

AN UNDERGRADUATE THESIS

INCREASING THE STUDENTS' READING COMPREHENSION
BY USING SHARED READING METHOD
AT THE SEVENTH GRADERS
OF SMP MUHAMMADIYAH 4 METRO

By:

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Tarbiyah Department

English Education Study Program



THE STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN)
METRO
1438 H / 2017 M

**INCREASING THE STUDENTS' READING COMPREHENSION
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OF SMP MUHAMMADIYAH 4 METRO**

Presented as a partial fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Study Program

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RATIFICATION PAGE

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The undergraduate thesis entitled: Increasing The Students' Reading Comprehension By Using Shared Reading Method at The Seventh Graders of SMP MUHAMMADIYAH 4 METRO.

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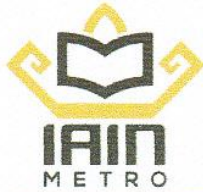
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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the Munaqosyah. Thank you very much.

Wassalmu'alaikumWr.Wb

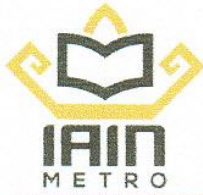
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AssalamualaikumWr.Wb.

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Sudah kami dapat setuju dan dapat diajukan untuk dimunaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

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**INCREASING THE STUDENTS' READING COMPREHENSION
BY USING SHARED READING METHOD
AT THE SEVENTH GRADERS
OF SMP MUHAMMADIYAH 4 METRO**

ABSTRACT

By:

Eni Qistia Mubarokah

The objective of this research is to know whether using shared reading method can increase the students' reading comprehension and their learning activity. The researcher realizes that using shared reading could be one of the teaching aids for the students as long as the students could utilize it properly. Because, using shared reading method the students will be interested and promote the student's active participation rather than their passive role.

This research is classroom action research. This research contains two variable (x) and (y). Variable (x) is the independent variable (shared reading method) and variable (y) is the dependent variable (Reading Comprehension). This research was conducted in two cycles, cycle 1 and cycle 2. Cycle 1 consisted 3 meeting, the first meeting was used to pretest, the second and third meeting was used to the action and post-test 1. In the cycle 2 consisted of two meeting, the first meeting for the action, and the second meeting for the post test 2.

Based on the result data analysis since pre-test up post-test of cycle, the students' average score of pre-test is 47,8, the average score of post-test in cycle 1 is 66,4, and the average score of post-test in cycle 2 is 77,9. So, there is progress from 47,8 to 66,4 and finally be 77,9. It can be seen from the data, such as: there is increasing about 17,9 point of progress average score from the pre-test to the post-test in the cycle 1. Then the cycle 2 have progress average score from 66,4 to 77,9 there is improving about 12,1 point. It means that the students could achieve the target. The target is 70% students gained score 70. It means that the students' reading can improve the reading comprehension.

**PENINGKATAN MEMBACA PEMAHAMAN SISWA
DENGAN MENGGUNAKAN METODE *SHARED READING*
DI KELAS TUJUH SMP MUHAMMADIYAH 4 METRO**

ABSTRACT

Oleh :

Eni Qistia Mubarokah

Tujuan dari penelitian ini adalah untuk mengetahui apakah *shared reading method* dapat meningkatkan kemampuan pemahaman membaca siswa dan aktivitas belajar mereka. Peneliti merealisasikan bahwa *shared reading* dapat menjadi suatu bantuan mengajar untuk siswa selagi siswa dapat menggunakannya dengan semestinya. Karena, *shared reading* membuat siswa akan tertarik dan meningkatkan siswa aktif berpartisipasi dari pada pasif.

Penelitian ini adalah penelitian tindak kelas. Penelitian ini terdiri dari 2 variabel (x) dan (y). Variabel (x) adalah independent variabel (bebas) yaitu *shared reading method* dan variabel (y) adalah dependent variabel (terkait) yaitu Pemahaman Membaca. Penelitian ini dilakukan dalam 2 siklus, yaitu siklus 1 dan siklus 2. Siklus 1 terdiri dari 3 pertemuan, pertemuan pertama digunakan untuk pre-test, pertemuan kedua dan ketiga digunakan untuk mengajar dan post-test 1. Di siklus 2 terdiri dari 2 pertemuan, pertemuan pertama untuk mengajar dan pertemuan kedua untuk post-test 2.

Berdasarkan analisis hasil data dari pre-test ke post-test, nilai rata-rata dari pre-test adalah 47,8, nilai rata-rata post-test dari siklus 1 adalah 66,4, dan nilai rata-rata dari post-test 2 adalah 77,9. Jadi, kemajuannya dari 47,8 ke 64,4 hingga menjadi 77,9. Ini bisa dilihat dari data 17,9 point meningkat dari nilai pre-test ke post-test di siklus 1. Kemudian, di siklus 2 meningkat dengan nilai rata-rata dari 66,4 ke 77,9 yaitu 12,1 point. Ini artinya siswa telah mencapai target, yaitu targetnya 70% siswa mendapatkan nilai 70. Berdasarkan data tersebut siswa telah dapat meningkatkan kemampuan pemahaman dalam membaca.

STATEMENT OF RESEARCH ORIGINALITY

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Menyatakan bahwa Skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

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Saya Menyatakan



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MOTTO

قُلْ هَلْ يَسْتَوِي الَّذِينَ يَعْلَمُونَ وَالَّذِينَ لَا يَعْلَمُونَ إِنَّمَا يَتَذَكَّرُ أُولُو الْأَلْبَابِ ﴿٩﴾

“ Are those equal, those who know and those who do not know? It is those who are endowed with understanding that receive admonition” (Az Zumar; 9)”.

("Bersenang-senanglah dengan kekafiranmu itu sementara waktu; sesungguhnya

kamu termasuk penghuni neraka"

(Az Zumar:9)".

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

The first dedicated to almighty Allah SWT, thanks God all about the precious gift inside to me. My beloved father (Bp. Suroso.) and my beloved mother (Ibu. Sutrini) for loving, praying and great support to finish this paper.

My beloved young sister (Rusy Dina Firjanah) thank you very much for your support, my beloved friends (Guntur Pratama, Sintya Ayuningtias, Putri Riandari, Rizka Hariyati, Tri Sari.) thank you very much for your support, and my beloved almamater my campus The State Institute for Islamic Studies (IAIN) Metro.

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In the name of Allah, the most gracious, the most merited praise is to Allah, the lord of the world who by his mercy and blessings, none of these would be possible. He has given his assistance to this undergraduate thesis. Realizing that this undergraduate thesis is about "Increasing The Students' Reading Comprehension by Using Shared Reading Method at The Seventh Graders of SMP Muhammadiyah 4 Metro" would not be accomplished without any help and support from many helpful individuals. In this lovely chance, I would like to sincerely acknowledge his gratitude.

The first of all, the deepest gratitude would be addressed to my beloved parents for understanding and supporting me to finish an undergraduate thesis soon and always pray for me to be a successful person.

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Nobody is perfect. The writer does apologize for all mistakes she has made in writing and presentation items. Hopefully, this undergraduate thesis can be a meaningful benefit for the writer especially and for campus and all readers.

Metro, June 2017
The Researcher

Eni Qistia Mubarakah
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CHAPTER I

INTRODUCTION

A. Background of the Study

English has an awfully important role in this globalization era. English may not be the most spoken language in the world, but it is the formal language in a great number of countries. It is predictable that the number of people in the world that use English to communicate on a standard basis is two billion people. English is essential in communication in the current time.

English is the central business language and it has become almost a necessity for people to master English when entering a global workforce. Sometimes, all over the world shows that cross border business communication is most often conducted in English. The world's top film, book, music are published and produced in English.

Furthermore, on the internet, the main of websites is written and created in English. Even the sites which are in other languages often give you the choice to translate the site. English is the primary language of the press: more news paper and books are written in English.

In education, English is one of the subjects in school. In Indonesia, the government adds English as the obligation subject in elementary school until senior high school. The governments also add English subject in national examination. Therefore, many people want to master English subject.

Reading is one of the skills which are taught in school. Reading is one of the activities to get the information. Therefore, with the reading people would get the knowledge. Besides that, reading also gives entertainment to the reader. Reading is very essential in human life. Reading is the process of understanding a text. Many reading materials to develop reading ability are like newspaper, magazines, and other. By reading, people can increase vocabularies, improve memory, and reduce stress.

Reading and comprehension are united in one of part and they cannot be separated. Reading comprehension means when the readers read a text they have to understand the meaning from the text. Therefore, they can get the information well from the text.

In spite of the essence of reading comprehension in learning English language, there are still some problems found in the process of teaching reading in SMP Muhammadiyah 4 Metro especially at the seventh graders. Many students' reading comprehension is low. The students have difficult to understanding a text.

The researcher found that some students have low reading comprehension at the seventh graders of SMP Muhammadiyah 4 Metro. This is supported in the pre-survey data table that indicates the students' reading comprehension in academic year 2016/2017.

Table 1

Reading score at the seventh graders of SMP Muhammadiyah 4 Metro

No	NAME	SCORE	INTERPRETATION
1	SE	40	LOW
2	AD	30	LOW
3	AI	40	LOW
4	DA	40	LOW
5	RR	70	HIGH
6	LL	60	FAIR
7	FDHS	20	LOW
8	ICW	50	LOW
9	IK	50	LOW
10	IP	50	LOW
11	RM	50	LOW
12	EE	40	LOW
13	NNS	60	FAIR
14	DYS	20	LOW
TOTAL		620	
AVERAGE		44,3	

Source: The Data of Pre Survey in Agust 26th 2016

Tabel 2

The Categories of The Students' Score

NO	Categories	Score	Frequencies	Percentages
1.	Complete	70-100	1	7,1 %
2.	Uncomplete	0-69	13	92,9%
Total			17	100%

Source: Pre survey at the seventh graders of SMP Muhammadiyah 4 Metro.

Based on the data above, it is known that the reading comprehension of the seventh graders at Junior High School Muhammadiyah 4 Metro still low. The students who get score 70-100 is 1 or 7,1%. The students who get score 0-69 is 13 or 92,9 %.

Based on the result of pre survey, it is concluded that the reading comprehension of the seventh graders at Junior High School Muhammadiyah 4 Metro must be improved. Therefore the researcher would like to conduct reserach entitled “ increasing the students’ reading comprehension by using shared reading method”.

B. Problem Identification

Based on the background above, the researcher would like to identify the problems as follow:

1. The students is not interesting with the method.
2. The students have low motivation in reading.
3. The students have low result in learning reading.
4. The students have difficulties in understanding difficult words.
5. The students lack of vocabularies.

C. Problem Limitation

In line with the problems mentioned above, the researcher focuses on method in learning process. Therefore, limits the problem only to increasing students’ reading comprehension by using shared reading method at the seventh graders in SMP Muhammadiyah 4 Metro.

D. Problem Formulation

Based on the background of study and problems identification above, the problem formulation in this research is “can the use of shared reading method increase the students’ reading comprehension and students’ learning activity at the seventh graders of SMP Muhammadiyah 4 Metro?”

E. Objective and Benefit of the Study

1. The objective of this study

The objective of this study is to improve the use of shared reading method in students' reading comprehension and students' learning activity.

