

Increasing The Students' Ability In Reading Comprehension By Using Shared Reading Strategy At The Eighth Grade Of SMP Negeri 3 Gunungsitoli In 2022/2023

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Abstract

Reading was a part of four skills in mastering English that should be taught at school because it an important skill to be mastered. In learning English there were four basic skills that should be mastered by students. They were listening, speaking, reading and writing. Reading had to be mastered by students because it could help students got a lot of information and could increase their knowledge for example by reading; the students were expected to build their own comprehension of the text. Based on the observation that was done by researcher in SMP Negeri 3 Gunungsitoli, especially in the eighth grade, most of the students could not achieve the MCC 70. Problems faced by students in learning reading comprehension: the students lacked of vocabulary, the students were not able to identified the topic of the recount text, the students lacked an understanding of the meaning of words in the text, the students could not know the generic structure of the recount text. The research did aim to address students' problems in reading comprehension through shared reading strategy. This research used a quantitative method and used Classroom Action Research (CAR) design which consists of planning, action, observation, reflection. This research was carried out two cycles and each cycle was conducted two meetings. In cycle I showed that there were 20 students who did not pass the MCC out of 30 students and the average student score was 51.66. In addition, in Cycle I there were results from student evaluations with the lowest score of 20 and the highest score of 85. In Cycle II, all students had passed the MCC out of 30 students and with an average student score of 85.16 and there was a lowest score of 70 and the highest score of 100. Based on the results of the study, the researcher concluded that the used of shared reading strategy could improve students' reading comprehension skill.

Keywords: Reading Comprehension, Shared Reading Strategy, Classroom Action Research (CAR).

Abstrak

Membaca merupakan salah satu dari empat keterampilan penguasaan bahasa Inggris yang harus diajarkan di sekolah karena merupakan keterampilan yang penting untuk dikuasai. Dalam pembelajaran bahasa Inggris ada empat keterampilan dasar yang harus dikuasai siswa. Mereka mendengarkan, berbicara, membaca dan menulis. Membaca wajib dikuasai siswa karena dapat membantu siswa memperoleh banyak informasi dan dapat menambah pengetahuannya misalnya dengan membaca; siswa diharapkan membangun pemahamannya sendiri terhadap teks tersebut. Berdasarkan observasi yang dilakukan peneliti di SMP Negeri 3 Gunungsitoli khususnya di kelas VIII, sebagian besar siswa tidak dapat mencapai MCC 70. Permasalahan yang dihadapi siswa dalam pembelajaran pemahaman membaca: siswa kekurangan kosa kata, siswa kurang tidak mampu mengidentifikasi topik teks recount, siswa kurang memahami makna kata dalam teks, siswa tidak dapat mengetahui struktur umum teks recount. Penelitian ini bertujuan untuk mengatasi masalah siswa dalam pemahaman membaca melalui strategi membaca bersama. Penelitian ini menggunakan metode kuantitatif dan menggunakan desain Penelitian Tindakan Kelas (PTK) yang terdiri dari perencanaan, tindakan, observasi, refleksi. Penelitian ini dilaksanakan dua siklus dan setiap siklus dilaksanakan dua kali pertemuan. Pada siklus I menunjukkan terdapat 20 siswa yang tidak lulus PKS dari 30 siswa dan nilai rata-rata siswa sebesar 51,66. Selain itu pada Siklus I terdapat hasil evaluasi siswa dengan nilai terendah 20 dan nilai tertinggi 85. Pada Siklus II seluruh siswa telah lulus MCC dari 30 siswa dan dengan nilai rata-rata siswa sebesar 85,16 dan terdapat skor terendah 70 dan skor tertinggi 100. Berdasarkan hasil penelitian, peneliti menyimpulkan bahwa penggunaan strategi membaca bersama dapat meningkatkan keterampilan pemahaman membaca siswa.

Kata Kunci: Pemahaman Membaca, Strategi Membaca Bersama, Penelitian Tindakan Kelas (PTK).

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INTRODUCTION

Reading was a part of four skills in mastering English that should be taught at school because it was an important skill to be mastered. Reading must be mastered by students because it could help students get a lot of information and could increase their knowledge for example by reading; the students were expected to build their own comprehension of the text. And it is supported by Minister of Education and Culture Regulation that the importance of learning to read is contained in the Minister of Education and Culture Regulation Number 23 of 2015 concerning the development of character, it is explained that every student has diverse potential. Schools should facilitate optimally so that students can recognize and develop their potential. Mandatory activities that must be carried out are using 15 minutes before learning to read books other than subject books (every day). This means that based on this verse it can be concluded that this activity is carried out to foster students' interest in reading and improve their reading skills so they can master other knowledge better. Reading is very important for every student. Therefore, the implementation of reading learning must be in accordance with the provisions of existing education in Indonesia.

On the other hand, Breznitz (2017:235) says, "Reading is a cognitive skill that starts exclusively with the decoding of printed materials". So, retaining much information to get more knowledge from the text such as printed materials is an important activity in reading. And Kemendikbud (2022:1) supports that efforts to improve reading skills are by presenting reading materials or books to students.

