

THE USE OF SHARED READING TECHNIQUE TO THE EIGHTH GRADE STUDENTS OF SMP NEGERI 1 KANDIS OGAN ILIR

By:

Rachmanita

*Lecturer of English Language Education Study Program at FKIP UNISKI Kayuagung
ayuksulung2407@gmail.com*

Abstract: One needs to be proficient in each of the four language skills namely, listening, speaking, reading, and writing in order to become a well rounded communicator. However, the ability to read skillfully, provide students with several distinct advantages. By having sufficient reading skill, students will make a better progress and development in learning English. In other words, students who want to be good in English must be able to read well and students who can comprehend the text not only will get much knowledge but also will obtain many vocabularies as well. Therefore, the aim of this study was to find out whether shared reading technique could improve students' reading skill achievement or not. Quasi experimental method and non-randomized control group control group pre-test and post-test design were used in this study. The population was the eighth grade students of SMP Negeri 1 Kandis Ogan Ilir in the academic year of 2014/2015 with total number of 172 students. There were two groups taken as the sample and each group consisted of thirty students. The data were collected by using writing test in the form of multiple choice. The data obtained were analyzed by using t-test. The findings showed that shared reading technique could improve students' reading achievement.

Keywords: students' reading achievement and shared reading technique

INTRODUCTION

There are various factors which make English becoming very dominant nowadays. One of those factors is because mostly people in the world use English as a tool for communication. Ingram and Sasaki (2007, p. 55) state that recent study shows that there were 350 million of English native speakers and another 1400 million people used it regularly in the form of spoken language as a second or foreign language. Furthermore, Kennedy (2005) in Hunston and Oakey (2010, p. 87) identifies that there are more people using English around the world than any other languages. From statements above, it can be concluded that English is a world language and is worth considering how learners should go about learning English because in many cases people who know English well will have a definite advantage over those who do not.

In Indonesia, according to Dharma (2009, p.2), English is taught at school as a foreign language, starting from elementary school up to university level. He adds that the purpose of teaching English to the Indonesian students is to make them are able to communicate in English and ready to compete in global era. As one of compulsory subjects to be taught in classroom, English has four basic skills, namely reading, speaking, writing and listening. Reading is one of the skills should be taught in school and university. It is the most central one since it gives many benefits for them. Rizqa (2013, p. 1) states that reading for students not only can increase their vocabularies but also entertain themselves. Furthermore, by strengthening reading skill, students will make a better progress and development in learning English. In other words, students who want to be good in English must be able to read well and students who can comprehend the text not only will get much knowledge but also will obtain many vocabularies as well.

Reading has many definitions. Among others Alyousef (2005, p.143) defines that reading is an interactive process between a reader and a text which leads to automaticity or reading fluency.

In this process, the reader interacts with the text as he/she tries to understand the meaning. Moreover, Grabe (2001, p. 22) states that reading is the ability to draw meaning from the printed page and interpret this information appropriately. Further, Allington and Cunningham (2001, p.12) state that there are three definitions of reading. First, learning to read means pronounce word. Second, learning to read means learning to identify words and their meaning. The last, learning to read means learning to bring meaning to text in order to get meaning from it. Then, Divya (2014, p. 8) clarifies that reading is essential in everyday communication that includes word recognition—the process of perceiving how written symbols correspond to one's spoke language. These abilities are called comprehension ability. From those definitions, it can be concluded that reading is the interaction between the reader and the text not only to pronounce the words but also to get meaning from what the readers read.

Unfortunately, reading is not easy for students. Many students have difficulties in learning reading because they do not understand the plot story and confuse about the meaning of words and sentences. As a result, students are unable

to gain the ideas in a text. According to Anderson (2004, p.146), the problem of reading is students seldom focus on understanding of the text. Burton (2007, p. 47) also states that there are problems with reading, such as slow reading speed, poor comprehension when reading material either aloud or silently, omission of words while reading, reversal of word or letters while reading, difficulty decoding syllables or single words and associating them with specific sounds (phonics), and limited sight word vocabulary. Furthermore, Diem (2011, p. 76) adds that there are two problems of reading in general. First, reading is not part of Indonesian culture although it holds a significant role in achieving practical efficiency (basic knowledge). Second, students have lack comprehension. Nation (2009, p. 80) also mentions that many EFL students find reading very hard because they have limited vocabularies. Therefore, it makes them hard to understand the text in English when they have to deal with long reading passages. Based on that reason, teacher should find the appropriate teaching technique to teach reading in the classroom.