2. Benefits of the study are:

a. For the students

This research can be used as a suggestion to develop and increase their prior knowledge and reading comprehension.

b. For the english teacher

The result of this research can be recommendation to using shared reading method to teach reading at the seventh grade in SMP Muhammadiyah 4 Metro.

c. For the researcher,

This result can be used as a reference of our experience to teach English for the future and other consideration to investigate the problem in a reading field and future research.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Reading

1. Definition of Reading

According to Nunan, reading is an interactive process between what a reader already knows about a given topic or subject and what the writer writes. It is not simply a matter of applying decoding conventions and grammatical knowledge to the text. Good readers are able to relate the text and their own background knowledge efficiently.¹

Hesham argued that reading can be seen as an “interactive” process between a reader and a text which leads to automaticity or (reading fluency). In this process, the reader interacts dynamically with the text as he/she tries to elicit the meaning and where various kinds of knowledge are being used: linguistic or systemic knowledge (through bottom-up processing) as well as schematic knowledge (through top-down processing).² Meanwhile Grabe argues that “many researchers attempt to understand and explain the fluent reading process by analyzing the process into a set of component skills”.

¹ Nunan, David, *Designing Tasks for The Communicative Classroom*, (New York : Cambridge University Press, 1989), p.33

² Hesham Suleiman Alyousef, “Teaching Reading Comprehension to Esl/Efl Learners”, *The Reading Matrix*, Vol 5 2005 p.144

Anderson stated that reading is the process of constructing meaning from written texts. It is a complex skill requiring the coordination of a number of interrelated sources of information.³

Besides, According to Connors, reading is commonly defined as the ability to read and interpret meaning from varied texts. It is the process of constructing meaning from written texts. It is a complex skill requiring the management of a number of interrelated sources of information.⁴

From above various definitions of reading, it can be concluded that reading is an activity of getting meaning in form of information or messages from the written language.

2. The Purpose of Reading

Hedge (2003) states that any reading component of an English language course may include a set of learning goals for⁵:

- a. The ability to read a wide range of texts in English. This is the long-range goal most teachers seek to develop through independent readers outside EFL/ESL classroom.
- b. Building a knowledge of language which will facilitate reading ability.
- c. Building schematic knowledge.

³ Anderson, Richard C, *Others Becoming a Nation of Readers: The Report of the Commission on Reading*, (the United States Postal Service: Eric, 1984), p.7

⁴ Lori Connors-Tadros, Phd, “*Definitions and Approaches to Measuring Reading Proficiency*”, *Reading Proficiency - Definitions and Measurement*, (Ceelo Fast Fact, 2014), p.2

⁵ Hesham Suleiman Alyousef, “Teaching Reading Comprehension to Esl/Efl Learners”, *The Reading Matrix*, Vol 5 2005 p.147

- d. The ability to adapt the reading style according to reading purpose (i.e. skimming, scanning).
- e. Developing an awareness of the structure of written texts in English.
- f. Taking a critical stance to the contents of the texts

In general, reading purposes mentioned above is to understand or to comprehend the reading passage from the printed text whether there is an action or not after reading a text. It emphasizes on reading is not a general ability. Related to the purpose of reading itself, it embraces a wide variety of tasks, activities, skills, and mental process. For instance, when reading for getting specific information, a reader needs to consider the accuracy of words meaning in order to comprehend the information in the text.

3. Types of Reading

Hesham Suleiman Alyousef said that there are many kinds of types of reading. Certain of them are⁶:

a. Extensive Reading

Hedge believes that extensive reading varies according to students' motivation and school resources. A well-motivated and trained teacher will be able to choose suitable handouts or activities books for the students. Hedge (2003) also states that since extensive reading helps in developing reading ability, it should be built into an EFL/ESL programmes provided the selected texts are

⁶ *Ibid*; p.145-147

“authentic” – i.e. “not written for language learners and published in the original language” (p. 218)- and “graded”. Teachers with EFL/ESL learners at low levels can either use “pedagogic” or “adapted” texts. Moreover, extensive reading enables learners to achieve their independency by reading either in class or at home, through sustained silent reading (SSR).

b. Intensive Reading

In intensive (or creative) reading, students usually read a page to explore the meaning and to be acquainted with writing mechanisms. Hedge argues that it is “only through more extensive reading that learners can gain substantial practice in operating these strategies more independently on a range of materials.”

Meanwhile Hafiz and Tudor differentiate between extensive and intensive reading:

In intensive reading activities learners are in the main exposed to relatively short texts which are used either to exemplify special aspects of the lexical, syntactic or discoursal system of the second language (L2), or to supply the basis for targeted reading strategy practice; the goal of extensive reading, on the other hand, is to ‘flood’ learners with large quantities of second language (L2) input with few or possibly no special tasks to perform on this material.

Meanwhile H Douglas Brown state that types reading are⁷:

a. Perceptive

In keeping with the set of categories specified for listening comprehension, similar specifications are offered here, except with some differing terminology to capture the uniqueness of reading perceptive reading task involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols. Bottom up processing is implied.

b. Selective

This category is largely an artifact of assessment formats. In order to establish one's reading recognition of lexical, grammatical, or discourse features of language within a very short extend of language, certain typical tasks are used picture-cued tasks, matching, true/false, multiple-choice, etc. Stimuli contain sentence, brief paragraphs, and simple charts and graphs. Brief responses are intended as well. A combination of bottom-up and top-down processing may be used.

c. Interactive

Included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact with the text. That is, reading is a process of negotiating meaning; the reading brings

⁷ Douglas H Brouwn, *Language Assesment Priciple and Classroom Practices*, (California: Longman, 2003), p.189-190

to the text a set of schema for understanding it, and intake is the product of that interaction. Typical genres lend themselves to interactive reading are anecdotes, short narratives and descriptions, excerpts from longer text, questionnaires, memos, announcements, direction, recipes, and the like.

d. Extensive

Extensive reading as discussed in this book, applies to text of more than a page, up to and including professional articles, essays, technical reports, short stories, and books. (It should be noted that reading research commonly refers to “extensive reading” as longer stretches of discourse, such as long articles and books that are usually read outside a classroom hour. Here that definition is massaged a little in order to encompass any text longer than a page).

4. Strategies In Reading

According to Paris, Lipson, & Wixson the most succinct way to characterize good readers is to say that they are more strategic than poor readers. The skills and strategies that good readers use include⁸:

- a) Rapid and accurate word reading
- b) Setting goals for reading
- c) Noting the structure and organization of text
- d) Monitoring their understanding while reading

⁸ Janette K. Klingner., et al, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York London: The Guilford Press, 2007), p.3-4

- e) Creating mental notes and summaries
- f) Making predictions about what will happen, checking them as they go along, and revising and evaluating them as needed
- g) Capitalizing on what they know about the topic and integrating that with new learning
- h) Making inferences
- i) Using mental images such as visualization to assist them in remembering or understanding events or characters.

Meanwhile Jimenez, et al stated that the strategies appear to be unique to bilingual reading: good bilingual readers are able to draw upon their translation skills, knowledge of cognates, and ability to transfer information across languages to a much greater extent than struggling readers.⁹

On the other hand, Gersten, et al define that Many of the reading comprehension strategies that have been associated with the highest effect sizes for students with learning disabilities are those that teach students strategies that prompt them to monitor and reflect before, during, and after reading. These strategies ask students to (1) consider their background knowledge on the topic they are reading, (2) summarize key ideas, and (3) self-question while they read.

⁹ *Ibid.*, p.4

5. Steps in Reading

According to Pensacola Christian, There are six steps to reading in order that knowing the substance and the correct performance¹⁰:

- a. Learn to recognize the short vowels and their sound.
- b. Learn to recognize the consonants and their sounds.
- c. Learn to blend.

Blending the sounds of a consonant and a vowel is the first step to reading words.

- d. Learn to sound one-vowel words.
- e. Learn the sounds of the long vowels. Learn to sound two-vowel words.
- f. Learn the special phonetics sounds.

6. Reading Assessment

Every reading product needs to be evaluated in order that should be the good product will be achieved in evaluating the reading process. There are some categories in reading evaluation proposed by some experts.

According to These considerations lead us to make six recommendations to anyone trying to assess students' ability to read¹¹:

¹⁰ Pensacola Christian College, *Phonics Six Easy Steps to Reading Second Edition*, (U.S.A, 1995)

¹¹ Marian Sainsbury. et al, *Assessing Reading from Theories to Classrooms*, (Cambridge: Nfer, 2008), p.46-48

a. Contextualise the reading test

It is not difficult to create simple contexts for reading tasks. Usually they will involve reading in order to do some other task – reading in order to write, or reading in order to discuss, for example. Context is an essential part of real world reading and is the easiest way to convey to students the precise purpose for which they are being asked to read the text. Remember that a test may cause or increase stress for students and it is unwise to risk overloading them with instructions.

b. Give the reading task a purpose

The most fundamental problem is that the construction of meaning from a text is a personal, idiosyncratic process and there is often no single meaning which is better than any other. However, we can reduce this problem to a manageable level by constraining comprehension through purpose. If it is clear that the reading is meant to achieve a certain purpose and that the student is expected to show that they can achieve it, then they will at least know the rules of the game. Of course, we cannot guarantee that all of them will be motivated enough to play the game to the best of their ability.

c. Remove the Text

Some kinds of reading properly require detailed and repeated reading of the text. For other kinds of reading, however, if we leave the text in place and then ask questions that refer to particular parts

of it, it is a near certainty that the students will answer by referring to the text and not by referring to their mental representations. In the worst cases the result will involve nothing but a simple matching of words in the question to words in the text that tells us little of real value about the student's understanding.

d. Ask the students to summarise the text

Ensure that the task they are asked to carry out as a result of the reading is to summarise the text in a way that is appropriate to the given purpose. Once you have expressed a purpose to the students it would be dishonest to ask them questions that are not related to that purpose. Thus, for instance, it will usually be inappropriate to use a reading task as an opportunity to test the students' knowledge of vocabulary or of details of syntax. If the text expresses a point of view and the purpose is to evaluate the argument, the questions should amount to a critical summary of the logic and its assumptions and the test should not dwell on aspects of style.

e. Minimise the questions

Remember that questions will change the student's mental representation of meaning. Asking for a summary is one, albeit cognitively demanding, way of avoiding this problem entirely and it may be that you can devise, in a contextualised test, a form of response that is so natural that it has little or no backwards influence on the process of comprehension. Students might be asked to write

notes for a discussion, or to chart or tabulate the information they need for their purpose. Any questions that do not relate to the student's perceived purpose for reading will necessarily interfere with our desire to 'see' the mental model they have built.

- f. Give the students room to tell you what the text means for them

Remember that many different meaning structures can be defended as interpretations of a single text. If possible, give the students an opportunity to tell you what they remember most, what struck them as most interesting, in the text – even if their answers are not to be scored in the usual way. We are encouraged to include a few questions of this open kind in a survey questionnaire, to show that we respect the respondents' right to hold personal and unpredictable opinions, so perhaps we should adopt a similar approach in reading tests. After all, the students are human beings too.

B. The concept of Reading Comprehension

1. Definition of Reading Comprehension

Harris & Hodges defined that reading comprehension is the construction of the meaning of a written or spoken communication through a reciprocal, holistic interchange of ideas between the interpreter and the message. The presumption here is that meaning resides in the intentional problem-solving, thinking processes of the interpreter, that the

content of the meaning is influenced by that person's prior knowledge and experience.¹²

Based on the above quotation, it can be inferred that reading comprehension is read what the written text said by knowing the ideas and the message inside.