While according to Young & Bowers, in Breznitz (2016:15), reading is a complex ability in which the reader is required to use several different cognitive processes including word recognition, access to word meaning, syntactic division, semantic analysis of sentences, and interpretation of the overall text. In this way, readers must be able to understand the meaning of the text they had read by recognizing the word and interpreting the entire text. In understanding the written text the readers have to be able to make their insight works. The efforts of the readers when they are drawing and interpreting the meaning of the written text refer to comprehension. Comprehension was very important for the readers to increase their ability in understanding something. Manser (2016:81) states "Comprehension is the power to understand something, or exercise to improve one's understanding." On the other hand, the readers would be able to get meaning from what they had interpreted.

Snow (2017:11) says "Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language". Students or readers not only read the text but must also be able to understand what was written because the goal of reading was to understand the text. By understanding, they could gain a deep understanding of the event from the context. On the contrary, without understanding the text, the readers or students could not derive any information from the read text. From the above discussion, the researcher can conclude

that in reading comprehension, readers were expected to understand the information in the text clearly and precisely to construct the meaning so that they can develop their knowledge.

In the syllabus of SMP Negeri 3 Gunungsitoli particularly at the eighth grade. The core competence expected the students to understand, capture contextual meaning related to social functions, text structure, and linguistic elements of spoken and written recount texts, very short and simple, related to personal experiences in the past (personal recount). Based on the Indicator, the students wrote contextually meaning related to social function, text structure, and linguistic elements of spoken and written recount text, very short and simple. To achieve the target in this syllabus, the school had decided the Minimum Competence Criterion (MCC) especially the eighth grade is 70 which should be achieved by the students to be successful in English lessons.

In fact, based on the observation that was done by the researcher in SMP Negeri 3 Gunungsitoli, especially in the eighth grade, most of the students could not achieve the MCC 70. The students only achieved an average mark 60 the result of interviewed teacher, was under MCC. One of the student problems were there was the students lacked of vocabulary, the students were not able to identify the topic of the recount text, the students lacked an understanding of the meaning of words in the text, the students couldn't know the generic structure of the recount text.

To overcome the problems above, the researcher applied strategy in learning English, especially in reading comprehension. Dini (2019:227) explained, "According to Oxford (1999:1), learning strategies are defined as steps taken by students to enhance their own learning. More specifically, she explains that learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations." Then Ali and et al (2021:734) give an opinion that "learning strategy gives English teachers and students the tools they need to develop the knowledge of English language in classrooms and is thus an essential part of English language teaching." So, strategy was important because it was the tool they needed to help students and teacher to develop English language.

Based on the explanation above, the researcher chose a shared reading strategy as solution to the problems that students got in reading text. Shared reading was an interactive reading experience that took place when students shared the reading of a book or text with the help of a teacher. According to Donohue (2016:12), "Shared reading is a strategy which provides opportunities for student's to share a common reading experience with their peers or teacher." It explained, through shared reading, the teacher model proficient reading and the students were provided opportunities to practice together. Andrew (2016:165) states that shared Reading is a reading strategy done with a large group of students of varying reading ability levels. It meant that Shared reading enables the whole class to share insights or enter into a common discussion around a book or text. Here students of all ability levels interacted with new concepts, saw new vocabulary words in authentic contexts, and engaged in high level thinking and creative activities.

Then, Barbara (2013:18) says "Shared reading is a strategy that scaffolds students in reading a

book they may not be ready to read themselves.” In particular, it could be a way of introducing students to good reading but also teaching them to gain a deep understanding of what they had read. Based on the statement above, Shared Reading would give opportunity for students to share a common reading experience with their peers or teacher. The students could share their ideas on what they read with their friends because in this strategy students were paired or grouped. This strategy would help the students to do collaboration with other students about the text to be read. So, the researcher could use this Strategy in learning process, because this strategy made the students understand the content of all of the text based on cooperation or sharing of information and this strategy was very appropriate to increase the student's ability in reading comprehension.

Based on the explanation previously, the researcher conducted Classroom Action Research (CAR) because the researcher wanted to improve the student's ability in reading. Classroom Action Research helped the researcher to found, organized, proved, and ensured classroom in teaching and the development of the students. It was supported by Efron (2013:4) saying “In action research, teachers and other school personnel take on the role of researchers and study their own practice within their classroom and school. ... The practitioners carry out their investigations systematically, reflectively, and critically using strategies that are appropriate for their practice.” It could help researchers to get the goal to improve their practice, solving problem and developing new skills.

Regarding to all explanation before, the researcher interested in conducting the research entitled “Increasing the Students' Ability in Reading Comprehension by Using Shared Reading Strategy at the Eighth Grade of SMP Negeri 3 Gunungsitoli in 2022/2023.”

METHODE

The purpose of this research focused on increasing the student's ability in reading comprehension by using Shared Reading Strategy so, the researcher used Classroom Action Research (CAR). Classroom Action Research used to increase the student's ability in the teaching-learning process. That's why, this research is suitable with the research that was done by the researcher because this research tried to increase the ability of the students, especially in reading comprehension.

