Improving Reading Comprehension in Descriptive Text with Shared Reading Method

Nurjayati[1]

English Language Education Study Program, Faculty of Teacher Training and Education, University of Nahdatul Ulama Sunan Giri, Indonesia

nurjee706@gmail.com

Khoirul Wafa[2]

English Language Education Study Program, Faculty of Teacher Training and Education, University of Nahdatul Ulama Sunan Giri, Indonesia

khoirulwafa6@gmail.com

Moh Zainuddin[3]

English Language Education Study Program, Faculty of Teacher Training and Education, University of Nahdatul Ulama Sunan Giri, Indonesia

zainuddin@unugiri.ac.id

Abstract

"This research aims to improve students' reading comprehension skills in English lessons in descriptive texts using the shared reading method. Research includes Classroom Action Research (PTK). The subjects of this research were 15 students in class X-A MA Sunan Bonang Ponco for the 2023/2024 academic year. This research aims to improve students' reading comprehension skills in descriptive text. This research was carried out in two cycles, each consisting of planning, implementing actions, observing, and reflecting. Data was collected through quantitative and qualitative data. The results of this research indicate that there is an increase in students' reading comprehension skills. The average pre-test score was 46.13%. The average value of post-test 1 is 66.93. the average post-test two was 82.13. it shows that the score and average in the second cycle are better than in the first cycle. The percentage of students who scored >75 has increased. In the pre-test, there were two students (13.33%) who got a score of >75 and above. In the post-test cycle 1, there were four students (26.66%) who scored >75 and above. Post-test cycle, two students who obtained a score >75 were 14 students (93.33%). Students' ability to understand reading in descriptive texts increases and becomes better from the first meeting to the next meeting using the shared reading method."

Keywords: Reading Comprehension, Joint Reading Method, Descriptive Text

Abstrak

Penelitian ini bertujuan untuk meningkatkan keterampilan membaca pemahaman siswa pada pelajaran Bahasa Inggris pada teks deskriptif dengan menggunakan metode shared reading. Penelitian ini termasuk dalam Penelitian Tindakan Kelas (PTK). Subjek penelitian ini adalah siswa kelas X-A MA Sunan Bonang Ponco tahun ajaran 2023/2024 yang berjumlah 15 orang. Penelitian ini bertujuan untuk meningkatkan keterampilan membaca pemahaman siswa pada teks deskriptif. Penelitian ini dilaksanakan dalam dua siklus yang masing-masing terdiri dari perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Pengumpulan data dilakukan melalui data kuantitatif dan kualitatif. Hasil penelitian ini menunjukkan adanya peningkatan keterampilan membaca pemahaman siswa. Rata-rata nilai pre-test sebesar 46,13%. Nilai rata-rata post-test 1 sebesar 66,93. Rata-rata post-test dua sebesar 82,13. Hal ini menunjukkan bahwa nilai dan rata-rata pada siklus II lebih baik dibandingkan dengan siklus I. Persentase siswa yang memperoleh nilai >75 mengalami peningkatan. Pada pre-test terdapat dua siswa (13,33%) yang memperoleh nilai >75. dan di atasnya. Pada siklus pasca-tes 1, terdapat empat siswa (26,66%)

yang memperoleh nilai >75 ke atas. Siklus pasca-tes, dua siswa yang memperoleh nilai >75 sebanyak 14 siswa (93,33%). Kemampuan siswa dalam memahami bacaan dalam teks deskriptif meningkat dan menjadi lebih baik dari pertemuan pertama ke pertemuan berikutnya dengan menggunakan metode shared reading."

INTRODUCTION

English is a universal language, used and understood almost all over the world, and is used as a second language in Indonesia. Therefore, not the working world uses English, making English also an important language in the world of education and has developed into a universal language of communication. English is an international communication tool that is very important to master both orally and in writing. The importance of English as an international communication tool has made the Indonesian government decide to make English a compulsory language of instruction in schools across Indonesia.

There are some prerequisites for learning English, including the following four language skills: listening, speaking, reading, and writing. All skills, in this case, have one relationship with each other. Reading is the world of learning. Reading is a very helpful and highly beneficial activity for all students in school. Reading also has a role in improving other abilities. In reading, a reader needs to understand the information written in the text or understand the text (Sugara, 2019). Talking about (Grabe 1991, in Alyouseft 2005) defines reading as an interactive process between the reader and the reading material he reads, which is the result of reading skills. In this study, shared reading is seen as a strategy that is expected to have a considerable impact on student's comprehension of a text as well as their vocabulary mastery. Shared reading is a teaching technique based on learning experiences comparable to bedtime stories (Fika and Hikmah, 2018) which students participate in the reading of a large book or other enlarged text as supervised by a teacher or other experienced reader. The teacher demonstrates how to present the words to learners by reading the text aloud while tracking the text with a pointer, utilizing images to support English vocabulary growth and development, including verbal interactions, and building background information and knowledge to support the student's understanding of the material.