2. Strategies for Reading Comprehension

There are ten strategies, each of which can be practically applied to your classroom technique¹³:

a. Identify the purpose in reading

Efficient reading consists of clearly identifying the purpose in reading something. By doing so, you know what you are looking for and can weed out potential distracting information. Whenever you are teaching a reading technique, make sure students know their aim in reading something.

b. Use graphemic rules and patterns to aid bottom-up decoding (especially for beginning level learners)

At the beginning levels of learning English, one of difficulties students encounter in learning to read is making the correspondences between spoken and written English. In many case, learners have become familiar with oral language and have difficulty learning English spelling conventions.

¹² *Reading Comprehension: Definitions, Research, and Considerations*, (ch01_4821:2007), P.2

¹³ Douglas H. Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy Second Edition*, (Longman: 2000), p.306-310

- c. Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels)

If you are teaching beginning level students, this particular strategy will not apply because they are still struggling with the control of a limited vocabulary and grammatical patterns. Your intermediate to advanced level students need to be speed readers, but you can help them increase efficiency by teaching a few silent reading rules:

- 1) You do not need to “pronounce” each word to yourself.
 - 2) Try to visually perceive more than one word at a time, preferably phrases.
 - 3) Unless a word is absolutely crucial to global understanding, skip over it and try to infer its meaning from its context.
- d. Skim the text for main ideas.

Perhaps the two most valuable reading strategies for learners (as well as native speakers) are skimming and scanning. Skimming consists of quickly running one’s eyes across a whole text (such as an essay, article, or chapter) for its gist. Skimming gives readers the advantages of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas. This gives them a head start as they embark on more focused reading. You can train students to skim passages by

giving them, say, thirty seconds to look through a few pages of material, close their books, and then tell you what they learned.

e. Scan the text for specific information

The second in the most valuable category is scanning, or quickly searching for some particular piece or pieces of information in a text. Scanning exercises may ask students to look for name or dates, to find a definition of key concept, or to list a certain number of supporting details. The aim of scanning is to extract specific information without reading through the whole text. For academic English, scanning is completely essential. In vocational or general English, scanning is main in dealing with genres like schedules, manuals, forms, etc.

f. Use semantic mapping or clustering

Readers can easily be overwhelmed by a long string of ideas or events. The strategy of semantic mapping, or grouping ideas into meaningful clusters. Help the reader to provide some order to the chaos. Making such semantic maps can be done individually, but they make for a productive group work technique as students collectively induce order and hierarchy to a passage.

g. Guess when you are not certain

You can help learners to become accurate guessers by encouraging them to use effective compensation strategies in which

they fill gaps in their competence by intelligent attempts to use whatever clues are available to them.

h. Analyze vocabulary

One way for learners to make guessing pay off when they do not immediately recognize a word is to analyze it in terms of what they know about it. Several techniques are useful here:

- 1) Look for prefixes (co-, inter-, un-, etc) they may give clues.
- 2) Look for suffixes (-tion, -tive, -ally, etc) they may indicate what part of speech it is.
- 3) Look for roots they are familiar.
- 4) Look for grammatical contexts that may signal information.
- 5) Look at the semantic context (topic) for clues.

i. Distinguish between literal and implied meaning

This requires the application of sophisticated top-down processing skills. The fact that not all language can be interpreted appropriately by attending to its literal, syntactic surface makes special demands on readers. Implied meaning usually has to be derived from processing pragmatic information.

j. Capitalize on discourse markers to process relationships

Many discourse markers in English signal relationships among ideas as expressed through phrases, clauses, and sentences. A clear comprehension of such markers can greatly enhance learners' reading efficiency.

3. Processes Involved Reading Comprehension

Irwin describes five basic comprehension processes that work together simultaneously and complement one another¹⁴:

a. Microprocesses

Microprocessing refers to the reader's initial chunking of idea units within individual sentences. "Chunking" involves grouping words into phrases or clusters of words that carry meaning, and requires an understanding of syntax as well as vocabulary.

b. Integrative Processes

As the reader progresses through individual sentences, he or she is processing more than the individual meaning units within sentences. He or she is also actively making connections across sentences. This process of understanding and inferring the relationships among clauses is referred to as integrative processing. Subskills involved in integrative processing include being able to identify and understand pronoun referents and being able to infer causation or sequence.

c. Macroprocesses

The skillful reader also uses a structure or organizational pattern to help him or her organize these important ideas. More proficient comprehenders know to use the same organizational pattern provided by the author to organize their ideas (e.g., a story

¹⁴ Janette K. Klingner., et al, *Teaching Reading Comprehension to Students with Learning Difficulties*, (The Guilford Press:2007), p.8-12

map that includes characters and setting/problem/solution in a narrative or a compare-and-contrast text structure for an expository passage).

d. Elaborative Processes

When we read, we tap into our prior knowledge and make inferences beyond points described explicitly in the text. We make inferences that may or may not correspond with those intended by the author. For instance, in the two sentences provided above about Michael, we do not know why he was afraid. But we can predict that perhaps he was worried that someone had followed him home, or maybe a storm was brewing and he was concerned about strong winds. When making these inferences, we may draw upon information provided earlier in the text or upon our own previous experiences (e.g., perhaps at some point the reader was followed home and hurried inside and quickly shut and locked the door).

e. Metacognitive Processes

Metacognition is the reader's conscious awareness or control of cognitive processes. The metacognitive processes the reader uses are those involved in monitoring understanding, selecting what to remember, and regulating the strategies used when reading. The metacognitive strategies the reader uses include rehearsing (i.e., repeating information to enhance recall), reviewing, underlining

important words or sections of a passage, note taking, and checking understanding.

C. The Concept of Shared Reading

1. Definition of Shared Reading

Kathryn Button and Margaret Johnson state that shared reading is a part of a balanced early literacy framework. The shared reading experience offers a way teacher can use engaging texts and authentic literacy experiences to help children develop the strategies necessary for effective, independent reading.¹⁵

Don Mills states that shared reading is : Shared Reading is a supportive, interactive reading experience. Students observe a good model (usually the teacher) reading the text and are invited to join in. All of them can see the text being shared. ¹⁶

Furthermore Heisey & Kucan say that Shared reading also contributes to future reading ability by exposing children to “important ideas and themes of consequence before they are able to engage with text independently. Through the interactions of shared reading, children develop schema for topics and concepts beyond their own experiences that will support their later reading comprehension.¹⁷

¹⁵ Kathryn Button and Margaret Johnson, *The Role of Shared Reading in Developing Effective Early Reading Strategies*, (Texas Tech University: 1997), P.262

¹⁶ Don Mills, *Resource Book Reading*, (Western Australian Minister for Education: Pearson Canada Inc, 2013), p.17

¹⁷ *Ibid*; P. 15

Beside that McGill-Franzen defined that shared reading is a form of “reading along” with children that helps them move from the emergent stage of reading to conventional reading of text. Meanwhile Fountas & Pinnell, Based on our own classroom experiences, we see shared reading experiences as an effective classroom tool. Much has been written about the use of shared reading in first and second grade yet it remains an untapped form of reading experience for pre-K and kindergarten children where read aloud is much more common. Shared reading can be used to assist in literacy growth for children ages three through six, as teachers provide reading opportunities that foster the early stages of literacy development. According to Parkes shared reading is a collaborative literacy learning activity based on the research of Don Holdaway.¹⁸

Moreover Holdaway state that Shared reading is an activity typically done in a small group with an adult Shared reading out loud with beginning reader, similar to read-aloud. Yet, the important difference between read-alouds and shared reading is the visibility of the print. The print used for shared reading is sufficiently large so that it can be “seen, shared and discussed”.¹⁹

According to Taberski Since shared reading is usually done with students who are just getting started with literacy, it is a time when

¹⁸ Barbara Honchell, & Melissa Schulz, “Engaging Young Readers with Text through Shared Reading Experiences”, *Journal of Inquiry & Action in Education*, (University of North Carolina at Wilmington, Miami University of Ohio : 2012), P.59

¹⁹ Yea-Mei LEOU. et al, “The Influences of Shared Reading on Students’ Reading Comprehension and Reading Motivation in a Rural Elementary School in Taiwan”, *International Conference on Primary Education*, (International Conference on Primary Education :2009), P.2

teachers can share the love of reading, plus teach fundamental concepts and strategies that students need to learn if they are going to become readers and writers.²⁰

From above various definitions of shared reading, it can be concluded that shared reading is learning process formed teamwork that every students has the same part in learned success.

2. Procedure of Shared Reading

Shared Reading can be used with small groups or a whole class group. In this case, there are some procedures of shared reading are²¹:

Planning for Shared Reading—Before

- Determine the focus of the session and choose a text that allows multiple demonstrations of the focus.
- Pre-read the text.
- Determine the points in the text where the particular focus can be demonstrated.
- Determine the places in the text where the students can participate in choral or echo reading.
- Plan follow-up activities for the whole class, small groups, or individual student.

Implementing Shared Reading—During

- Explain the focus of the session.

²⁰ *Ibid.*, P.2

²¹ Don Mills, *Resource Book Reading*, (Western Australian Minister for Education: Pearson Canada Inc, 2013) p.17

- Activate prior knowledge, perhaps by inviting students to make predictions about content, discussing the form of the text, looking at illustrations, and identifying possible vocabulary.
- Read the whole text focusing on meaning and enjoyment.
- Reread the text, inviting students to participate either in directed parts or as they feel comfortable, e.g., read a repetitive pattern, join in the reading, complete a rhyming section.
- After rereading, return to the text to emphasize a selected focus. e.g., “Can you find any rhyming words on this page?”

Following Up on Shared Reading—After

- Involve students in whole-class, small-group, or individual practice activities that relate to the selected focus.
- Consider providing small copies of the text for guided, independent, or home reading.
- You could provide an audio version of the text for students to listen to or read along with.

3. The Purpose of Shared Reading

During shared reading teachers use a familiar text to help children engage in the act of reading even before they can independently decode words. This engagement supports the development of critical concepts about print. The text might be a big book, poetry charts, or any product of interactive writing such as a survey question, a story retelling, or the rules of the classroom. Teachers often use shared reading time to

explicate such concepts as left and right directionality, differentiation between letters and words, recognition of high frequency words, and utilization of graphophonic cues.²²

All readers use strategies, the "in the head" operations that enable them to access the information they need swiftly and flexibly (Clay, 1991). Teachers can support children's development of these "in the head" strategies during shared reading. For example, they may ask questions to help children predict what might come next in the story or what they might expect to see in the text. Children search to confirm their predictions. When children's predictions are not confirmed by what they encounter, they learn — under the teacher's guidance — to cross-check different cueing systems to make sense of the text. Teachers might suggest for example, that children use illustrations, look carefully at the print, consider sentence syntax, or re-read a passage.²³

Through shared reading, children experience and enjoy literacy texts they are not yet ready to read independently. Teachers focus on specific concepts of print and strategies of reading; teaching is often direct and explicit, but it take place within a highly meaningful context. Sometimes teachers select texts the children themselves have written during interactive writing. At other times teachers choose powerful examples of children's literature that contain vivid language and will hold the interest of children over multiple readings. The power of literature

²² Kathryn Button and Margaret Johnson, (1997), *The Role of Shared Reading in Developing Effective Early Reading Strategies*, (Texas Tech University), P.264

²³ *Ibid*, 265

provides support for children to develop a sense of story and how narrative and expository texts are organized. As children become a community of readers, the teacher encourages them to use all that they know, to search for meaning, and to take risks.²⁴

Shared reading emerges from and is closely connected to other classroom literacy events. It is not a program for teaching specific reading skills in a predetermined sequence. As teachers and children work together on gaining meaning from print, "teachable moments" occur. With careful monitoring the teacher may identify those moments and provide the children with just the instruction they need. The purpose of shared reading is to help students become independent, problem solving readers who choose to read.