In this research, the researcher used Classroom Action Research (CAR). Alex (2016 :2) explain “ McNeiff (2002 :87) defined Action research is a term which refer to a practical way of looking at your own work to check that it is you would like it to be. Because action research is done by you, the practitioner, it is often referred to as practitioner based research, and because it involves.” And as Cohen and friends (2013: 230) explain, “This is view of action research suggests that it is a means where the teachers can improve their professional action by reflecting on it in a more structured way that would normally the case.” The other words Classroom Action Research (CAR) is done by the teacher in order to increase the quality of the teaching and learning processes and also the students' learning results by doing actions continuously based on the observation and reflection of the previous

action. So, it can be concluded that Classroom Action Research (CAR) is very useful to achieve the purpose of this research successfully and also to find out the solution to the problem that has been faced by the teacher and the students in the teaching and learning processes.

The location of the research was SMP Negeri 3 Gunungsitoli in Gunungsitoli. The school consists of 24 classes with 54 teachers and the total number of the students was 802. There was headmaster room, vice headmaster room, teacher's room, office of administration, a library, a computer laboratory, a science laboratory, a guidance and counseling room, and prayer room.

In this research, the researcher limited the time that used in collecting data. The researcher did this researcher around one month in November. The time allocation above refers to the academic calendar of SMP Negeri 3 Gunungsitoli. It meant that the researcher follows the syllabus or procedure of SMP Negeri 3 Gunungsitoli.

The subject of the research was the seventh grade of SMP Negeri 3 Gunungsitoli especially at VIII-A. The students consist of 30 students, they were 17 girls and 13 boys.

Based on information above, the researcher rearranges it in Table 3.1 next page.

Table . Number of VIII-A Students

Class	Gender		Total
	Male	Female	
VIII-A	13	17	30

Source : office administration of SMP Negeri 3 Gunungsitoli

This research consisted of two variables. Those were dependent and independent variables.

RESULT AND DISCUSSION

Research Setting

The location of this research was in SMP Negeri 3 Gunungsitoli. It was located at Jl. Towi towi No. 8 in Saombo village, Gunungsitoli sub district. SMP Negeri 3 Gunungsitoli consist of 24 classes. The seventh class consisted of eight classes, the eighth class consisted of eight classes, and ninth class consisted of eighth classes. There are headmaster room, vice headmaster room, teacher's room, office of administration, a library, a computer laboratory, a science laboratory, a guidance and counseling room, toilets, and prayer room. It had also some courts of sport, namely; a table tennis court, a volley ball court, a badminton courts and foots all court. In this school, the total of the teacher was 59 teachers, 4 persons of them were English teacher with the total number of the students was 802 students.

The subject of the research was class VIII-A which consisted of 30 students which was consisting of 17 girls and 13 boys. The researcher chose the class because it showed that students' reading was less from the expectation, so they did not reach the target of MCC that had been decided by the school. The implementation of the research was done in two cycles and consisted of four meetings. But, before the researcher did the research, firstly the researcher asked permission to the

headmaster of SMP Negeri 3 Gunungsitoli, secondly asked permission to the English teacher of the school and finally the researcher did the research after getting the agreement.

The researcher had some steps in implementation of the research. They were planning, action, observation and reflection.

1. Planning consisted of preparation of the material.
2. Action was to applying Shared Reading Strategy in the classroom.
3. Observation involved observing the students' action, weakness and observing the researcher's creativities, activities, difficulties and weakness in teaching-learning process.
4. Reflection was analyzing the result of the observation, evaluating the observation and improving the weaknesses.

The implementation of the research was helped by the English teacher of SMP Negeri 3 Gunungsitoli to observe during the research is running and the result had the validation. In the research process, all of the students in class VIII-A were present with the total 30 students. The researcher did not stand in one place but anywhere. So the researcher could observe and check the students' action during the teaching-learning process. The researcher was applied in the English subject and run well.

The Students' Ability in Reading Comprehension by Using Shared Reading Strategy

Cycle I

Cycle I consisted of two meetings. The subject was class VIII-A of SMP Negeri 3 Gunungsitoli. The total numbers of students was 30 students all were present. Cycle I was done in two meetings, Meeting I and Meeting II. The duration of time was 4 x 40 minutes, so each meeting was done 2 x 40 minutes. Both of the meetings, the researcher prepared one material or topic for two meetings. The topic was "My Personal Experience". In order that the students could think and get the continuation of the last material that they had learnt. To make it clear, the researcher gave the explanation of the activities that were done by the researcher in each meeting in Cycle I, as follows:

1. First Meeting

The first meeting was held on Friday 14 April, 2023 which needed the time 2x40 minutes. The title of the material that the researcher taught to the students was recount text. The procedures of the first meeting :

a. Planning

In planning, the researcher prepared several things such as lesson plan, material, observation sheet, and tools that the researcher needs by applying Shared Reading Strategy.

b. Action

After all the needed had been available in doing the research, the researcher conducted the action in the classroom (VIII-A). The researcher started the action by entering the classroom. The researcher greeted the students'. While the teacher-collaborator sat at the corner

of the classroom to observed all the students' and the researchers' activities in the classroom. The entire students responded the researcher's greeting well and told that their condition was all right. Firstly, the researcher introduced herself and asked the students preparation. After that, the researcher checked the students' attendance list by calling the students name one by one, the students' response when the researcher's checking the students' attendance list. The whole students in the first meeting were present.