Reading comprehension is a skill that must be mastered by anyone who wants to increase their knowledge in both English and Indonesian, more so by students who want to understand an English text. Not all students participate in the learning process as it is being processed; rather, some students remain mute and don't show signs of being engaged in the learning process, which results in a low level of student learning activities. It can be proven by the fact that the Competency Achievements of Class X Students of MA Sunan Bonang English Subject with Basic Competency is still very low.

Starting from the various thoughts above, and driven by the existing

conditions and events at MA Sunan Bonang, especially in class X, which still shows a lack of reading skills in mastering the material. In teaching English for the 2022/2023 academic year, researchers are trying to conduct Classroom Action Research. What researchers do as a professional task as a teacher and also to assist students in overcoming difficulties encountered during the process of learning English. The difficulties faced by students, especially class X MA Sunan Bonang, can be seen from the results of the assignments given by the teacher to make descriptive texts. Most of them are still lacking and satisfying. With these problems, researchers try to do a learning improvement program with the method of reading together. This approach is sought to help students be more motivated to learn and able to master all four language skills as a whole. It sure will This can be achieved by achieving students who are able to fulfill the basic competencies that must be achieved.

Therefore, to find out students' problems and obstacles in reading comprehension in descriptive text and to find out whether the shared reading method can improve students' reading comprehension in descriptive text, the researcher conducts this research entitled "The use of shared reading for improving reading comprehension in descriptive text." This research aims to know and answer the research questions as follows:

(1) What are the students' problems and obstacles in reading comprehension skills in descriptive text?

(2) Can the use of the shared reading method help to improve students' reading comprehension of descriptive texts?

LITERATURE REVIEW

The first subsection of the literature review

It deals with the first subsection of literature (Berni and Pohan, 2017) with the title *The Effectiveness of Shared Reading Strategy toward Students' Reading Achievements.* Acquiring the students' reading comprehension is needed to stimulate the students' minds and corrective feedback. Thus, to solve this problem, the writer tried to teach reading descriptive text by using the Shared Reading Strategy to make the reading activity in the classroom more effective and improve students' reading comprehension. The writer conducted this teaching media in the process of reading descriptive text at class VII-A at SMP Tunas Baru Jin–Seung Batam with 35 samples. This research is a quantitative approach. The method used in this research is the experiment method and focused on Quasi-experimental. The research was conducted in SMP Tunas Baru Jin – Seung Batam in April – June 2016, where two classes were taken as the samples of this study. VII-B is the control group, whereas Class VII-A is the experimental class. The information was added to the T-test>t table(31.64>1.667). Additionally, it can be seen from the post-test mean values for both classes: the control class' mean was 69, and the experimental class' mean was 78.43. Therefore, it can be

said that implementing the shared reading strategy has a big impact on how well students understand what they read.

The second subsection of the literature review

It deals with the second subsection of the literature review (Nurmala, 2017) entitled The Effect of Using Shared Reading Strategy Toward Students' Reading Comprehension in the Second Semester Of The Eighth Grade At Mts Yapenbaya Katibung South Lampung In 2017/2018 Academic Year. The reading comprehension of the students of MTs Yapenbaya Katibung South Lampung is still poor. This issue was resolved by the researcher using the shared reading technique. When a material is too challenging for kids to read independently, teachers will read books, charts, and other texts aloud to them. This technique is known as shared reading. This study's goal was to determine whether the shared reading. The mean of the pre-test in the experimental class was 50, while the mean of the post-test was 67.67. In the control group, the mean pre-test score was 51.41, while the mean post-test score was 62.97. Furthermore, Sig = 0.025 and = 0.05. It was discovered that the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted since Sig = 0.025. In other words, a shared reading method could considerably improve students' reading comprehension capacity at MTs Yapenbaya Katibung South Lampung in the 2017/2018 academic year.

The third subsection of the literature review

It deals with the third subsection of the literature review (Intara, 2017), The Implementation Of a Shared Reading Strategy To Improve The Students' Achievement In Reading Comprehension. This study aimed to find out the improvement in students' achievement in reading comprehension by using a shared reading strategy. This research was applied Class Action Research (CAR). The research subject test findings were aimed at all pupils in VIII-1 and included 30 students. Students continue to improve in each test based on their reading scores. The mean of the pre-test score was 37.6, the mean of the first cycle test was 68.6, and the mean of the second cycle test was 98.8. The number of master students in reading achievement has also increased; in the pre-test, 0% of students received more than 75 points, 33.3% received more than 75 points in the first cycle, and 100% received more than 75 points in the second cycle. The improvement from cycle I to cycle II was 62.4%. It suggests that the shared reading technique can be used to teach reading.