Meanwhile in other article shared reading can be used with small groups or a whole class group. It provides a non-threatening context in which the reading process can be modeled and the use of effective reading strategies can be encouraged. Enlarged texts such as big books or text on an overhead transparency are used so that all students are able to see the text being read. The focus is on meaning as the teacher does most of the reading of the text and encourages students to read along at different points of the text, depending on their ability to do so. The text is reread at different points over a period of time, providing the opportunity

²⁴ *Ibid*, 265

to use the text for different teaching purposes and for the students to engage with the text on multiple occasions.²⁵

4. The Advantages of Shared Reading

There are numerous advantages to shared reading. First, it allows children to enjoy a nonthreatening reading environment. Instead of being expected to read by themselves right away, they can enjoy the story. Over time, they will begin to recognise words and phrases and be able to read those phrases confidently by themselves. Shared reading also gives children the advantage of an expert, with that expert being a teacher or parent. Whereas a child learning to read on his own might come across words he does not understand and feel frustrated as a result, a child participating in shared reading can ask an adult questions and thus benefit from the adult's superior knowledge. Shared reading is an excellent way to introduce books that would otherwise be beyond the comprehension of a child if he tried to read it by himself.²⁶

5. The Disadvantages of Shared Reading

There can also be disadvantages to shared reading, particularly in a classroom setting. When the whole class is reading a big book together, without a particular student being called on to read, there is the danger of students being left behind. If a child does not understand what is going

²⁵ Department of Education and Early Childhood Development, *Teaching strategy – Shared reading*, <http://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/eal/continuum/shareread.pdf> (20 sept 2016. 20.36), p.1

²⁶ http://www.ehow.co.uk/info_8452224_advantages-disadvantages-shared-reading.html (09 juli 2017)

on or if she simply mentally "checks out" by daydreaming or not focusing on the shared reading, she may not actually benefit from the activity. Additionally, a student may become frustrated if she is trying to participate -- for example, to produce the next phrase -- but cannot keep up with quicker students. In this case, her anxiety level could rise and, as a result, the shared reading experience could be a negative one rather than a positive learning one. If you sense a student is not fully benefiting from shared reading in the classroom setting, encourage her parents to read with the child at home in a one-on-one environment.²⁷

D. Action Hypothesis

Based on the theoretical review above, the researcher formulates the action hypothesis that the use of shared reading method can increase the students' reading comprehension.

²⁷ Ibid,

CHAPTER III

RESEARCH METHOD

A. Variable and Definition Operational Variable

This Research is classroom action research. This research contains two variables (X) and (Y). Variable (X) is the independent variable that is using the shared reading method and variable (Y) is the dependent variable that is reading comprehension. Operational variable is the definition which based on characteristic of the things that would be defined. Meanwhile, variable could be defined as an attribute.

There are two operational definitions of variables, which are:

1. Using shared reading (variable X) is learning process formed teamwork that every students has the same part in learned success. By using the shared reading the students would be: 1). Interested in reading, 2). Increase their reading comprehension, and 3). More relaxed in reading.
2. Reading comprehension (variable Y) is the students to understand and got the information well from the text. The indicators of reading comprehension are the students would be able to : 1). contextualise the reading test, 2). give the reading task a purpose, and 3). ask the students to summarise the text.

B. Setting of the Research

This research is Classroom Action Research (CAR). The researcher was conduct this research at the seventh graders of Smp Muhammadiyah 4 Metro.

The researcher was focus on the seventh graders. The researcher choose this class because most of students in the class have low skill and score in reading comprehension.

C. Subject of the study

The subject of this research is the students' reading comprehension. In this research, the researcher was collaborate with an English teacher, he is Mr. Abidin, S.Pd. The researcher selects the seventh graders, because most of students do not got the grade minimum requirement of English mainly in reading comprehension. It contains 14 students with the explanation as follow:

Table 3

The total of students in SMP Muhammadiyah 4 Metro

No.	Class	Sex		Total
		Male	Female	
1.	VII	9	5	14
2.	VIII	14	3	17
3.	IX	11	14	25

Source data of SMP Muhammadiyah 4 Metro

D. Research procedure

Classroom Action Research is a method of finding out what works best in your own classroom so that you can improve student learning.²⁸ The goal

²⁸ Gwynn mettetal, "The What, And How Of Classroom Action Research", *Researchgate*, volum 2, number 1 (Indiana University, 2001), p.2

of CAR is to improve your own teaching in your own classroom (or your department or school).²⁹

As explained earlier, the purpose of action research is to learn through action leading to personal or professional development. As Kemmis and McTaggart asserted that action research involves a spiral of self-reflective spirals of namely planning, acting and observing the process and consequences of the change, reflecting on these processes and consequences and then replanning, acting and observing, reflecting.

The Action Research Spiral

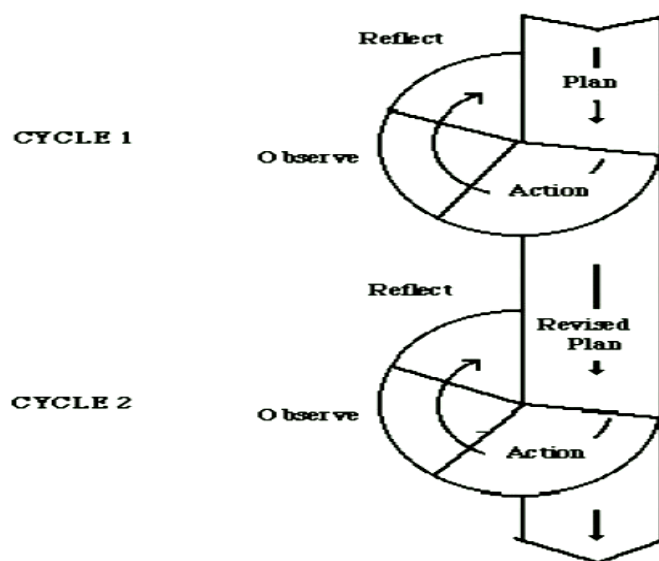


Figure 1.1 illustration of the spiral model by Kemmis and McTaggart³⁰

From the design above, here is the explanation about procedures was conduct by the researcher to do classroom action research namely:

²⁹ *Ibid*; p.7

³⁰ Koshy Valsa, *Action Research for Improving Practice*. (Cromwell Press,2005), p.4

1. Cycle 1

a. Planning

The importance of planning cannot be over emphasized. It is to make your aims clear and list your objectives unambiguously. Planning is activities which relate to the achievement of your objectives.³¹ Planning is the first step in each activity. Without planning the activity that the researcher did not be focused. Here are steps that the researcher was make in planning:

- a). The researcher prepared the lesson plan
- b). The researcher prepared the material
- c). The researcher prepared observation sheet.

b. Acting

The second step is acting. In action, the researcher was at first present pretest, to know the student's reading comprehension score. Secondly, the researcher was present to the students the materials by implementing method. While the learning processes the researcher was at the same time do an observation of the learning activity. At the end of these steps, the researcher was hold post-test, to know the result of the treatment.

c. Observing

The students' and the teacher's behavior are observe during teaching learning process by method. After the activities finished,

³¹ *Ibid.*, p.40

the researcher was evaluated all the activities have been done to find out the improvement or decrease of using shared reading method to increasing the student's reading comprehension. It is done in order to find the data to plan next treatment.

d. Reflecting.

Based on data on observation, the researcher was reflect the activities in the first cycle. The result was be used as the evaluation for the next cycles.

2. Cycle 2

a. Planning

Planning is the first step in each activity. Without planning the activity that the researcher did not be focus. Here are steps that the researcher makes in planning:

- a). The researcher prepared the lesson plan
- b). The researcher prepared the material
- c). The researcher prepared observation sheet.

b. Acting

The second step in the action researcher is acting. It is the implementation about the planning. In this step the researcher was act as follow:

- a) Pre Teaching Activities
 - (1) Pray and greets the students.
 - (2) Check the attendant list.

(3) Ask the students condition.

(4) The researcher chooses the appropriate material.

b) While Teaching Process

(1) The researcher used the lesson plan

(2) The researcher gave explanation to the students how to link ideas, to express ideas about the material by using shared reading method.

(3) The researcher taught by using shared reading method.

(4) The researcher asked the students to answer of question on descriptive text using shared reading.

(5) The researcher gave evaluation.

c) Post Teaching Activities.

(1) The researcher asked to the students to answer some questions relate to the topic.

(2) The researcher gave homework for the students.

(3) The researcher was greet the students.

c. Observing

In this step, the researcher observed the process of teaching learning by using observation sheet in this step such as, responding to teacher's question, giving question to the teacher, answering teacher's question, answering others' question, giving explanation.

d. Reflecting

The researcher corrected and analyzed the result of the action. By reflecting, the researcher knows the strengths and weaknesses of the action. In the step researcher compared the score distribution of pre test and post test, the researcher reviewed and reflect on the students' attitude whether it was positive or negative, enough in the second cycle or need the next cycle.

E. Data collecting Technique

In collecting the data, the researcher used the following methods:

1. observation

The researcher used observation to get data at the seventh graders of SMP Muhammadiyah 4 Metro. The researcher take the result of the students test.

2. Test

The researcher gave the students two test that are pre test and post test.

- Pre test : the researcher gave test about descriptive text, with form multiple choice consist 10 questions.
- Post Test : after the treatment, the researcher gave test with same theme/topic and form multiple choice. By this result, the researcher made the decision for the next cycle.

3. Documentation

The researcher used documentation method to got detail information about reading comprehension.

- The researcher took the picture at learning process in the class.
- The researcher took answer sheet students.
- The researcher took data of students score at pretest and post test.

F. Research Instrument

To know about the students' reading comprehension, the researcher used the test.

- The instruments that used to test are papers, that consist of 10 (ten) number multiple choice of question, and the researcher asked the students to make a descriptive text.
- The criteria of scoring is around 0-100. Therefore, suppose the students are able to answer the question correctly, their mark was be 100. The highest score of reading comprehension ability test is 100.

G. Data analysis method

Data analysis was be conducts by taking the average score of the pre-test and post-test. Furthermore, to know gain, the researcher was compare between pre-test and post-test. If , from cycle I there are some students not successful, so we was be conducted cycle II. The minimum cycle in CAR (Classroom Action Research) were two cycle, if from cycle II all of the students were successful, the cycle able to be stopped until cycle II only.

Data analysis is a process to simplify the data into a form which can be read and interpreted easily.³² In this research, data analysis was conducted by counting the average score of pre-test and post-test. The research used SPSS program to analyze the data. The formula for counting the average score is as follows³³:

$$\bar{X} = \frac{\sum X}{N}$$

Notes:

\bar{X} = Mean

\sum = Sum of

X = Raw score

N = Number of cases

And the formula from the percentages score:

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

Notes:

P = Percentages N = Number of Cases

$\sum X$ = The total number of students' score

³² *Ibid.*, p. 122

³³ Donald Ary et.al., *Introduction to Research in Education*, (Canada: Nelson Education, 2010), p.108-109

To get total score and increased the students' progress from the implemented treatments, the researcher compare the average and percentages of pre-test and post-test.