Furthermore, the researcher continued the action by introducing the topic of the teaching material and distributed it at once, the students pay attention and listening the explanation material from the researcher. The researcher distributed the text for the students about My Personal Experience, the students receive a text Recount from the researcher. The researcher asked the students to understand the text using Shared Reading Strategy, the students were divided into several groups, with each group consisted of 5 persons. Then, researcher and students read the text together and repeatedly. After that, invite students to discussion the researcher return the students to their previous position. At the last, the researcher concludes the teaching material and ended the teaching-learning activity by greeting the students.

c. Observations

The observation sheet was divided into two parts, they were: the observation sheet of the student's activities and researcher's activities.

The observation was done by the teacher-collaborator while the researcher applied the actions in teaching and learning process by implemented Shared Reading Strategy. The teacher-collaborator wrote down all of the activities happened in the teaching and learning process.

2. The Students' Activities

Based on the result of the observation of the students' activities, in the first meeting of Cycle I, the students who had done the activities were 58% and undone the activities were 42%.

Based on the activities result above, the researcher's teaching level could be categorized in "Less" level since the majority of the whole activities done by the researcher was 58%.

However, the researcher found weaknesses in the first meeting, they were:

- a. 18 persons of the students didn't read the text by using Shared Reading Strategy.
- b. 18 persons of the students are lack to understand the meaning of words in the text.
- c. The researcher did explain the steps and material of Shared Reading Strategy be faster.

There were also the advantage after applying Shared Reading Strategy in the first meeting of Cycle I, as follow:

- a. 12 persons of the students could work and interact in their groups.
- b. 12 persons of the students wanted to share their opinion about the material.

3. The Researcher's Activities

Based on the observation sheet of the researcher's activities in Cycle I, the activities which were done and not done during the teaching-learning process could be described as follows:

- a. All done : 14 activities (67%) of 21 activities.
- b. Not done at all : 7 activities (33%) of 21 activities.

Based on the activities result above, the researcher's teaching level could be categorized in "Adequate" level since the majority of the whole activities done by the researcher was 67%.

Reflection

In the first meeting of Cycle I, the researcher noted, analyzed, and concluded the result of observation. The researcher did not have enough time to evaluate the students' ability in reading comprehension. Based on the observation sheet result that was explained previously, the researcher should do some improvements in the next meeting, as elaborated below.

1. The researcher invited students to read the next repeatedly, and use a dictionary at the next meeting.
2. The researcher invited students to read the entire text, pay close attention, look at keywords, and reread the text.
3. The researcher would ask the students to find out the interpretation words from the dictionary and relate with the other word.
4. The researcher explained to the students the generic structure in detail at the next meeting.

Second Meeting

In the second meeting, the researcher continued the activities from the first meeting it was to evaluate the students. It was done on Wednesday, April 19th, 2023 and the time allocation used was 2x40 minutes. The learning material was same with the first meeting. It was the recount text. The procedures of the second meeting as follows:

1. Planning

In the second meeting of Cycle I, the researcher prepared many things, such as; lesson plan, the material, observation sheet of the students' activities. The planning step was done to avoid the misconception of the action that would be done in the classroom.

2. Action

In the second meeting, the researcher did the teaching-learning process which consisted of pre-teaching-learning activities, whilst-teaching-learning activities and post-teaching-learning activities. In the classroom, the researcher greeted the students and checked the students' attendance list. After that, the researcher reminded the students about the last material by proposing some question. Some of the students gave opinion about the last teaching material, the researcher took the conclusion from the explanation. Because there were some weaknesses in the last meeting, the researcher improved their weaknesses in the meeting. The researcher re-explained about recount text.

Next, the researcher acquainted the teaching material to the students, students listen to the researcher's explanation about the Shared Reading Strategy. Then, the researcher distributed the text for the students about "My Personal Experience", the students receive a recount text entitled "My

Personal Experience” and evaluation paper as the final test form. Then the researcher asked the students to understand the text using the shared reading method, the students were divided into several groups with each group of 5 persons.

The researcher gave the time to the students to discuss the material with their group in several times. While discussing the material, the researcher asked the students if they have finished discussing the material. When the students had finished discussing the material in their group, the researcher asked the groups one by one to present in front of the classroom. After finishing presenting the information, the researcher asked the students’ difficulties during the presentation. In helping the students’ difficulties during the test, the researcher re-explained and guided them to open library to know the meaning of the unfamiliar word in the text.

Furthermore, researcher and students read the text together and repeatedly. The researcher conducted the evaluation to the students and distributed the evaluation sheet at once. Then, the researcher clarified how to do the test. Then the students did the test seriously. After the students have answered the questions in the evaluation sheet, the students submitted it to the researcher. And the researcher returns the students to their previous position

Finally, the researcher took the conclusion. After asking the students to write the conclusion, then, the researcher closed the class and greeted the students.

