THE INFLUENCE OF SHARED READING STRATEGY ON STUDENTS' READING COMPREHENSION ACHIEVEMENT AND VOCABULARY MASTERY IN NARRATIVE TEXT (A QUASI EXPERIMENTAL STUDY ON THE TENTH GRADE IN SMAN 6 KOTA SERANG)

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ABSTRACT

This research entitled The Influence of Shared Reading Strategy on Students' Reading Comprehension Achievement And Vocabulary Mastery in Narrative Text (A Quasi Experimental Study on the Tenth Grade in SMAN 6 Kota Serang), is aims to investigate the significant effect of shared reading strategy on the students' reading comprehension achievement and vocabulary mastery in narrative text and also their response toward the implementation. This research employed a quasi-experimental study. Two classes were selected as an experimental and control group in which both classes receive different treatments. The use of shared reading strategy was used in the experimental group, while traditional method was implemented in the control group. The data were taken from pre-test, post-test and questionnaire. Then, t-test calculation was used to compare the scores of experimental class and control class. Furthermore, the data from questionnaire will be analyzed to describe students' perspectives more detail toward the shared reading strategy as a learning strategy and its application in the classroom activities. In the posttest, the mean of the experimental group is 82.38, while the mean of control class is 68.88, and the t-test shows that the significant value (sig. 2-tailed) is 0.000 that is lower than the alpha level 0.05. It means that after the treatment, both classes were different in terms of reading comprehension and vocabulary score statistically. Experimental class tended to have better scores than control class. In addition, the data of the questionnaire showed positive responses to the use of shared reading strategy in teaching and learning activities. In summary, based on the result of the research, it was proven that to some extents shared reading strategy is effective to develop students' ability in enhancing reading comprehension and mastering vocabularies in narrative text.

Key words: Shared Reading Strategy, Students' responses, Reading Comprehension, Vocabulary mastery,

INTRODUCTION

According to the English curriculum in Indonesia, the English teaching covers four skills, namely reading, listening, speaking, and writing. The four skills are supported by learning of language elements. The language components involve vocabulary, grammar, and pronunciation. In fact of all language components, vocabulary holds the main core in language teaching. This is in line with what Richards and Renandya (2002) said that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. It means that to improve their language skills, learners must master vocabulary

Therefore, among the four English skills, reading is more emphasized to be taught in Indonesia as the item tests of the national examination focus on the reading comprehension (Sunggiwati, 2013). Reading is one of the most important skills that should be acquired by the students. According to Alyousef (2005), 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 or she tries to elicit the meaning and where various kinds of knowledge are being used. It implies that in reading process, the reader does not merely focus on the level of recognizing the words, but the most important thing is to comprehend the meanings and the message on the text.

Based on the pre-observation, it was found that students' ability in reading test was still low proved by some of the students' English score still under 75; the minimum criteria of mastery learning (KKM). The students faced many difficulties in reading texts. They often failed in reading texts because of lack of vocabularies and strategy in reading. They had difficulties to understand the context and get the information of the story so the students failed to understand longer reading materials such as stories. Second, most students had an ability to translate the individual words without conveying the message what the author extends. Consequently, they spent much time to answer the comprehension questions related to the text and copy their friends' work.

The problem also comes from the teacher's technique and strategy in teaching. It was found also that the teacher still applied a traditional method, the teachers asked the students

to write things in their exercise books freely, read the texts by heart and opened dictionary anytime they stuck on using words that they didn't know. It caused the students bored and did not have a concentration in learning so; they could not gain the purpose of reading. They cannot focus on what they read and feel bored for the text given.

Those cases were quite problematical and should be solved because they can rise further difficulties to the next reading lesson if their low score of reading comprehension and vocabulary mastery are not improved soon. As the effect, they will be continuously difficult to understand any other texts. Furthermore, they cannot pass the minimum passing grade determined by school.

Here, the teachers should be well-informed, creative, and innovative in understanding and implementing theories, approaches, methods, strategy, models, media, or findings in teaching students. If teachers insist a wrong technique and strategy in teaching reading comprehension and vocabulary mastery for students how can our young generations can explore the world by reading.