H. Indicator of Success

Indicator of success into three aspects, they are:

1. This research is success, if 70% of the students was pass KKM of English that is 70 score.
2. The students' reading scores improve significantly.
3. The students are able to use the shared reading method in comprehending the text well.

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. Result of The Research

1. Description of the Research Setting

a. Short History About the Establishment of SMP Muhammadiyah 4 Metro.

Junior High School Muhammadiyah 4 Metro is located on at Dr. Sutomo Street No. 35 Purwoasri, Subdistrict of East Metro, Regency of Metro City - Lampung. It was established in the year of 1984 on 25th february. SK established of school: 4177/II-29/LP-81/1984 and SK Operational of school: 1910-01-01. Just like another private school is owned by private institution. It is organized by Muhammadiyah Education Foundation. This school has been accredited by Badan Akreditasi Nasional, it gets B accreditation score in the last. This school take KTSP of the curriculum.

b. The buildings of SMP Muhammadiyah 4 Metro

Table 4.

The buildings of SMP Muhammadiyah 4 Metro has following:

No.	Name of building	Total of room
1.	Headmaster room	1
2.	Teachers room	1

3.	Library	1
4.	Classroom	3
5.	Laboratory	2
6.	Auditorium	1
7.	Mosque	1
8.	Bathroom	2

c. The Condition of Teachers and Official Employees in SMP Muhammadiyah 4 Metro that can be identified as follows :

Tabel 5.

The Condition of Teachers and Official Employees in
SMP Muhammadiyah 4 Metro.

No.	Name	Position	Subject
1.	Mislan	Headmaster & Teacher	IPA
2.	Surani, S.Pd.	Teacher	Penjaskes
3.	Suranto, S. Ag.	Teacher	Al-Islam
4.	Hadi Pranoto, ST.	Teacher	IPS
5.	M. Irfanuddin. R	Teacher	TIK
6.	Saiful	Teacher	B. Lampung
7.	Abidin, S. Pd	Teacher	B. Inggris
8.	Galih	Teacher	BTQ
9.	Rusparmi	Teacher	PKN
10.	Tri Widiawati,s.Pd	Teacher	B. Indonesia

11.	Dwi Hastuti	Teacher	B. Indonesia
12.	Dian Verdiani	Teacher	MTK
13.	Ria Novitasari	Teacher	KMD
14.	Jumari Sidiq	Teacher	MTK
15.	Santi	Teacher	B. Arab
16.	Aris	Teacher	HFQ
17.	Okti Lutfhia	TU	Computer

Source: Data of SMP Muhammadiyah 4 Metro
in the academic year of 2016/2017

**d. The Total of Students' in SMP Muhammadiyah 4 Metro that
can be identified as follows :**

Table 6.

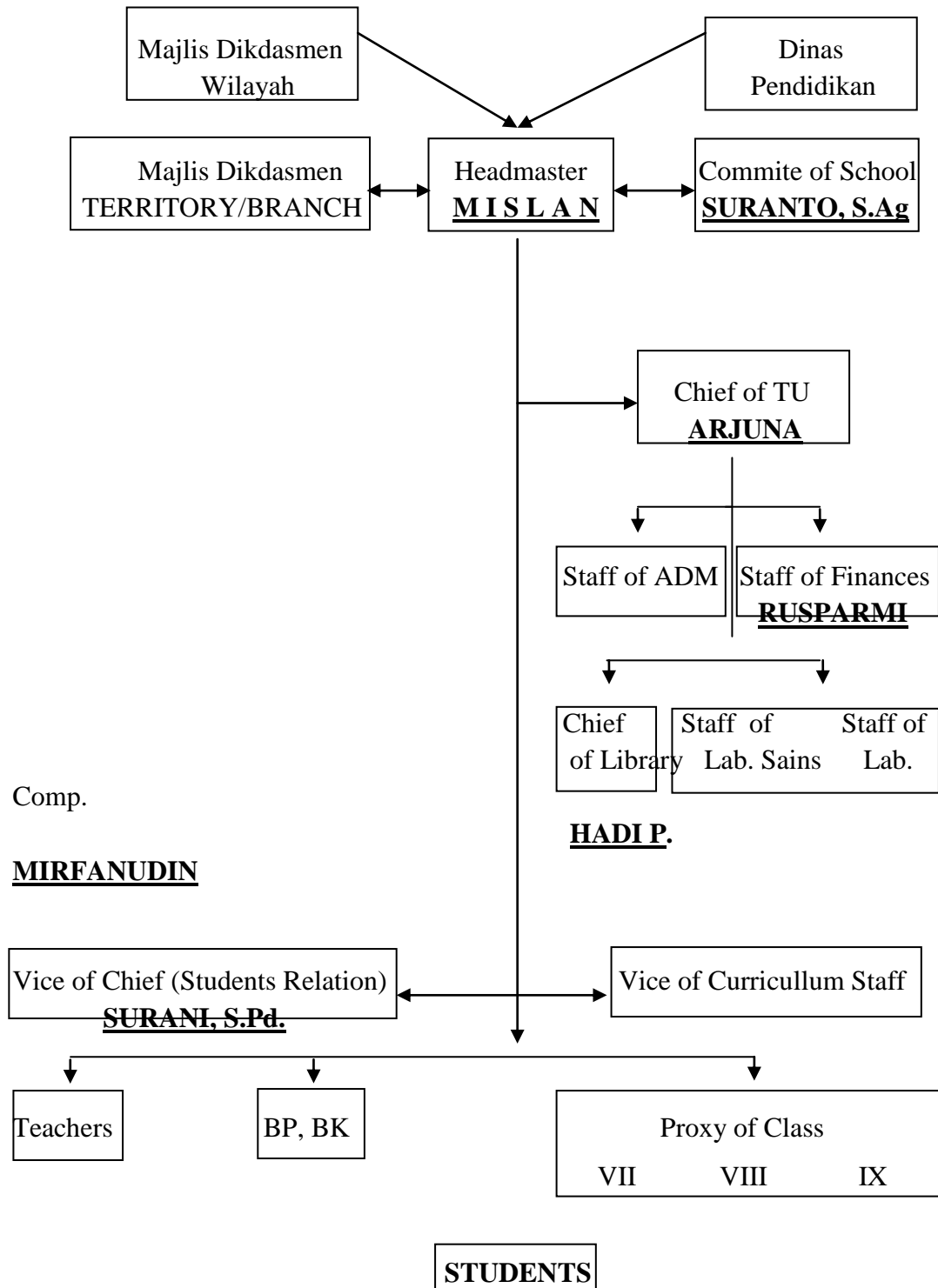
The total of students in SMP Muhammadiyah 4 Metro

No.	Class	Sex		Total
		Male	Female	
1.	VII	9	5	14
2.	VIII	13	4	17
3.	IX	11	14	25

Source : Data of SMP Muhammadiyah 4 Metro.

e. The Organization structure of SMP Muhammadiyah 4 Metro.

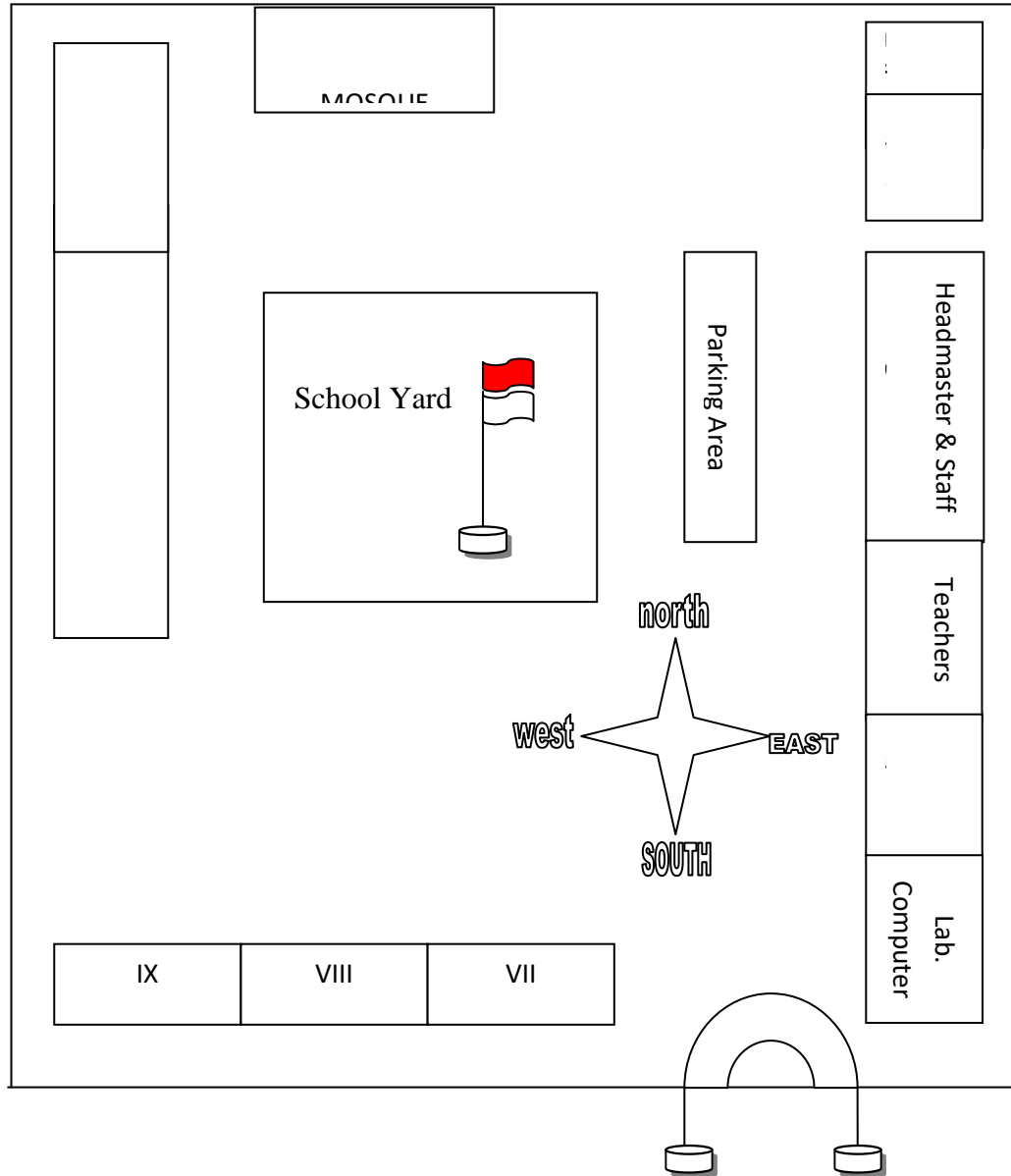
Figure 1.



Source: Documentation of SMP Muhammadiyah 4 Metro

f. Location Sketch of SMP Muhammadiyah 4 Metro

Figure 2.



Source : Observation Result at SMP Muhammadiyah 4 Metro

2. Research Finding Description

This research used classroom action research; the purpose is to increase the students' activity and the result of the study in Junior High School Muhammadiyah 4 Metro. It is conducted in two cycles. The

researcher used shared reading method to increase the students' reading comprehension of descriptive text. The researcher collaborate its research with English teacher of seventh graders of students at Junior High School Muhammadiyah 4 Metro, he is Mr. Abidin, S.Pd.