3. Observation

a. The Observation Sheet of the Students’ Activities

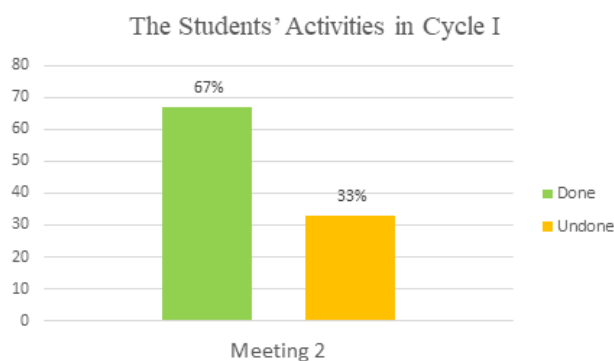
In observation step, the teacher-collaborator helped the researcher to observe the students’ and researcher’s activities during the teaching-learning process. The teacher-collaborator noted how many students who had done and undone the activities. Then, the teacher-collaborator noted how many aspects of the researcher’s activities that had been done and undone.

Based on the result of the observation of the students’ activities, the activities done at all during the teaching-learning process can be described as follows:

Done : 67%

Undone : 33%

Based on the activities result on the previous page, the researcher’s teaching level could be categorized “Adequate” level since the majority of the whole activities done by the researcher was 67%. Below shown the whole activities of the students, as follows:



Graphic 1. The Students' Activities in Cycle I

However, the researcher found weaknesses in doing the second meeting in implementing Shared Reading Strategy of Cycle I, as follows:

1. 16 persons of the students did not know the main idea of in the text, and the students could not relate the meaning of one sentence to the other sentences in the text.
2. 20 persons of the students could not share their opinion related to the researcher's question in the text.

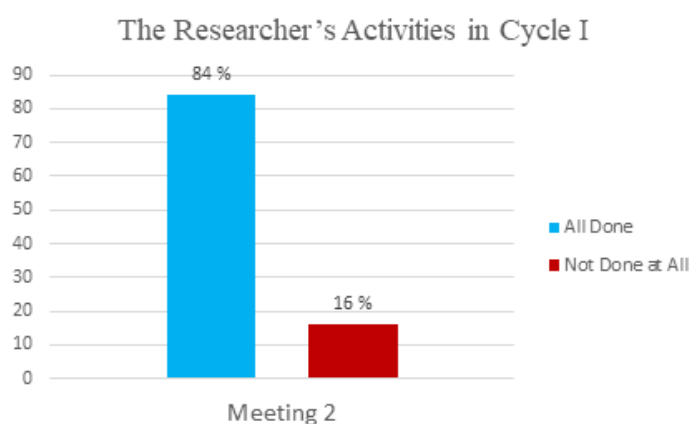
b. The Researcher's Activities

Based on the result of the observation of the researcher's activities for the second meeting of Cycle I, the activities which were done all, and not done at all during the teaching-learning processes could be described as follows:

- 1) All done : 16 activities (84%) of 19 activities.
- 2) Not done at all : 3 activities (16%) of 19 activities.

Based on the activities result above, the researcher's teaching level could be categorized in "Good" level since the majority of the whole activities done by the researcher was 84%.

Clearly, the activities were done all and not done at all by the researcher during the teaching-learning process can be seen in Graphic 4 as follows:



Graphic 2. The Researcher's Activities in the Second Meeting of Cycle I

Reflection

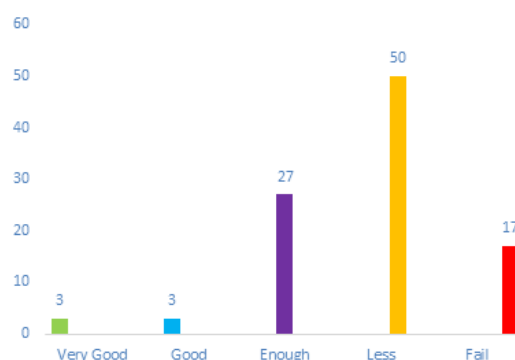
In reflection stage, the researcher noted and analyzed the result of observation sheet of the

researcher and the students. Then, the researcher continued to analyzed and evaluated the students' answer sheet. After all the research data had been analyzed, the researcher concluded it. Based on evaluation the students' text sheet, the students' mark could be elaborated through table in the next page.

Table 1. The Students' Ability in Reading Comprehension by Using Shared Reading Strategy at the Eighth Grade of SMP Negeri 3 Gunungsitoli in Cycle I

No	Level	Mark	Frequency	Percentage (%)
1	Very Good	85 – 100	1	3%
2	Good	75 – 84	1	3%
3	Enough	60 – 74	8	27%
4	Less	40 – 59	15	50%
5	Fail	0 – 39	5	17%
Total			30	100%

The data from the table above explained that the students' ability in reading comprehension through Shared Reading Strategy in Very Low. It showed that there was only 1 student who could classified in Very Good levels. Instead of that, there were 1 student (3%) in "Good" level, 8 students (27%) in "Enough" level, 15 students (50%) in "Less" level and 5 students (17%) in "Fail" level. The result showed that the students were still unable to understand the meaning of text. The result can be viewed in Graphic 5 as follows:



Graphic 3. The Students' Ability in Reading Comprehension by Using Shared Reading Strategy at the Eighth Grade of SMP Negeri 3 Gunungsitoli in Cycle I

Based on the MCC of English subject at the eighth grade of SMP Negeri 3 Gunungsitoli, the total students whose value \geq Minimum Competence Criterion consisted of 10 students. While the students whose value $<$ MCC Consisted of 20 students. It can be known, after teaching and learning process at the second meeting of Cycle I, most of the students' ability in reading comprehension still could not achieve MCC that has been specified was 70. So, the researcher continued to the second cycle that consisted of two meetings.