METHOD

Research Design

The research design used in this research is Classroom Action Research (CAR) or PTK, which bridges practice and theory in the field of education. In this research

model, researchers act as observers and givers or as an observer or teacher. According to (Laksana, 2018), participatory research occurs when the researcher is personally involved in the study process from the start to the end findings in the form of a report. In this CAR, the researcher is always involved in the planning of the research. The researcher monitors, records, and gathers data, analyzes the data, and finally reports the results of the research.

Research Setting

This research was conducted at MTS Sunan Bonang Ponco, which is located in Suciharjo Village, Parengan District, Tuban Regency. The research was conducted by the researcher on students in class VII B at MA Sunan Bonang Ponco during the even semester of the academic year 2022–2023.

Research Subject and Object

The subjects in this study were 34 students from class VII B at MTS Sunan Bonang, consisting of 14 males and 24 females. The goal of this study is to use the surroundings around the school as a learning resource to help learners enhance their English reading competence.

Data and Data Resources

In this study, the data sources that can be explored are the tenth grade of MA Sunan Bonang as a resource person, the results of observing the implementation of teaching and learning processes in reading comprehension of descriptive texts in English language learning activities, and the results of the value of learning English on descriptive text material during the pre-test and post-test.

Data Collection Techniques

The following is a class action in research data collection technique that researchers will carry out:

Observation

In this study, the observation used is a type of observation participation where observers or researchers involve themselves and participate in existing activities implemented by the observed students. The observation of students focused on student participation in participating in learning, the seriousness of students in trying to understand reading in descriptive texts, student activities such as doing assignments, asking questions, etc. Every cycle had three meetings. Therefore, there were a total of six meetings for the two cycles, during which observations were made. The students of MTS Sunan Bonang's Class VII B were observed.

Test

The test procedure in this study was utilized to gauge students' comprehension levels of the lecture and their language comprehension abilities. In this study, an artificial test that is adjusted to the indicators will be used in competency standards and basic competencies in descriptive text language subjects class VII B Sunan Bonang.

Interview

Interviews were conducted after and on the basis of observations in class and document review. Interviews were conducted between researchers and students. Interviews were conducted after and on the basis of observations in class and document review. Interviews were conducted between researchers and students.

Documentation

Photo documentation of research activities is used in this study. One data source that can be used to complete study data is these images. In order for this paperwork to later serve as data and proof in investigations. The information from this study can take the form of photographs of activities, student learning results, sampling, and anything in the surrounding area of MA Sunan Bonang.

Data Validity Test Technique

Data validity is information that will be used as research data that needs to be checked for validity so that the data can be accounted for and can be accounted for used as a strong basis for conclusions. In this study, to test the validity of the data triangulation and data triangulation method.

Data Analysis Technique

The study's data were evaluated utilizing qualitative descriptive data analysis approaches as well as quantitative analysis.

Qualitative Analysis

The outcomes of gathering observational data were obtained in an unsystematic manner without the use of an observation instrument sheet. Researchers directly documented observations based on occurrences that occurred during teaching and learning activities carried out by students and teachers.

Quantitative Analysis

Quantitative data were acquired from the results of tests given to students to establish the extent to which the environment around the school as a source of student learning contributed to the increase in reading competence of class VII B MTS Sunan Bonang learners. The final post-action scores are compared to the pre-action values in this quantitative descriptive data analysis technique. Analyzing quantitative procedures entails recapitulating the data collected, computing the cumulative value of each aspect, calculating the average value, and determining the percentage. The following formula was used: Purwanto in (Fitri, 2018: 90).

FINDINGS AND DISCUSSION
FINDINGS

To learn more about the students' difficulties and obstacles with reading comprehension in descriptive texts, The researcher used tests and interviews to collect data in order to determine the issue of how to improve reading comprehension learning in descriptive texts using the shared reading method and whether or not

using the shared reading method can help improve students' reading comprehension of descriptive texts. The researcher employed open-ended questions in the interview procedure; there were six total, and they were given to five students. The researcher will provide descriptive explanations of the results of the responses from the tests and interviews. The following describes the difficulties and problems kids encounter when they learn to read, the difficulties they encounter when using the shared reading technique, and whether or not the method is successfully implemented.

