nearest degree freedom that is 60. In the degree freedom of 60 is found that  $t_{distribution}$  at 5% was 1.671. It can be concluded that  $t_{calculated} > t_{distribution}$  (20.517 > 1.671). It average that  $H_a$  is accepted and  $H_o$  is rejected. In short, there is significant effect of using shared reading strategy

toward reading comprehension of the second year students at State Senior High School 12 Pekanbaru.

### **C. Data Interpretation**

Based on the calculation of both experimental and control class in the hypothesis testing, it was found that the value of  $t_{calculated}$  was higher than  $t_{distribution}$  ( $20.517 > 1.671$ ). Consequently, the null hypothesis is rejected. In short, there is significant effect of using shared reading strategy toward reading comprehension of the second year students at State Senior High School 12 Pekanbaru.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter, the researcher would like to draw the conclusion from what have been discussed in the preceding chapters and to recommend some suggestion concerning with students' reading comprehension of the second year students at State Senior High School 12 Pekanbaru.

#### **A. Conclusion**

Based on research finding and hypothesis testing, it can be concluded as follows:

1. First, it was found that the students' reading comprehension score before using shared reading strategy can be categorized average to good, it means that the students did not pass the passed score standard (KKM) and had low reading comprehension skill.
2. Second, it was found that the students' reading comprehension score after using shared reading strategy can be categorized good to excellent, it means that shared reading strategy can increase students score and reading comprehension skill.
3. Third, it was found that the alternative hypothesis is accepted and null hypothesis is rejected. In short, there is significant effect of using shared reading strategy toward reading comprehension of the second year students at State Senior High School 12 Pekanbaru.

## **B. Suggestions**

### **1. Suggestions for the Students**

1. The students can use shared reading strategy to improve reading comprehension.
2. The students can more active in learning process by using shared reading strategy.
3. The students should realize that reading comprehension is very important in their lives especially in education level.
4. The students may learn more about components of reading comprehension to make their reading comprehension more perfect.

### **2. Suggestions for the Teacher**

- a. The teacher should apply shared reading strategy in teaching to improve the students' reading comprehension.
- b. English teacher should use shared reading strategy in teaching as much as possible to improve their students' reading comprehension.
- c. English teacher should use many strategies as much as possible to improve and motivate their students' in learning reading comprehension.

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