1. Cycle II

In cycle II consisted of two meetings. In the first meeting was done on Friday, April 28th 2023 and in the second meeting was done on Wednesday, 03rd May 2023. Both of those meetings of Cycle

II were held at the class VIII-A of SMP Negeri 3 Gunungsitoli with the total number of the students was 30 students.

In the first meeting and the second meetings all students were present. The researcher continued to teach the topic that was the "My Personal Experience" for each meeting and the duration of the time were 2 x 45 minutes. Clearly, in Cycle II was done by following the procedures:

a. First Meeting

The first meeting was done on Friday, April 28th 2023 and the time allocation used was 2 x 45 minutes. It consisted of planning, action, observation and reflection. The process of the researcher in the first meeting as follows:

2. Re-planning

In Cycle II, the researcher prepared many things, such as; lesson plan, the material, observation sheet of the researcher, and field notes of the students', Observation sheet of the students' activities. The planning step was done to avoid the misconception of the action that would be done in the classroom.

3. Action

The action was performed on Friday, April 28th 2023. The first meeting was done in 2 x 45 minutes. In the first meeting, the researcher did the teaching-learning process that consisted of pre-teaching-learning activities, whilst-teaching-learning activities and post-teaching-learning activities. The researcher greets the students and the students responded the researcher. Then, the researcher checks the students' present list. To make the students relax in the classroom, the researcher gave reinforcement to them. The researcher brainstormed the last material. The researcher concluded the material. Then the researcher repeated the procedures of Shared Reading Strategy.

Furthermore, the researcher continued the learning by re-explained the last materials and then, the researcher handout the Recount Text to the students. The researcher re-explained shared reading strategy to the students as one of ways in reading comprehension. Next, researcher asked students to divided into several groups with each group of 5 persons. Researcher and students read the text together and repeatedly, after that, invite students to discuss about the text, and after finishing the discussion the researcher returns the students to their previous position, students returned to previous position. At the last, the researcher concludes the teaching material, the students listen to the researcher concluded the material and researcher ended the teaching-learning activity by greeted the students.

4. Observation

The observation was done by the teacher-collaborator while the researcher applied the actions or teaching and learning process in the classroom. The teacher-collaborator wrote down all of the activities happened in the teaching and learning processes.

The result of the observation of the researcher's and field notes of the first meeting of Cycle II can be

described on the next page:

a. Students' Activities

Based on the result of the observation of the students' activities, in the first meeting of Cycle II, the students who had done the activities were 81% and undone the activities were 19%.

Based on the activities result above, the researcher's teaching level could be categorized in "Good" level since the majority of the whole activities done by the researcher were 81%.

However, the researcher found weaknesses in the first meeting of Cycle II, as some of the students did not pay attention and did not listen the explanation material from the researcher.

There were also some advantages in the first meeting of Cycle II, such as:

- 1) Students had enthusiasm following the teaching such as reading the text.
- 2) Most of the students could construct their ideas.
- 3) Most of the students came to their groups seriously.
- 4) Most of the students discussed the material in their groups seriously.

b. Observation Sheet for the Researcher's Activities

Based on the result of the observation of the researcher's activities in first meeting Cycle II, the activities which were done all and not done at all during the teaching-learning process can be described as follows:

At the first meeting:

- (a) Done : 16 activities (94%) of 17 activities.
(b) Not done : 1 activity (6%) of 17 activities.

Based on the activities result above, the researcher's teaching level could be categorized in "High" level since the majority of the whole activities done by the researcher was 94%.

5. Reflection

In the first meeting of Cycle I, the researcher noted and analyzed the result of observation sheet of the researcher and the students. Then, the weaknesses in Shared Reading Strategy in this meeting would be overcome by doing some improvements as follows.

- a. The researcher would suggest students to use a dictionary at the next meeting.
- b. The researcher would show to or explain the students the main point of Recount Text.

Second Meeting

In the second meeting, the researcher continued the activities of the first meeting, but in this meeting the researcher evaluated the students because of the limited time in the first meeting. The time allocation used at the second meeting was 2 x 45 minutes. The second meeting was done on Wednesday, May 3rd 2023. The learning material based on the topic last meeting that the students took.

The procedures of in the second meeting as follows:

1. Planning

In Cycle II, the researcher prepared many things, such as; lesson plan the material, observation sheet of the researcher, and field notes of the students' activities, Observation sheet of the students' activities. The planning step was done to avoid the misconception of the action that would be done in the classroom.

2. Action

In the second meeting of Cycle II, the researcher did the teaching-learning process which consisted of pre-teaching-learning activities, whilst-teaching-learning activities and post-teaching-learning activities. In the classroom, the researcher greeted the students and checked the present list. After that, the researcher reminded the students about the last material, the researcher took the conclusion from the explanation. Because there were some weaknesses in the last meeting, the researcher improved their weaknesses in this meeting.

Moreover, the researcher acquainted the teaching material to the students. Then, the researcher distributed the text for the students about "My Personal Experience", the students receive a recount text entitled "My Personal Experience". Then, the researcher asked students to divided into several groups with each group of 5 persons.