This research concerned four steps in the every cycle; they were planning, action, observation, and reflection. These were research finding of cycle 1 and cycle 2 by every step inside.

a. Cycle 1

1). Planning

In this phase the researcher planned to give material about reading. The researcher prepared several things related to teaching and learning process such as: prepared the lesson plan, prepared the material, made the instrument that would be examined as the pre-test and post-test in the cycle 1, prepared that method that used in reading, made observation sheet of the students' activity, identified the problem and found the case of problem at the first and the end of learning activities, and the researcher planned to give evaluation to measure how far the material that gave been taught can be accepted by the students.

2). Acting

The action in the cycle 1 consisted 3 meeting. The first meeting was used to pre-test. The second and third meeting was

used to the action and post-test 1. The explanation of every meeting will be explained below:

a) The First Meeting

The first meeting was conducted on 12th May 2017 for 1x40 minutes. This meeting used as the pre-test before the students were given action. The researcher pre-test to the students. The kind of test is multiple choices, the researcher gives a text and then the students read the text and answer the question. The result of pre-test can be seen on table below:

Table 7.

The Result of Students' Score in Pre-test at the seventh graders of SMP Muhammadiyah 4 Metro

No.	Students' Initial Name	The Scores	Target > 70
1.	NA	40	Uncomplete
2.	EE	70	Complete
3.	RM	50	Uncomplete
4.	IP	30	Uncomplete
5.	IK	40	Uncomplete
6.	ICW	40	Uncomplete
7.	FDHS	60	Uncomplete
8.	LL	50	Uncomplete
9.	RR	40	Uncomplete
10.	DA	50	Uncomplete
11.	AI	50	Uncomplete
12.	AD	30	Uncomplete
13.	SE	50	Uncomplete
14.	DYS	70	Complete
Total (Σx)		670	
Average \bar{x}		47,8	

Source: The result of pre-test on may 12, 2017

From the result of pre-test, it could be seen that the score of the students were various. The highest score is 70 and the lowest score is 30. The average score of pre-test is 47,8. From the table 7, we know that there are 12 students who got the score under the target and 2 students got the target score. So, based on the result of pre-test, it could be seen that the target of teaching based on Minimum Standard Criteria (MSC) has not been achieved yet. The MSC was 70.

b) The Second Meeting

The second meeting was used as the implementation the action in the cycle 1. The second meeting was conducted on 13th may 2017 for 1 x 40 minutes. The meeting was started by praying and greeting, checking the attendance list, and asking the students condition. In the beginning of teaching learning process, the researcher asked the students about descriptive text and their difficulties in understanding the text. After that, the researcher asked the students' to tell everything about descriptive text that they knew. It may be about the definition, purpose, the characteristics, or the schematic structures.

After opening by brainstorming, the researcher explained the schematic structures of descriptive text. The researcher told the students about what they should find in descriptive text such as: the characters, settings, problems, and solution of the problems.

Next, the researcher gave a descriptive text and deliver the story by using the shared reading method. The researcher asked them to made into some groups, it can be the students more effective. After that, the researcher read that story with expression and ask students to follow together.

c) The third meeting

The third meeting was conducted on 17th may 2017 for 1x40 minutes. This meeting used to post-test after the students given action. The meetings start by praying, greeting, checking the attendance list, and asking the students' condition. Then, the researcher gave post-test to the students.

The kind test is reading text, the researcher gave a text related with descriptive text, and then the students practice answer the question the kind of the question is multiple choices. In the post-test 1 only 8 students who got good score, but the result of the students test was

better than the students' test before giving treatment. The result of post-test can be seen on table below:

Table 8.

The Result of Students' Score Post-test 1 at the seventh graders of SMP Muhammadiyah 4 Metro.

No.	Students' initial name	Incorrect answer	Correct Answer	Score	Target > 70
1.	NNS	4	6	60	Uncomplete
2.	EE	2	8	80	Complete
3.	RM	3	7	70	Complete
4.	IP	5	5	50	Uncomplete
5.	IK	3	7	60	Uncomplete
6.	ICW	4	6	60	Uncomplete
7.	FDHS	3	7	70	Complete
8.	LL	4	6	60	Uncomplete
9.	RR	3	7	70	Complete
10.	DA	2	8	80	Complete
11.	AI	3	7	70	Complete
12.	AD	5	5	50	Uncomplete
13.	SE	3	7	70	Complete
14.	DYS	2	8	80	Complete
Total (Σx)				930	
Average \bar{x}				66,4	

Source: The result of post-test 1 on may 17, 2017

3). Observing

In this phase, the researcher observed the students' activities, response, participant, achievement and everything happened which was found during the teaching and learning process. Sometimes, the researcher also asked some students' opinion about the process of teaching and learning descriptive

text by using the shared reading method. There were some students' who asked about the meaning of some word they did not know. Also, there was a student asked about the shared reading method its self.

4). Reflecting

In this phase, the researcher analyzed students' achievement and progress based on their test got score. In this phase, the researcher also discussed the result of the implementation of the modified action and decided whether the action should be continued or not. From the data and observation, it could be seen that some students still got difficulties of story. Therefore, based on the result of Post-test 1, the researcher decided that it was necessary to continue to the second cycle because the researcher found only few students who got significant progress.

Based on the result of previous cycle, the researcher must be continued to the next cycle (Cycle 2) with doing some improvements, not only about the students activities but also everything that supported the teaching learning process.

b. Cycle 2

Because the action was not success, in order that in the phase need to be held the cycle 2 again to repair the weakness in the cycle

1. The step of cycle 2 as follow:

1). Planning

In this cycle it was begun from making new lesson plan. It was aimed to change some parts that need to be revised. Also to select more interesting story and easier to understand. This cycle was hold in the end of may 2017. As in the planning season in cycle 1, here the researcher also made preparation of teaching materials and media. Evaluation and post-test 2 also were prepared to get students' achievements in the end of this second cycle.

2). Acting

The action in the cycle 2 consist of two meeting, the first meeting for the action, and the second meeting for the post test. The explanation of every meeting will be explained below:

a). The first Meeting

The first meeting was done on 19th may 2017, for 1 x 40 minutes. This meeting was opened by praying, greeting, asking the students' condition and checking the attendance list. In this phase, it was implemented the new lesson plan which had been made. Because this is the second cycle, the researcher emphasized and reviewed schematic structures of descriptive text to the students in order to make them getting better understanding. In this

phase, the students were also taught how to paraphrase a story. Its aim was to make students were able to retell the story.

In the end of teaching and learning process, the researcher gave the evaluation to measure how far the material that the researcher explain can be understand by the students.

b). The Second Meeting

The second meeting was conducted on 24th May 2017. This meeting used to post-test 2 in the end of cycle 2 for 2x40 minutes. The researcher gave post-test to the students. In this meeting, most of the students could practice how to comprehend English text well. It could be seen from the result of post-test 2. There are of students got score the MSC (Minimum Standard Criteria). The result of the students' score in post-test 2 could be seen in the following table:

Table 9.

The Result of Students' Post-test 2 at the seventh graders of SMP Muhammadiyah 4 Metro.

No.	Student s' initial name	Incorrec t Answer	Correc t Answer	Score	Target > 70
1.	NNS	3	7	70	Complete
2.	EE	0	10	100	Complete

3.	RM	0	10	100	Complete
4.	IP	4	6	60	Uncomplete
5.	IK	3	7	70	Complete
6.	ICW	2	8	80	Complete
7.	FDHS	2	8	80	Complete
8.	LL	3	7	70	Complete
9.	RR	2	8	80	Complete
10.	DA	3	7	70	Complete
11.	AI	1	9	90	Complete
12.	AD	5	5	50	Uncomplete
13.	SE	2	8	80	Complete
14.	DYS	1	9	90	Complete
Total (Σx)				1090	
Average \bar{x}				77,85	

Source: The result of post-test 2 on may 24, 2017

c). Observing

In this phase, the students were observed to know whether students increase their understanding or not, then the teacher measured their achievements between cycle 1 and cycle 2. The researcher found that in this second cycle, students had a significant progress. They increased their understanding of descriptive text significantly. Also they could do the task easier faster than before. The students' participation also was observed to know the students' enthusiastic.

d). Reflecting.

Based on the result of cycle 2, showed that students' progress was significant and 85,7% of students got score the MSC (Minimum Standard Criteria) 70. The researcher also discussed the result of the implementation of the modified

action and decided whether the action should be continued or not. Based on the observation which had been done in teaching descriptive text by using shared reading method. The students got easier to understand the text. Therefore, the researcher decided that the implementation shared reading method in teaching descriptive text was successful and the researcher could be ended.

B. DISCUSSION

1. The Result of Students Learning

a. The Result of The Students Pre-Test

The researcher conducted the pre-test to know the students' reading comprehension before implementing the treatment. It was done on Friday, may 12, 2017. From the result of pre-test shown that most of the students' difficult for doing test. Based on table 7 the students' average were 47,8. It shows that most of the students have not passed yet in achieving the Minimum Standard Criteria (MSC) 70. In this phase, only 2 students out of 14 students passed of the minimum standard criteria.

b. The Result of The Students Pos-test 1

In this research, to know the students' reading comprehension after implementing the treatment the researcher conducted the post-test 1. It was done on Tuesday, may 17, 2017. Based on table 8 the

students average was 66,4. It shown that most the students have not passed yet in achieving the minimum standard criteria 70. In this stage there are 8 students of 14 students passed of the minimum standard criteria.

c. The Result of The Students Post-test 2

The researcher conducted the post-test 2 to know the students' reading comprehension after implementing the treatment. It was done on Tuesday, may 24, 2017. Based on table 9 it can be seen that the students' average was 77,9. It shown that most of the students have passed in achieving the minimum standard criteria 70. In this stage, 12 students of 14 students passed of the minimum standard criteria. It can be seen that most of the students passed in achieving material.

d. The Result of Cycle 1

The first using shared reading method, the researcher found that score of post-test 1 was better than the pre-test. The score can be seen in the following table:

Table 10.

The Result of The Students' Reading Comprehension Score in Pre-test and Post-test 1.