In this study, shared reading is believed as a strategy which is expected to give significant impact for the students in comprehending a text and enriching student's vocabulary mastery. Shared reading is a teaching strategy and has its bases in learning experiences similar to the bedtime story situation (Holdaway, 1983) wherein the students join in the reading of a big book or other enlarged text as guided by a teacher or other experienced reader. The teacher exemplifies the students how to read the words by reading the text aloud by using a pointer to track the text (Tompkins, 2007) and uses illustrations to support the English vocabulary development, to integrate verbal interactions (Gibbons, 1993) and to build background knowledge and experiences to support students' reading comprehension (Herrell & Jordan, 2004)..

Based on the explanation above, the researcher intends to conduct a study that concerns to the topic. The study attempts to explain the influence of shared reading strategy on students' reading comprehension achievement and vocabulary mastery in narrative text. Also, the students' responses towards its implementation. In this research, the researcher focuses in narrative because the students find it difficult to understand a narrative text.

THEORETICAL FRAMEWORK

The Nature of Reading

According to Nuttal (2000) reading means a result of interaction between the writer's mind and the reader's mind. It is the way how to the reader tries to get the message or the intended meaning from the writer. In this process, the reader tries to create the meanings intended by the writer, the reader can get the message, and the writer's meaning sense.

According to Pang (2003) reading is defined as understanding written texts. He says that reading consists of two related processes: word recognition and comprehension. Word recognition is defined as the process of getting how written symbols correspond to one's spoken language while comprehension is the process of making the meaning of words, sentences and connected text. He adds his statement that the reader who has background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies can help them understand written texts.

Meanwhile, Howard (2006) says that "reading is, of course, just as communicative as any other form of language". In other words, in reading, there is an interaction between the writer and the readers through the texts. The writer tries to encode the messages to the readers. Then the readers try to decode the messages that sent by the writer. Reading is the instantaneous recognition of various written symbols, simultaneous association of these symbols with existing knowledge.

Now, it can be assumed that reading is an act of communication in which information is transferred from a writer to a reader. The act of communication in reading means the writer should choose the words when he or she writes his or her writing so that the readers are able to understand the meaning of written text, including: (1.) grapheme (is a letter or a number of letters that represent a sound (phoneme) in a word), (2.) structure (how information is organized in a passage), and (3.) semantics (the study of the meaning of language) (Billmeyer, R., and Barton, M. L.: 1998).

The Description of Vocabulary mastery

Vocabulary can be defined in numbers of way. Dupuis et al (1989) as cited in Gita (2012, p. 4) state that vocabulary refers to "a set of words or phrases which label the parts

of material to be learned and which are necessary for students to use in talking and writing about the material". In addition Hatch & Brown (1995) state that the term of vocabulary refers to "a list or set of words for a particular language or a list or set of words that individual speakers of language might used". In a similar way, Longman Dictionary of Contemporary English defines vocabulary as "all the words that someone knows, learns or uses, or the words that are typically used". Based on the definition above, it can be concluded that vocabulary is a number of words in language to communicate in daily life.

The Description of Shared Reading Strategy

Beginning with the work of Holdaway (1983), who developed Big Books as a way for teachers to model while young students watched; the definition of shared reading has evolved from a focus on Big Books to a variety of classroom interactions in which the teacher and students share a text.

Holdaway (1983) described shared reading as "the unison situation properly controlled in a lively and meaningful spirit, which allows for massive individual practice by every pupil in the teaching context". Shared reading is an interactive reading experience that occurs when students join in or share the reading of a big book or other enlarged text while guided and supported by a teacher or other experienced reader. Students observe an expert reading the text with fluency and expression. The text must be large enough for all the students to see clearly, so they can share in the reading of the text.

Currently, shared reading is a generic term many teachers use to describe a range of classroom activities, including echo reading (students echoing the words aloud after the teacher reads), choral reading (students reading aloud while the teacher reads aloud), or cloze reading (teacher reads aloud and pauses periodically for students to fill in the missing word; (Blachowicz & Ogle, 2001).