Furthermore, researcher and students read the text together and repeatedly, after that, invite students to discuss about the text. Students listened to the instructions of the shared reading strategy from the researcher. Next, the researcher conducted the evaluation to the students and distributed the evaluation sheet at once, the students receive evaluation paper as the final test form. Then, the researcher clarified how to do the test. Then, the students did the test seriously. After the students have answered the questions in the evaluation sheet, the students to their previous position, students follow the instructions from the researcher to return to the previous position. At the last, the researcher concludes the teaching material and ended the teaching-learning activity by greeted the students.

3. Observation

The result of the observation of the researcher's and the field notes of the second meeting of Cycle II can be described as follows:

a. The Observation Sheet of the Students' Activities

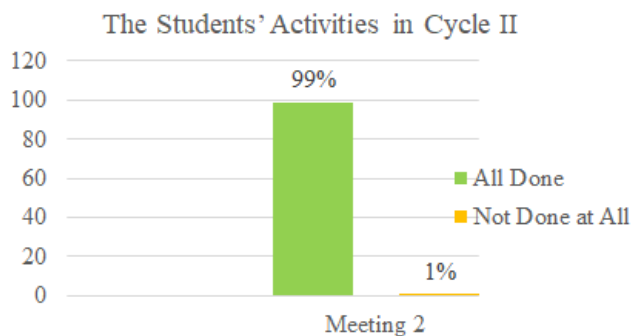
Based on the result of the observation of the students' activities, the activities done at all during the teaching-learning process can be described as follows:

Done : 99%

Undone : 1 %

Based on the activities result, the researcher's teaching level could be categorized in "Very Good" level since the majority of the whole activities done by the researcher was 99%.

Below shown the whole activities of the students, as follows:



Graphic 4. The Students' Activities in Cycle II

In the second meeting of Cycle II all activities were done well such as; Most of the students could remind the last material, most of the students came to their groups seriously, most of the students discussed the material in their groups seriously, the students can share their ideas to the researcher bravely, the students could construct their ideas, most of the students begin to understand every word in the text, most of the students can find the main idea in the recount text, and most of the students could understand the content of the reading text.

b. Observation Sheet for the Researcher's Activities

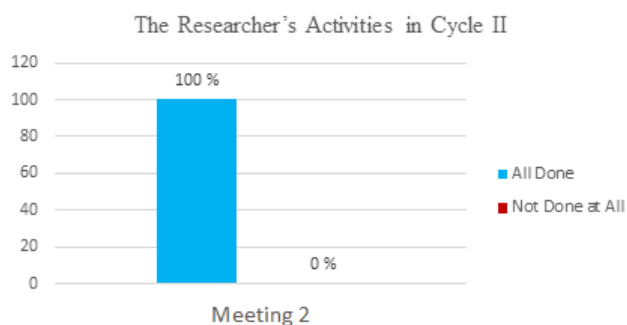
Based on the result of the observation of the researcher's activities second meeting in Cycle II, the activities which were done all and not done at all during the teaching-learning process can be described as follows:

(a) All done : 16 activities (100%) of 16 activities

(b) Not done at all: 0 activity (0%) of 16 activities

From the result of observation sheet of the researcher's activities on previous page it can be seen that all activities were done by the researcher that happened because the researcher used the time effectively. Based on the activities result above, the researcher's teaching level could be categorized in "Very High" level since the majority of the whole activities done by the researcher was 100%.

Clearly, the activities were done all and not done at all by the researcher during the teaching-learning process can be seen in Graphic 9 as follows:



Graphic 5. The Researcher's Activities in Cycle II

4. Reflection

In the second meeting of Cycle II, the students did their task seriously. The result of the

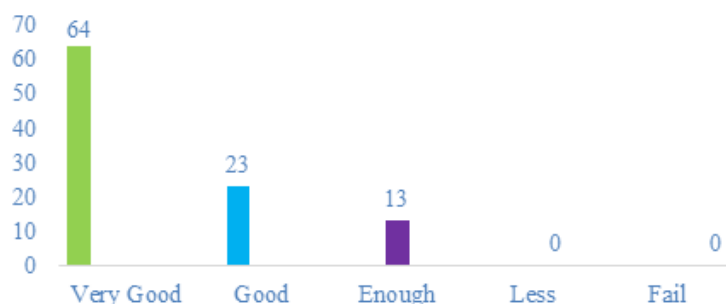
students' test in the second meeting of Cycle II could be seen in the table below.

Table 2. The Students' Ability in Reading Comprehension by Using Shared Reading Strategy at the Eighth Grade of SMP Negeri 3 Gunungsitoli in Cycle I

No	Level	Mark	Frequency	Percentage (%)
1	Very Good	85 – 100	19	64%
2	Good	75 – 84	7	23%
3	Enough	60 – 74	4	13%
4	Less	40 – 59	-	-
5	Fail	0 – 39	-	-
Total			30	100%

The data from the table explained that the students' ability in reading comprehension by using Shared Reading Strategy was Very Good. It showed that there were 19 students (64%) in "Very Good" level. Instead of that, and there were 7 students (23%) in "Good" level, and 4 students (13%) in "Enough" level. In addition, the average of the students' mark was 85.16, with the highest students' mark was 100 and the lowest students' mark was 70.