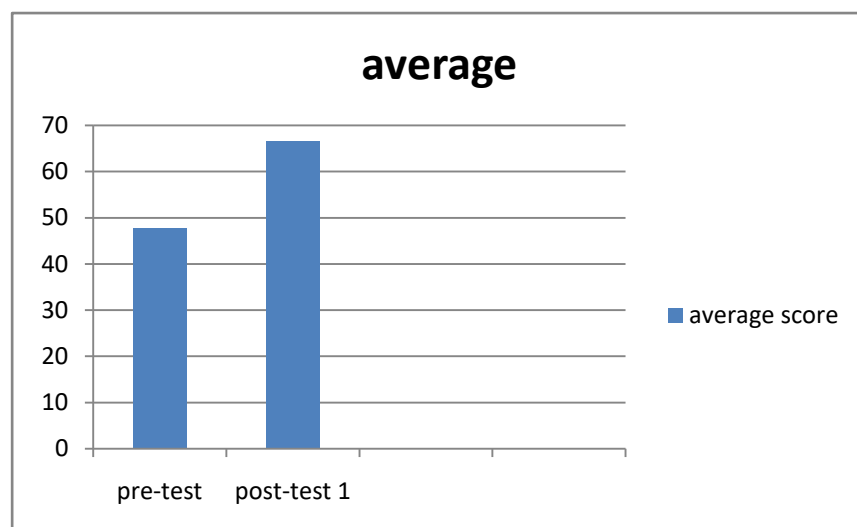
No.	Students' initial name	Pre-test	Post-test 1	Improving Score	Equivalent
1	NNS	40	60	20	Increase
2	EE	70	80	10	Increase
3	RM	50	70	20	Increase

4	IP	30	50	20	Increase
5	IK	40	60	20	Increase
6	ICW	40	60	20	Increase
7	FDHS	60	70	10	Increase
8	LL	50	60	10	Increase
9	RR	40	70	30	Increase
10	DA	50	80	30	Increase
11	AI	50	70	20	Increase
12	AD	30	50	20	Increase
13	SE	50	70	20	Increase
14	DYS	70	80	10	Increase
Total (Σx)		670	930	250	
Average \bar{x}		47,8	66,4	17,9	

From the result of pre-test and post-test, we know that there was an increasing from the result score, and there was students get same score or constant but commonly their comprehension increased. It could be seen from average score in pre-test 47,8 became 66,4 in post-test at cycle 1. The following chart presented the improvement of students score:

Chart 1

Chart Of The Students' Result In Pre-Test And Post-Test 1



e. The Result of Cycle II

Significant improvement from post-test 1 up to post-test 2 occurred in the second meeting of using of shared reading method. The score of the result can be seen in the table below:

Table 11.

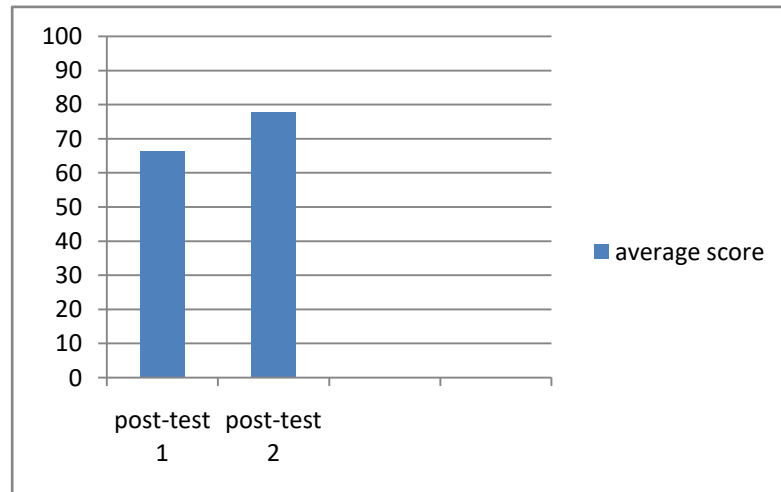
The Result of The Students' Reading Comprehension Score in Post-test 1 and Post-test 2.

No.	Students' initial name	Post-test 1	Post-test 2	Increasing Score	Note
1	NNS	60	70	10	Increase
2	EE	80	100	20	Increase
3	RM	70	100	30	Increase
4	IP	50	60	10	Increase
5	IK	60	70	10	Increase
6	ICW	60	80	20	Increase
7	FDHS	70	80	10	Increase
8	LL	60	70	10	Increase
9	RR	70	80	10	Increase
10	DA	80	70	0	Constant
11	AI	70	90	20	Increase
12	AD	50	50	0	Constant
13	SE	70	80	10	Increase
14	DYS	80	90	10	Increase
Total (Σx)		930	1090	170	
Average \bar{x}		66,42	77,9	12,1	

Actually, the result of post test 1 is good enough. But, the students' score not achieve the target (KKM). After the second treatment, most of them increased. It means that the using of shared reading method could increase the students' reading comprehension of descriptive text. It could be seen from average score 66,4 in post test 1 became 77,9 in post test 2. The following chart presented the improvement of students score:

Chart 2.

Chart Of The Students' Result In Post -test 1 And Post-test 2.



2. The Result of The Study

The table below will show the recapitulation of the students' improvement in teaching and learning from pre-test, post-test 1, post-test 2.

Table 12.

The Recapitulation of Students' Improvement
in Teaching and Learning

No.	Students' initial name	Pre-test	Post-test 1	Post-test 2	Note
1	NNS	40	60	70	Increase
2	EE	70	80	100	Increase
3	RM	50	70	100	Increase
4	IP	30	50	60	Increase
5	IK	40	60	70	Increase
6	ICW	40	60	80	Increase
7	FDHS	60	70	80	Increase
8	LL	50	60	70	Increase
9	RR	40	70	80	Increase
10	DA	50	80	70	Increase
11	AI	50	70	90	Increase
12	AD	30	50	50	Increase

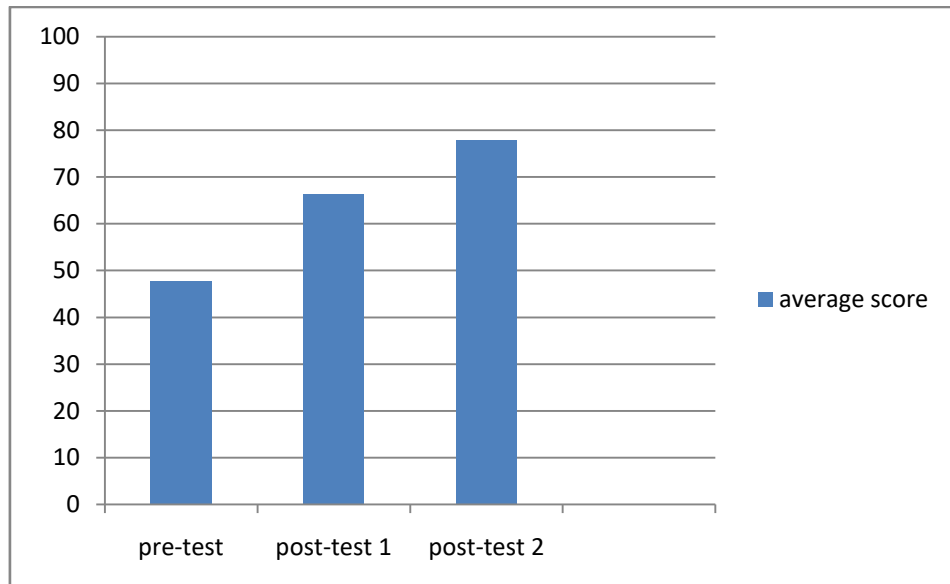
13	SE	50	70	80	Increase
14	DYS	70	80	90	Increase
	Total	670	930	1090	
	Average	47,8	66,4	77,9	

From the table above, pre-test have done individually. It is aimed to know to comprehension of the students before and having a treatment. From the result of pre-test and post-test we know that there was an increasing from the students' result score. It could be seen from the average 47,8 become 66,4. It means the increase of pre-test and post test 1 was 17,9.

The result of post-test 1 in cycle 1 and post-test 2 in cycle II shows the using of the shared reading has increase the students reading comprehension. Their average scores increases from 66,4 up to 77,9. From the table we know that in post-test 1 there were 6 students who got the score below the target or under minimum standard criteria (MSC), and 8 students got score above the minimum standard criteria. It means that the students could not achieve the target. The target is 70% students gained scores 70. It means that the students' score could achieve the target. The improvement could be seen in the chart below:

Chart 3

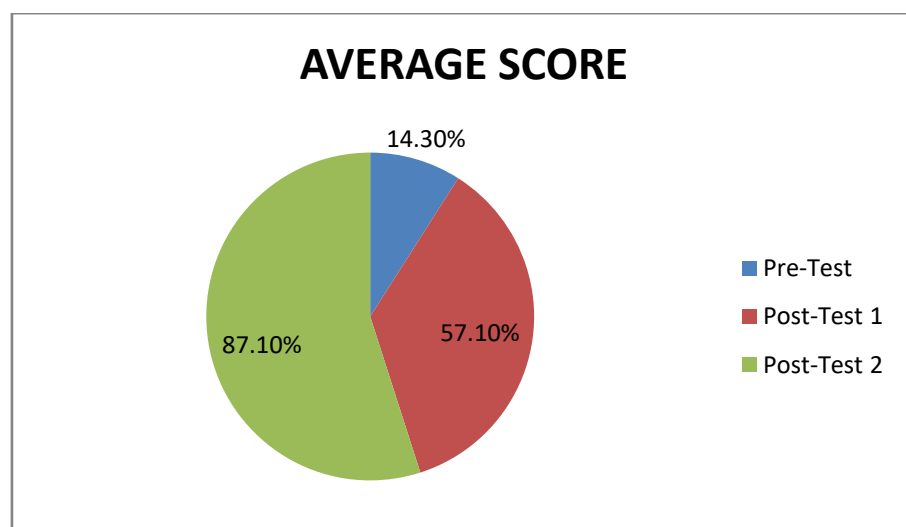
Chart The Students' Result in Pre-test, Post-test 1, and Post-test 2.



Based on the chart and the table above, in the cycle 1 from the pre-test to the post-test has progress average score from 47,8 to 66,4. There is increasing about 17,9. Then from the cycle 2 have progress average score from 66,4 to 77,9 there is increasing about 12,1.

Chart 4

Percentage the students result in Pre-Test, Post-Test 1, Post-Post 2



Based on the chart, it could be concluded that using shared reading method could increased the reading comprehension from the pre-test to the post-test has progress average score from 14,3 % in pre test, post test 1 57,1%, and post test 2 87,1 %.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After the implementing of Classroom Action Research at the seventh graders of SMP Muhammadiyah 4 Metro and based on the result of tests, it could be concluded that there was a significant difference before and after using shared reading method in teaching descriptive text. It means that the use of shared reading method in teaching reading is helpful, especially in increasing the students' reading comprehension of descriptive text. It could be shown from the result of pre-test and some post-test.

The students' activities in cycle 1 could be described as follow, Give an attention to the teacher's explanation are 64,3%, understanding the material 71,4%, give example of material 57,1%, doing the assingment 100%. The students' participation in cycle 2 could be describe as follow, give an attention to the teacher's explanation are 78,6%, understanding the material 64,2%, give example of material 78,6, doing the assingment 100%. As a result, using Shared Reading method can increase the students' activities in teaching learning activities.

The average of students' score of language study program of SMP Muhammadiyah 4 Metro in pre test are 47,8, post-test 1 are 66,4 , and post-test 2 are 77,9. As a result, using Shared Reading method can increase the students' reading comprehension.

B. Suggestion

Through this research, the researcher would like to give the constructively suggestion as follows:

1. It is suggested to the teacher to use Shared Reading method in teaching Reading Comprehension because it can increase the students' reading comprehension.
2. It is suggested to the teacher of English to select the material especially in reading and teach it by using Shared Reading method on syllabus for Junior High School.
3. It is suggested to the teacher of English to be more creative in applying Shared Reading method.

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MAJELIS PENDIDIKAN DASAR DAN MENENGAH MUHAMMADIYAH
CABANG MUHAMMADIYAH METRO UTARA
SMP MUHAMMADIYAH 4 METRO
TERAKREDITASI B

NSS : 202126102016 NPSN : 10807595

Alamat: Jln. Dr. Sutomo No. 35/28 Purwosari Kode Pos 34117 Kota Metro Lampung

Nomor : 420/ 91 /D.3/SMP M 4/2017
Lampiran : -
Perihal : **Keterangan Telah Melakukan Research**

Kepada Yth.,
Ketua Kementerian Institut Agama Islam Negeri (IAIN) Metro.
di-
Tempat.