Then, the researcher interviewed students and chose to respond to the questions in Indonesian; thus, the researcher translated their responses from Indonesian to English. The sections below represent the division of the results.

First findings

Respons During Learning English

The first question is intended to find out the feelings and experiences that are felt while learning English in the classroom. Therefore, the researcher asks about:

"How do you respond to the process of learning English in class?"

Based on the five responses from students whose coursework includes English classes, the researcher will offer some samples of the participants' opinions on the majority of students.

Table 1 Response During Learning English

S.1	:	*The teacher is good and explained well and in detail.*
S.2	:	*Confused*
S.5	:	*The teacher teaches well, but I was confused and didn't understand*

These questions are intended to learn more about how emotions and feelings affect learning because they can influence how fast or slowly learners pick up new information. Individual emotions can also make studying for learners more interesting and meaningful. Without emotion, brain activity is less efficient, memory retention is less effective, and learning outcomes are less than optimal. Students who are mentally well are more likely to learn and accomplish their goals. When kids feel inappropriate or negative emotions, they cannot learn how to stay in school or even quit completely. As a result, a child's emotional condition has an indirect impact on their capacity to learn. The due to the fact that both a positive or enjoyable emotional environment and a negative or unpleasant emotional climate can affect how well learning occurs and how the human brain functions (Habib Nurcahyo, 2017).

Second findings

Skills that students struggle with

When learning a language, especially English, there are some crucial concepts that

we must be aware of. We use the four skills of listening, speaking, reading, and writing when communicating. Each learner, however, undoubtedly has limitations or restrictions in some areas of ability. As a result, researchers raised the following questions:

"What English abilities do you struggle with?"

The researcher finds that the replies are largely consistent when it comes to how to localize abilities that pose challenges or are thought to be challenging to learn. As determined by each student's responses, it can be allocated as follows:

Table 2 Skills that Students Struggle

S.1	:	*I have a problem with the reading section.*
S.5	:	*Yes, sometimes I find writing challenging.*

According to student feedback, two abilities that they find difficult are reading and writing, despite the fact that these two skills are also very necessary. The value of reading and writing in the development of individuals and society as a whole cannot be overstated. Reading broadens perspectives, improves comprehension, and trains critical thinking skills, whereas writing allows us to express ideas, share knowledge, and influence others. Reading and writing are both essential building blocks for efficient communication, self-development, and intellectual advancement. The KKM Minimum Completeness Criteria, which is frequently referred to as the KKM Minimum Completeness Criteria, is an important component for reference for assessment in the 2013 Curriculum (K13), where each topic in some schools has a value that pupils must surpass. The researcher also questioned the students about the value that needed to be exceeded in order to gauge the amount of work required to achieve it. The researchers posted questions are as follows:

Table 3 Questions

S.1	:	*The minimum completeness criterion given is 75*
S.3	:	*KKM is 75, but I'm having a hard time getting there*

According to the replies above, the majority of students struggle with each skill, which makes it occasionally difficult for them to meet the KKM.

Third findings

The difficulties and challenges faced by students while learning English

It goes without saying that there are causes for the difficulties that students confront, as detailed above. Therefore, in order to learn what the students believe causes these challenges to arise, the researcher asks the following questions.

"In your opinion, is there a specific cause that causes this to happen?"

The researcher produced an outline as a response to this issue, given that the

majority of them acknowledged there were certain reasons, such as not enjoying the subject or skills that were taught and learned in class. In addition, the researcher determined the questions and taught reading skills linked to the difficulties encountered while studying these skills. As a result, the researcher asked the following questions:

"In reading material, what difficulties do you usually encounter?"

There are numerous responses to these questions, which are discussed here.

Table 4 shows the difficulties and challenges faced by students

S.3	:	*Lack of Vocabulary*
S.4	:	*If I have problems with various formulas, it's hard to understand*
S.5	:	*I think all the causes are lack of vocabulary.*

Based on this reaction, it is possible to conclude that students have limits that cause them to be confused in grasping the abilities gained and to struggle to get grades in the given KKM.

Fourth findings

The way students deal with the difficulties they experience

Making a diagnosis can aid in the resolution of learning challenges. To establish a diagnosis, a process that comprises precise, systematic processes for the discovery of specific types of learning obstacles exhibited by children is required. It is known as a "diagnostic" of learning difficulties, and it can pinpoint the symptoms that the learner is experiencing. Researchers make an effort to address questions like these about the responses that can be provided and have been used by students when faced with challenges.

"So, how do you generally deal with this?"