It is through shared reading that the reading process and reading strategies that readers use are demonstrated. In Shared reading, students participate in reading, learn critical concepts of how print works, get the feel of learning and begin to perceive themselves as readers. The statement is supported by Bobby and Emily which explained shared reading is a time when the entire class gathers together to share a variety of literacy experience by

reading and discussing a variety of texts. Many of the text are enlarged so that all the students can see the print and pictures any thus talk more easily about them.

Definition of Narrative Text

Narrative text is a tell past event. A narrative text is a writing that tells about a story. According to Sadler and Hayllar (2000:13) in Rakhmi (2012: 8) state that narrative is telling story. It means that in writing narrative text, the writer writes the action or the events happened in chronological order has a definite beginning and definite end. According to Wishon & Burks (1980: 378) cited in Restiamah (2015: 23) states narration is the form of writing used to relate the story of acts or events. Narrative could be an easy text to write because the contents are followed a chronological order of a story. As stated by Hedge (1988: 118) cited in Restiamah (2015: 22), the organization of ideas in narrative text is easy because it follows chronological sequences, so narrative is different from other types of discourse and it is recommended for writing.

From the explanation above, it can be concluded that narrative text can be said as a text which is used to tell a chronological of fiction story or personal experience that might be happened to whomever in the past. Narrative is supposed to be a useful text to encourage students especially at school who want to practice writing. Through narrative text, students can be more creative because they write based on their imagination.

RESEARCH METHODOLOGY

Regarding the main aim of this study, quantitative approach used to draw conclusion from the data obtained, while quasi - experimental research used to test the hypothesis and answer the research questions. Then, to discover the students' attitudes towards the use of shared reading strategy, questionnaire was conducted in the last section of the research.

There were two classes employed as the sample of this study. First, class X IPS 4, consisting of 40 students, was the experimental group and the use of shared reading strategy was implemented in this class. The second class is X IPS 3. It consisted of 40 students as well and took part as the control group of this study. Therefore, this class did not get any experimental treatment. The shared reading strategy program did not replace the usual

reading comprehension instruction in the experimental classroom, but rather supplemented it. During the five-weeks implementation period, the control groups continued to follow the same curriculum as the experimental group; they were exposed to the same lessons, the same course materials, and the same target as the treatment group, but they did not use shared reading strategy.

FINDING AND DISCUSSION

The Implementation of Shared Reading Strategy on students' reading comprehension

This section concerns on the discussion of the research finding in relation to the research problems on a significance influence between the uses of shared reading strategy toward the students' reading comprehension.

The implementation was conducted for five meetings which one meeting for try-out test, one meeting for pre-test, two meetings for the treatment and one meeting for post-test.

In the result of pre-requirement analysis, the researcher used two kinds of testing. It used to be the pre-requirement before doing hypothesis testing, those are: normality and homogeneity testing to know the distribution of the data is normal or not, in another side homogeneity was used to measure the quality of two groups in pre-test and post-test.

Based on the result of the research finding, it can be known that the result shows that the probability (Sig) of reading test for the experimental group is 0.006 and the control group is 0.000 which are smaller than the level of significance (0.05). It means that the null hypothesis is accepted. Thus, the score of the two groups in the pre-test are normally distributed.

Then, the data was also homogeny. It could be seen from the calculation by using Shapiro-Wilk in SPSS 17 for windows. The finding reveals that the probabilities for reading test resulted is 0.005. It means that the probability is smaller than 0.05 ($0.005 < 0.05$). Therefore, the variance of both experimental and control groups are homogenous since the null hypothesis is accepted.