One of techniques which can be used is shared reading. Routman (2000,

p. 24) defines that shared reading is an instructional technique developed by Don Holdaway in 1980. It is used to introduce primary students to the world of reading using books. It builds from the research that indicates that storybook reading is a critically important factor in young children's reading development. Moreover, Kairen (2002, p.9) states that shared reading means students read the text using large book or children join in the reading of a big book or other enlarged text as guided by a teacher or other experienced reader. Shared reading is generally accomplished using an enlarged text that all children can see. Selected books must be suitable for students to join in the experience. According to Fountas (1996, p.9), during the reading, the teacher or another reader involves the children in reading together by pointing to or sliding below each word in the text. This provides children the opportunity to participate and behave like a reader. Shared reading models the reading process and strategies used by readers. The teacher deliberately draws attention to the print and models early reading behaviors, namely moving from left to right and matching word-by-word. Shared reading creates a risk-free

environment and allows children to focus on the enjoyment of the story.

According to Read (2010, p.28), the teacher can facilitate learning by incorporating questions, defining terms, and expounding topics. In incorporating questions means, teachers give students question about story or give students question after reading the text. Defining terms means the students find the definition about some unfamiliar terms in the text they just read. Expounding topics means the students find the topic from the text.

Based on the explanation previously, it is interesting to conduct a research entitled "*The Use of Shared Reading Technique to the Eighth Grade Students of SMP Negeri 1 Kandis* " The aim of this study was to find out whether shared reading technique could improve students' reading skill achievement or not.

METHODOLOGY

In conducting this study, a quasi experimental method was used. The design involved the experimental group and control group in which each group was given pretest and posttest. Fraenkle and Wallen (2012, p.264) described that a quasi experimental design does not have randomly assigned groups.

The study involved two groups of students – experimental and control groups. Both groups were eighth grade students of SMP Negeri 1 Kandis Ogan Ilir. The samples chosen were sixty students and had similar criteria. First, the students were taught by the same English teacher. Second, the total number of gender: male and female was the same. Third, the English achievement of students average was between seventy and eighty (70-80). Based on the criteria, the two classes: VIII.1 and VIII.2 were taken as the samples. To determine the groups, flipping the coin was used. Consequently, VIII.2 as the experimental group and VIII.1 as the control group. The students in the experimental group were taught by shared reading technique while the students in the control group were taught by using traditional instruction that was regular learning activities. The independent variable in this study was shared reading technique and the dependent variable was students' reading achievement.

Iruio (2007, p. 108) describes the steps in using shared reading in a classroom as follows.

- 1) The teachers choose a text – a story, song, poem, or other reading.

- 2) Enlarge the text so all students can see it at once. This can be done by using commercial big books, making your own big books, copying the text on chart paper, or using an opaque projector overhead projector.
- 3) Read the text to the students, pointing to each word as read.
- 4) Encourage prediction by covering words that are easy to predict (because of context, pictures, rhyme, etc).
- 5) Use masking devices to uncover parts of words, teaching students how to use phonics to confirm predictions.
1. Masking devices can also be used to show prefixes, suffixes and roots, or to fix attention on any words for whatever reason. After students have heard the text several times, they join in while you the teacher reading, continue to point at each word as it is read. Have individual students read and point.

Have small copies of the text available for students to take home and read with their parents.

The data of this study were collected by means of reading test. The test was in the form of multiple choice consisted of 30 valid questions after trying out to non sample class. In

addition, the content validity based on the syllabus of the school was used. IDIF (Index of Difficulty) also used to get the desirable questions. To know whether the text suitable or not, Flesch Kincaid was used. The test was called reliable if the reliability coefficient was higher than 0.70. In addition, the items of the test were tried out to the tenth grade students out of the sample in order to find the reliability of the test. Since the reliability of the test was 0.897, therefore, reliability was a useful rule because preferably higher or at least 0.70.

Finally, the data were analyzed by using t-test. There were two t-tests that were used namely paired sample t-test and independent sample t-test. Paired sample t-test was used to analyze the data within the experimental and control groups. On the other hand, the independent sample t-test was used to analyze the data between the experimental and control groups. To calculate the data, SPSS 16 was used.

RESULTS AND DISCUSSION

The result of the study shows that there was a difference between students' reading achievement before and after treatment.

In paired samples statistics for experimental group, the mean score in

pre-test and post-test was 12.895, standard error was 0.812, the value of t -obtained was 15.876, at the significance level of $P < 0.05$ in two tailed testing and $df = 37$. Since the value of t -obtained (15.876) was higher than t -table (2.0262) and p_{value} (0.00) was less than α_{value} (0.05). It meant that there was a progress in reading skill in the experimental group after taught using shared reading technique. In control group, the mean score in pre-test and post-test was 7.316, standard error was 0.665, the value of t -obtained was 10.997, at the significance level of $P < 0.05$ in two tailed testing and $df = 37$. Since the value of t -obtained (10.997) was higher than t -table (2.0262) and p_{value} (0.00) was less than α_{value} (0.05). It meant that there was a progress in reading skill in the control group after taught using explanation.