Table 5 shows the way students deal with the difficulties

S.1	:	*If I usually open the dictionary*
S.3	:	*Usually, I will improve my vocabulary.*

Based on the responses collected, limitations and hurdles related to a student's or student's intellectual talents are inherent or inherent features that cannot be ignored. Still, they can be addressed both within and outside.

The result showed an increase in students' scores from the pre-test to post-test II. In the pre-test, there was only 13,33 % (2 students) who got points>75. In the post-test, there was 26.66 % (4 students) who got point >75. It means that there was an increase of 13.33 %. In the post-test in cycle II, there was 93.33% (14 Students) who got the point>75. The increase was about 66.67 %, and the total increase in students' scores

from pre-test to post-test II was 80 %. It can be concluded that shared reading works effectively and efficiently in helping students' ability in reading comprehension in descriptive text in the Tenth grade of MA Sunan Bonang Poncho, and this learning has been applied successfully and is able to increase students' ability in reading. The graphics table improvement can be shown:

Figure 1.4 Graphics student improvement
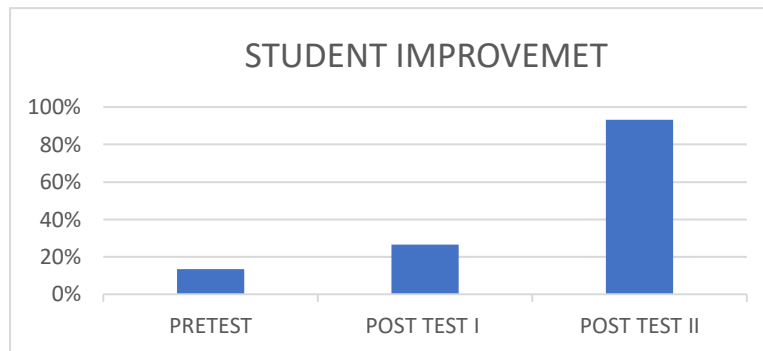
DISCUSSION

One of the tools utilized to address the research question, particularly the first research question, is the interview. Interviews are a popular method of data collection in the field of conservation research. They are flexible, allow for thorough analysis to be done with a relatively small sample size, and focus the study's attention on the perspectives of the participants. Despite the fact that interviews are an often-used technique, a number of concerns have been raised about their utilization. These problems include a lack of transparency in the selection of the questions, sampling methodology, and technique of analysis (Juliette *et al.*, 2017:10).

Based on the information gathered from the interviews, a variety of responses were provided, including responses while learning English, skills that students struggle with, challenges and difficulties faced by students while learning English, and how students overcome these challenges. The answer that is consistent with the student's response is The difficulties and obstacles faced by students when learning English if it is related to the formulation of the first problem, which is related to students' problems while learning reading skills in descriptive literature.

According to the transcripts' findings and analysis, students' difficulties and obstacles with reading comprehension in descriptive texts are caused by a lack of vocabulary knowledge on their part, as well as the use of a number of formulas, which can sometimes make it challenging for students to pick up the skills being taught in class. It affects the level and number of preset minimum completion criteria in addition to the abilities that are held.

CONCLUSION

1. Shared reading activities can improve students' reading ability, as shown by the scores they get, furthermore, from the students' responses toward the teaching and learning activity during CAR. It can be concluded that the students like shared reading. Their participation in the class proves it.

2. The students were more active and participated in the teaching-learning process of reading. Therefore, shared reading can be an alternative strategy for teacher in English teaching exactly on reading comprehension, which can improve and keep their ability. In the first test (pre-test), the students who passed the KKM 75 were two students of 15 students (13.33%). In the second test (post-test 1), the students who got a score up 75 or passed KKM were four students of 15 students (26.66%). In the third test (post-test 2), the students who passed KKM 75 were 14 students out of 15 students (93.33%).

3. The difficulties and obstacles faced by the student's reading comprehension in the shared reading on descriptive text are caused by the factor of lack of vocabulary knowledge on their part, as well as the use of a number of formulas, which can sometimes make it challenging for students to pick up the skills being taught in class. It affects the level and number of preset minimum completion criteria in addition to the abilities that are held.

REFERENCES

Berni H., Pohan A. 2017. The Effectiveness of Shared Reading Strategy toward Students' Reading Achievements. *JOURNAL ANGLO-SAXON* 7(1).

Fika, Hikmah S. 2018. 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)

Intara, M. 2017. The Implementation Of Shared Reading Strategy To Improve The Students' Achievement In Reading Comprehension.

Nurmala, Ade. 2017. The Effect Of Using Shared Reading Strategy Toward Students' Reading Comprehension At The Second Semester Of The Eighth Grade At Mts Yapenbaya Katibung South Lampung In 2017/2018 Academic Year.