Therefore, the statistical test used to test a hypothesis is paired sample t-test. The result of calculation showed that the significant value is 0.000 for both test. It was lower than 0.05

(0.000 < 0.05). Therefore the null hypothesis was rejected. It means that the treatment was given to experimental was significant to improve students' reading comprehension achievement

This study confirms the powerful impact of the shared reading strategy on students' reading comprehension. One of the reason is because shared reading strategy involves three phase procedures which stated by Alyousef (2005: 143). He says that in teaching reading, contemporary reading tasks; unlike the traditional materials, involves three-phase procedures: pre-, while-, and post- reading stages. The pre-reading stage helps in activating the relevant schema. For example, the teacher can ask students some questions that may arouse their interest while previewing the text. The aim of while-reading stage (or interactive process) is to develop students' ability in tackling texts by developing their linguistic and schematic knowledge. Post-reading includes activities, which enhance learning comprehension using matching exercises, close exercises, cut-up sentences, and comprehension questions.

This finding above is in accordance with the research conducted by Yea-Mei LEOU (2009) which emphasize on the influences of shared reading on students' reading comprehension and reading motivation in a rural elementary school in Taiwan. She has been demonstrated that the use of shared reading strategy was effective in enhancing reading comprehension and reading motivation. It means that the result of the research is strengthening the theory and the previous study.

The Implementation of Shared Reading Strategy on Students' Vocabulary Mastery

This section concerns on the discussion of the research finding in relation to the second research problems on a significance influence between the use of shared reading strategy toward the students' vocabulary mastery.

From the analyzed of data by using SPSS 17 for windows both experimental and control groups, it can be known that the scores were normally distributed and homogenous. The result shows that the significance of probability in both groups for equal variances assumed is 0.017 for experimental group and the control group is 0.001. It was smaller than level of significance 0.05 (0.000 < 0.05). In other words, both groups have equal ability in

mastering vocabulary before the treatment was conducted. In conclusion, the null hypothesis was accepted. In the other side, the homogeneity of the test also calculated. The homogeneity for vocabulary test resulted is 0.002. It means that the probability is smaller than 0.05 (0.002 < 0.05). Therefore, the variance of both experimental and control groups are homogenous since the null hypothesis is accepted.

Therefore, the statistical test used to test a hypothesis or comparing two means is paired sample t-test. The result from paired t-test showed that experimental group had significantly different. The result of calculation by using independent t-test showed that the significant value is 0.000. It was lower than 0.05 (0.000 < 0.05). It also shows that tobt is higher than tcrit . Therefore the null hypothesis was rejected. It means that the treatment was given to experimental was significant to improve students' vocabulary achievement.

This study confirms the powerful impact of the shared reading strategy on the students' memory in recalling word definitions. On the recall test, the participants in the experimental group outperformed the participants in the control group on the total number of items answered correctly.

This finding support the previous study on positive impact that shared readings held on kindergarten students' and children's vocabulary (Coyne, Simmons, Kame'enui, & Stoolmiller, 2004). Through shared reading strategy in learning narrative text, they could memorize their new vocabulary when they learn English at class in fun way. Finally, there are many new vocabularies that can be used continually by students orally or in written product. Because vocabulary development is not only about learning words but also learning phrases or chunks, finding words inside them and learning even more than those words (Cameron, 2001:73).

Students' Response towards Shared Reading Strategy

In terms of the students' reading comprehension, the analysis of the result of the questionnaire (see appendix) shows that the responses of 40 students of experimental group were positive towards 4 items of the questionnaires given. The results of the questionnaires on students' reading comprehension can be seen in table below :

Table 1. The Questionnaire Responses on Students' Reading Comprehension

No	Statements	Students' response				
		SA	A	N	D	SD
1	Shared reading strategy helps you to understand the narrative text	33	7	0	0	0
2	Shared reading Strategy helps you to enjoy learning Narrative text	31	8	1	0	0
3	Shared reading strategy can motivate you to learn English	26	10	4	0	0
4	Shared reading strategy can activate you to learn English in the classroom	14	18	8	0	0

In terms of the vocabulary, the students' responses on the questionnaires showed that the students of experimental group responded positively towards three statements of the questionnaires given. The results of the questionnaires on students' vocabulary can be seen in Table 2 below.

Table 2. The Questionnaire Responses on Students' Vocabulary

No	Statements	Students' response				
		SA	A	N	D	SD
5	Shared reading strategy helps you to pronounce English words better	26	13	1	0	0
6	Shared reading strategy helps you to add more English words	25	13	2	0	0
7	As an overall rating, I would say I am very satisfied with the strategy	21	11	8	0	0

Table 2 shows the responses to the first statement were very positive. Forty students in the experimental group (100%) responded "strongly agree" and "agree". It indicates that almost all students agreed that shared reading strategy increased their reading comprehension in narrative text.