To make clearer the students' ability in reading comprehension in Cycle II, it can be poured into graphic on the below.



Graphic 6. The Students' Ability in Reading Comprehension by Using Shared Reading Strategy at the Eighth Grade of SMP Negeri 3 Gunungsitoli in Cycle II

Regarding the data above, it can be concluded it the students were able to understand the meaning on the text well through Shared Reading Strategy. In Cycle II, the students became more active, creative and cooperative in the teaching-learning process. Moreover, the average of the students' mark 85.16. It can describe that Shared Reading Strategy could increase the students' ability in Reading Comprehension for Junior high school students.

Discussions

1. Common Response of the Research Problem

In the research, the problem was "How does Shared Reading Strategy increase the students' ability in reading comprehension at the eighth grade of SMP Negeri 3 Gunungsitoli in 2022/2023?". After doing the research in two cycles, it was found that the average of the students' mark in Cycle I was 49,33 while in Cycle II was 88,66. And it showed the students' ability in reading comprehension increase from Cycle I to Cycle II.

Based on the result, the common response of the problem responds was Shared Reading

Strategy increase the students' ability in reading comprehension at the eighth grade of SMP Negeri 3 Gunungsitoli in 2022/2023.

2. Analysis and Interpretation of the Research Findings

In this study, researchers got a recapitulation of student scores as follows:

Table 3. Recapitulation Of The Student Learning

No	Names of the Students	The Students' Mark		Classification	
		Cycle I	Cycle II	Cycle I	Cycle II
1	Asyer Wariston Zendrato	60	80	Enough	Very Good
2	Audrey Berlianis Zega	80	100	Very Good	Very Good
3	Bryan Marcel Zai	45	75	Less	Good
4	Carlin Lilian Telaumbanua	65	80	Enough	Very Good
5	Claudia Egiptya Telaumbanua	65	95	Enough	Very Good
6	Delfan Telaumbanua	55	90	Less	Very Good
7	Gilbert Fowa'a Telaumbanua	50	95	Less	Very Good
8	Heskiel Efata Telaumbanua	40	75	Less	Good
9	Intan Niat Suci Lase	20	85	Fail	Very Good
10	Jesline Angel Kok	70	85	Enough	Very Good
11	Jesse Viktoria Telaumbanua	50	80	Less	Very Good
12	Jessica Elisia Harefa	50	70	Less	Enough
13	Jois Alvaris Harefa	50	70	Less	Enough
14	Jovan Telaumbanua	65	90	Enough	Very Good
15	Juang Goodviant Telaumbanua	55	80	Less	Very Good
16	Julwan Damanta Gulo	65	85	Enough	Very Good
17	Klarisa Telaumbanua	50	95	Less	Very Good
18	Ladys Cleodora Gulo	85	100	Very Good	Very Good
19	Meison Darma Bate'e	25	80	Fail	Very Good
20	Nadine A.D. Lase	65	85	Enough	Very Good
21	Nur Riskita Telaumbanua	45	85	Less	Very Good
22	Owu Marvelous Harefa	30	70	Fail	
23	Rahel Dwi P. Telaumbanua	55	90	Less	Very Good
24	Revan Berkat Harefa	45	90	Less	Very

					Good
25	Selly Falensia Zalukhu	55	90	Less	Very Good
26	Thomson Waruwu	25	70	Fail	Enough
27	Venli Claudia Harefa	40	85	Less	Very Good
28	Vira Christian Zebua	60	90	Enough	Very Good
29	Yairen Clarence Waruwu	50	100	Less	Very Good
30	Yolanda B. D. Waruwu	35	90	Fail	Very Good
Total		1550	2555		
The Average Mark		51,66	85,16		

Based on the observations of investigations, researchers make some assessment as a comparison between Cycle I and Cycle II

Table 4. The Comparison Of The Student Reading Comprehension Ability

Classification	Cycle I	Cycle II
Pass students	20	30
Students percentage	66,66%	100%
Mean	51,66	85,16
Category	Less	Very Good

Based on the result of the comparison mentioned above, researchers concluded that the ability of students in Cycle I have experienced a significant increase in Cycle II. It can be seen from the comparison table on student learning comes. In Cycle I, the average student scores 51,66 which puts students at the Low level. In Cycle II, the average value of 85,16 students which is placing students in good ranking.

CONCLUSION

After analyzing the findings of the research, the researcher found that in Cycle I the percentage of the students who had done activities was 67% and the percentage of the students who had undone the activities was 33%. Furthermore, in Cycle I the students are failed, the average of the students' ability was 51,66, with the highest students' mark was 85 and the lowest students' mark was 20.

In the Cycle II, the percentage of the students who had done the activities was 99% the percentage of the students who had undone the activities was 1%. Then, in Cycle II all the students were successful passing the Minimum Competence Criterion, the average mark was 85,16, with the highest students' mark was 100 and the lowest students' mark was 70.

Based on the research finding above, Shared Reading Strategy can increase the students' ability in reading comprehension at the eighth grade of SMP Negeri 3 Gunungsitoli in 2022/2023.

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