In independent sample t -test, the value of t -obtained was 2.845 at significance level $p < 0.05$ in two tailed testing and $df = 74$, the critical value of t -table was 1.9925. Since the value of t -obtained (2.845) was higher than t -table (1.9925) and p_{value} (0.006) was less than α_{value} 0.05. It meant that there was a significant difference in students' reading achievement between the students who were taught using shared reading

technique and that of those who were not. In other words, shared reading technique could improve students' reading achievement and was more effective to be used in teaching reading to the tenth grade students of SMP Negeri 1 Kandis.

From the explanation of the result above it can be seen that there was significance difference in reading achievement between experimental and control group. However, being compared to the improvement of experimental group, the improvement of control group was still below the experimental group. The progress in control group because the students got training private with their friends or family at home. The teacher also gave motivation to the students and the students felt interested to learn English. It could be seen based on the process of learning when the teacher gave some questions.

Meanwhile, it was found that students in experimental group were more interested in reading after using shared reading technique. They are also more active in class. These were because this technique was interesting and make them fully engaged in the classroom. When the teacher display large text then read the text followed by the students, it is found that the students very enthusiast during

reading. It built their emotional reactions toward the text. Finally it made their comprehension toward the text increased. This fact was based on Read's ideas (2010, p. 29) about some benefits of using shared reading technique. Firstly, it increases language understanding, story comprehension, word knowledge, and emotional reactions and also helps children learn word context because shared reading involves four distinct phases: demonstration, guided participation, individual practice, and performance.

CONCLUSION

From the collection of the data of the students' score in experimental group and control group gathered during the experiment, it could be seen that the score in the post-test of experimental group were better after treated by using shared reading technique. It could be concluded that this technique was successful applied at the tenth grade students of SMP Negeri 1 Kandis to improve their reading achievement. In other words, it was effective to use this technique to improve the tenth grade students' reading achievement of SMP Negeri 1 Kandis. Shared reading technique with its benefits allows the students to fully engage in

reading activity and made students' score progress.

REFERENCES

- Alyousef, H. S. (2005). *Teaching reading comprehension to ESL/EFL learners*. Retrieved from <http://www.ReadingMatrix.com/Article/Alyousef/article.pdf>.
- Allington, R.L. & Cunningham, P.M. (2001). *School that work: Where all children read and write*. Boston, M.A: Allyn & Bacon Inc.
- Anderson, R. C. (2004). *Learning to read in American schools: basal readers and content texts*. Retrieved from <http://www.questa.com/library/3536984/learning-to-read-in-american-schools-basal-readers>
- Burton. (2007). *Teaching reading in the content areas for elementary teacher*. Huntington Beach. Shell Education.
- Dharma. (2009). English Education Study Program Language and Arts Department. (online), accessed on march 05, 2013. retrieved from www.stkipsiliwangi.ac.id/2012/10/08220136_iyepismail.pdf.
- Divya. (2014). *Ten benefits of reading*. Retrieved from <http://www.inewsindia.com/2008/0929/10-Benefits>.
- Diem, C. D. (2011). *Perpustakaan, kepastakaan, dan keasksaraan*.

*The Use Of Shared Reading Technique To The Eighth Grade Students
Of SMP Negeri 1 Kandis Ogan Ilir*

- Model pembelajaran EYL.*
Palembang: Universitas Sriwijaya.
- Fountas, Irene C and pinnel (1996). *Guide Reading, first teaching for all children.* Portsmouth, NH: Heinemann.
- Fraenkel, J.R., Wallen, N. E., and Hyun, H. H. (2012). *How to design and evaluate research in education.* New York: The McGraw-Hill Company, Inc.,
- Grabe.W.(2001) *Reading for academic purpose guidelines for the ESL/EFL teacher.* Cambridge: Cambridge University Press.
- Huston, S., & Oakey, D. (2010). *Introducing applied linguistics. Concepts and skills.* New York: Routledge.
- Ingram. E.D & Sasaki. M. (2007). The importance of communication in English in a globalised world and in the field of medicine. Retrieved from <http://www.air.lib.akita-u.ac.jp/dspace/bitstream/102951275/3/KJ00000707227.pdf>
- Iruio, S .(2007). *Teaching techniques.* Retrieved from <http://www.oneonta.edu/faculty/thomasr1/YaTeachTech.pdf>.
- Kairen. (2002). *Shared Reading.(Online).* Retrieved from <http://www.kbyutv.or/kidsandfamily/readytolearn/file.axd?...shared+reading>.
- Nation, I.S.P. (2009). *Teaching ESL/ EFL reading and writing.* New York: Routledge.
- Read.(2010). *Shared reading.(Online).* Retrieved from <http://www.kbyutv.or/kidsandfamily/readytolearn/file.axd?...shared+reading>.
- Rizqa, N.M. (2013). *Teaching extensive reading skill to university students by using reading logs strategy.* Journal of English language teaching vol. 1. Retrieved from http://americanenglish.state.gov/files/ae/resource_files/49_1_5_lyutaya.pdf
- Routman.(2000). *Shared reading.* Retrieved from http://www.eworkshop.on.ca/edu/resources/guides/Reading_K_3_English.pdf.