As suggested by Musthafa (2008), the teacher should keep shared reading sessions lively, relaxed, non-competitive, and always focused on meaning to attract students' interest in reading. This atmosphere allows all of the students to learn and to participate to gain confidence in their ability to develop as language learners.

The responses of students to the statement #2 were different from statement #1. There were 31 students who responded '*strongly agree*', 8 students chose '*agree*', and only 1 student chose '*neutral*'. This fact indicates that shared reading strategy was responded positively by the students that it could help students enjoy learning English.

This finding indicates that the students realized the effect of shared reading strategy in that it could help them enjoy learning English. As suggested by Holdaway (1979) and Musthafa (2008), the text used and presented to the students should be interesting, enjoyable, nonthreatening, and presented in relaxed activities to maximizing the utility of the text.

The responses of students of the experimental group to the statement #3 are 26 students answered '*strongly agree*', 10 students chose '*agree*', and 4 students chose '*neutral*'. These

data indicate that most students were motivated to learn English with the use of shared reading strategy in their reading activities.

This finding implies that the teacher"s role to motivate students is very important. As suggested by Herrell and Jordan (2004), the teacher should be able to motivate the students by asking them to say the words with him, help them discussing the certain difficult words, encourage them verbal interactions, and other activities that lead them motivated in learning English. These activities can be carried out in pre, while, and post-reading.

Further, the responses of the experimental group students to the statement #4 were positive. It can be seen by their responses with 18 students responded '*agree*', 14 students '*strongly agree*', and 8 students '*neutral*'. Not all students agreed with this statement. Nevertheless, it still indicates that most of the students agreed that shared reading strategy could motivate them to be more active in the classroom to learn English.

This finding suggests that shared reading strategy helped the students be more active in learning activities. As suggested by Musthafa (2008), the teacher can give opportunities for the students to attend what personally meaningful, interesting, and functional and to share it with others, and also enables them to share more about themselves by allowing them to have a self-correction and comprehend in a noncompetitive atmosphere.

Table 2 shows that the responses on the statement #5 imply that shared reading strategy can enhance the students' ability to pronounce English words. The students' responses from the data show that most of them gave positive responses with 26 of them answered '*strongly agree*', 13 of them '*agree*', and only 1 student '*neutral*'. It can be said positively that shared reading strategy can enhance the students' ability in pronouncing the English words. Besides, by shared reading strategy, the majority of students believed they had more new vocabularies. It can be seen by looking at their responses in the statement #6; 25 students chose *'strongly agree'*, 13 of them chose '*agree*', and 2 of them said '*neutral*'. These facts indicate that there is a correlation between item 5 and item 6 in improving the students" vocabulary, in pronouncing and adding their new English vocabularies.

These findings suggest that in teaching reading, a teacher should teach the suitable strategies to predict the certain or unfamiliar words. The teacher (Herrellv& Jordan, 2004; Tompkins, 2006; Department of Education and Early Childhood Development, Victoria, Australia, 2008) can introduce the words by reading the text aloud, tracking them with the

pointer to make sure that the students are looking at and saying the words. They will hear the teacher pronounce the words. A teacher can use the illustrations to help the students' understanding of the words or vocabulary and ask the students to point parts of the illustrations to show comprehension of words or events in the text.

Further, The results of the questionnaire of the last statement show that 21 students answered '*strongly agree'*, 11 of them '*agree'*, and 8 of them '*neutral'*. This fact indicates that most of the students very satisfied with the strategy.

CONCLUSION

Having conducted the research of teaching reading and vocabulary by using shared reading strategy, the researcher comes to a conclusion that teaching reading and vocabulary by using shared reading strategy can improve the students' reading comprehension and vocabulary in narrative text. This is based on the facts found in accordance with the result of the action implemented to find answers to the problem statements.

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