Asslamu'alaikum, Wr. Wb.

Dengan ini kami menyatakan bahwa mahasiswa tersebut dibawah ini:

Nama : Eni Qistia Mubarakah
NPM : 13107187
Jurusan : Tarbiyah
Program Studi : TBI
Judul Skripsi : "Increasing the students' reading comprehension by using shared reading method at the seventh graders of Smp Muhammadiyah 4 Metro".

Bahwa mahasiswa tersebut benar telah melakukan research di SMP Muhammadiyah 4 Metro pada bulan mei tanggal 12, 13, 17, 19 dan 24, tahun 2017. Research ini digunakan guna mengumpulkan data dalam rangka menyelesaikan penulisan tugas akhir/mahasiswa yang bersangkutan. Demikian surat keterangan telah melakukan research ini dibuat atas kerjasamanya yang baik, kami ucapkan terimakasih.

Wassalamu'alaikum Wr. Wb.





MAJELIS PENDIDIKAN DASAR DAN MENENGAH MUHAMMADIYAH
CABANG MUHAMMADIYAH METRO UTARA
SMP MUHAMMADIYAH 4 METRO
TERAKREDITASI B

NSS : 202126102016 NPSN : 10807595

Alamat : Jln. Dr. Sutomo No. 35/28 Purwoasri Kode Pos 34117 Kota Metro Lampung

Nomor : 420/072/D.3/SMP M 4/2017 Metro, 15 Mei 2017
Lampiran : -
Perihal : **Persetujuan Izin Research**

Kepada Yth,
Ketua Kementerian Institut Agama Islam Negeri (IAIN) Metro
Jurai Siwo Metro
di-
Tempat

Assalamu'alaikum. Wr. Wb

Waba'du, menindaklanjuti surat dari Dekan Fakultas Keguruan dan Ilmu Pendidikan (FKIP) IAIN METRO nomor: B-2453/In.28/R.1/TL.00/05/2017 Dengan ini kami bersedia memberikan izin kepada mahasiswa tersebut di bawah ini:

Nama : Eni Qistia Mubarokah

NPM : 13107187

Jurusan : Tarbiyah

Program Studi : TBI

Judul Skripsi : "Increasing the Students' Reading Comprehension by Using Shared Reading Method at the Seventh Graders of SMP Muhammadiyah 4 Metro"

Untuk mengadakan research/survey dalam rangka penulisan Skripsi/Tugas Akhir dengan judul : "Increasing The Students' Reading Comprehension By Using Shared Reading Method At The Seventh Graders Of SMP Muhammadiyah 4 Metro".

Demikian atas kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum. Wr. Wb.

Metro, 15 mei 2017
Kepala Sekolah


MISLAN
NBM. 837 333



MAJELIS PENDIDIKAN DASAR DAN MENENGAH MUHAMMADIYAH
CABANG MUHAMMADIYAH METRO UTARA
SMP MUHAMMADIYAH 4 METRO
TERAKREDITASI B

NSS : 202126102016 NPSN : 10807595

Alamat : Jln. Dr. Sutomo No. 35/28 Purwoasri Kode Pos 34117 Kota Metro Lampung

Nomor : 420/072/D.3/SMP M 4/2017
Lampiran : -
Perihal : **Persetujuan Izin Research**

Metro, 15 Mei 2017

Kepada Yth,
Ketua Kementerian Institut Agama Islam Negeri (IAIN) Metro
Jurai Siwo Metro
di-
Tempat

Assalamu'alaikum. Wr. Wb

Waba'du, menindaklanjuti surat dari Dekan Fakultas Keguruan dan Ilmu Pendidikan (FKIP) IAIN METRO nomor: B-2453/In.28/R.1/TL.00/05/2017 Dengan ini kami bersedia memberikan izin kepada mahasiswa tersebut di bawah ini:

Nama : Eni Qistia Mubarokah

NPM : 13107187

Jurusan : Tarbiyah

Program Studi : TBI

Judul Skripsi : "Increasing the Students' Reading Comprehension by Using Shared Reading Method at the Seventh Graders of SMP Muhammadiyah 4 Metro"

Untuk mengadakan research/survey dalam rangka penulisan Skripsi/Tugas Akhir dengan judul : "Increasing The Students' Reading Comprehension By Using Shared Reading Method At The Seventh Graders Of SMP Muhammadiyah 4 Metro".

Demikian atas kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum. Wr. Wb.

Metro, 15 mei 2017
Kepala Sekolah


MISLAN
NBM. 837 333



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO**

Jalan Ki Hajar Dewantara Kampus 15 A Inggimulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41597 Faksimil (0725) 47296
Website: www.metroiaain.ac.id e-mail: iainmetro@metroiaain.ac.id

Nomor : B-2453/In.28/R.1/TL.00/05/2017
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP MUHAMMADIYAH 4
METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2452/In.28/R/TL.01/05/2017, tanggal 08 Mei 2017 atas nama saudara:

Nama : **ENI QISTIA MUBAROKAH**
NPM : 13107187
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP MUHAMMADIYAH 4 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "INCREASING THE STUDENTS' READING COMPREHENSION BY USING SHARED READING METHOD AT SEVENTH GRADERS OF SMP MUHAMMADIYAH 4 METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 08 Mei 2017
Wakil Rektor Bidang Akademik
dan Kelembagaan,

Dr. Sutari, S.Ag., MH
NIP. 197210011999031003





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : P.0929/In.28/FTIK/PP.00.9/05/2017

Lamp : -

Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:

1. Sdri. Dra. Umi Yawisah, M.Hum

2. Sdri. Syahreni Siregar, M.Hum.

Dosen Pembimbing Skripsi

di-

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Saudara untuk membimbing mahasiswa tersebut dibawah ini:

Nama : Eni Qistia Mubarakah

NPM : 13107187

Jurusan : Tarbiyah/TBI

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian.
 - a. Dosen pembimbing, bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
 - b. Ass. Dosen Pembimbing bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
 - a. Maksimal 4 (empat) semester sejak mahasiswa yang bersangkutan lulus komprehensif.
 - b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro.
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Indonesia dengan:
 - a. Pendahuluan ± 1/6 bagian
 - b. Isi ± 2/3 bagian
 - c. Penutup ± 1/6 bagian

Demikian disampaikan untuk dimaklumi dan atas kesediaan Saudara kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 03 Mei 2017
Wakil Dekan Bidang Akademik
dan Kelembagaan

Dra. Isti Fatonah, MA
NIP. 196705311993032003 9



MAJELIS PENDIDIKAN DASAR DAN MENENGAH MUHAMMADIYAH
CABANG MUHAMMADIYAH METRO UTARA
SMP MUHAMMADIYAH 4 METRO
TERAKREDITASI B

NSS : 202126102016 NPSN : 10807595
Alamat : Jln. Dr. Sutomo No. 35/28 Purwoasri Kode Pos 34117 Kota Metro Lampung

Nomor : 420/072/D.3/SMP M 4/2017 Metro, 15 Mei 2017
Lampiran : -
Perihal : **Persetujuan Izin Research**

Kepada Yth,
Ketua Kementerian Institut Agama Islam Negeri (IAIN) Metro
Jurai Siwo Metro
di-
Tempat

Assalamu'alaikum. Wr. Wb

Waba'du, menindaklanjuti surat dari Dekan Fakultas Keguruan dan Ilmu Pendidikan (FKIP) IAIN METRO nomor: B-2453/In.28/R.1/TL.00/05/2017 Dengan ini kami bersedia memberikan izin kepada mahasiswa tersebut di bawah ini:

Nama : Eni Qistia Mubarakah
NPM : 13107187
Jurusan : Tarbiyah
Program Studi : TBI
Judul Skripsi : "Increasing the Students' Reading Comprehension by Using Shared Reading Method at the Seventh Graders of SMP Muhammadiyah 4 Metro"

Untuk mengadakan research/survey dalam rangka penulisan Skripsi/Tugas Akhir dengan judul : "Increasing The Students' Reading Comprehension By Using Shared Reading Method At The Seventh Graders Of SMP Muhammadiyah 4 Metro".

Demikian atas kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum. Wr. Wb.

Metro, 15 mei 2017
Kepala Sekolah





KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO
JURUSAN TARBIYAH

Sekretariat : Jl. Ki. Hajar Dewantoro 15 A Metro. Telp (0725) 41507

Nomor : Sti.13/JST/PP.00.9/2243/2016
Lamp : -
Hal : IZIN PRA SURVEY

Metro, 10 Oktober 2016

Kepada Yth.,
Kepala Sekolah SMP Muhammadiyah 4 Metro
Di -
Tempat

Assalamu 'alaikum Wr. Wb.

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami :

Nama : Eni Qistia Mubarakah
NPM : 13107187
Jurusan : Tarbiyah
Prodi : PBI
Judul : Increasing the Students' Reading Comprehension By Using Shared Reading method at Seventh Graders of SMP Muhammadiyah 4 Metro

Untuk melakukan PRA SURVEY di SMP Muhammadiyah 4 Metro.

Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.

Wassalamu 'alaikum Wr. Wb.

Ketua Jurusan


Dr. Hj. Akla, M.Pd
NIP. 19691008 200003 2005



MAJELIS PENDIDIKAN DAN MENENGAH
MUHAMMADIYAH
CABANG MUHAMMADIYAH METRO UTARA
SMP MUHAMMADIYAH 4 METRO

NDS : L02012023 STATUS : TERAKREDITASI NSS : 202120902016
Alamat : Jl. Dr. Sutomo No.35 / 28 Purwosari Kode Pos 34117 Kota Metro Lampung

Nomor : 420/064/D.3/SMPM 4/2016

Lampiran :

Hal : **BALASAN PRA SURVEY**

Kepada Yth

Ketua Jurusan Tarbiyah

Sekolah Tinggi Agama Islam Negeri Jurai Siwo

Di

Tempat

Assalamu alaikum Wr. Wb

Dengan Hormat

Yang bertanda tangan di bawah ini kepala sekolah SMP Muhammadiyah 4 Metro menyatakan bahwa:

Nama : Eni Qistia Mubarakah

Npm : 13107187

Jurusan : Tarbiyah

Program : PBI

Judul : Increasing The Students' Reading Comprehension By Using Shared Reading Method At Seventh Graders of SMP Muhammadiyah 4 Metro

Bahwa mahasiswa tersebut akan melakukan pra survey di SMP Muhammadiyah 4 Metro.

Demikian surat balasan ini dibuat atas kerjasamanya yang baik, kami mengucapkan terima kasih.

Wassalamu alaikum Wr. Wb

Metro, 26 Oktober 2016

Kepala Sekolah



CURRUCULUM VITAE



Eni Qistia Mubarokah was born in East Lampung on June 09th 1994. She is the first daughter of two daughters from a couple Suroso and Sutrini. She lives in Kedaton Dua East Lampung.

She attended her elementary school at SDN 01 Kedaton Dua, and then she attended her junior high school at SMPN 3 Batanghari Nuban for three years. Having graduated from junior high school, she continued her study at Vocation high school MA NURUL HUDA Seputih Raman West Lampung. After graduating from vocation high school, she decided to have a lecture in English major at IAIN METRO.