

**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**

**(A Thesis)**

**Submitted as a Partial Fulfillment of  
the Requirements for S1-Degree**

**By**

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## ABSTRACT

### 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

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Reading is one of language skills that should be mastered by the students. In reading the text we can find the knowledge of information that we have never known before. The students' reading comprehension in MTs Yapenbaya Katibung South Lampung is still low. To solve this problem, the researcher applied shared reading strategy. Shared reading strategy is a strategy that teachers use to read books, charts, and other texts with students when the text is too difficult for the students to read independently. The objective of this research was to know whether there is a significant 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.

The research design used was quasi experimental design. The sample of this research was 62 students taken from eighth grade of MTs Yapenbaya Katibung which was chosen through random sampling technique. The sample of this research was two classes consisting of 30 students for experimental class and 32 students for control class. In the experimental class, the researcher used shared reading strategy and in control class the researcher used expository strategy. The treatments were held in 3 meetings in which 2 x 40 minutes for each class. In collecting the data, the researcher administered pre-test and post-test would had been tried out by serving a multiple choice test which consisting of 20 items for each test. The data were analyzed by using SPSS to compute independent sample t-test.

The result of statistical calculation, the mean of pre-test in experimental class was 50 and 67.67 for post-test. The mean score of pre-test in control class was 51.41 and 62.97 for post-test. Moreover, it can be seen that  $Sig = 0.025$  and  $\alpha = 0.05$ . It revealed that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted because  $Sig < \alpha = 0.025$ . In the other words, shared reading strategy could significantly improve students' ability in reading comprehension at the eighth grade students of MTs Yapenbaya Katibung South Lampung in 2017/2018 academic year.

**Keywords:** reading comprehension, recount text, shared reading strategy.



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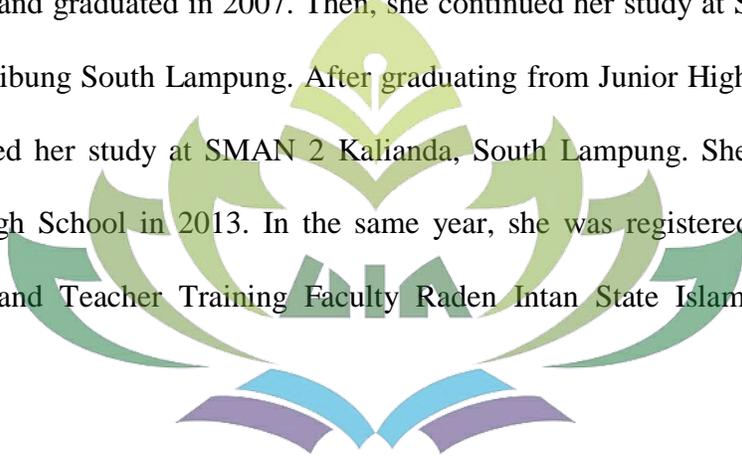


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## **CURRICULUM VITAE**

The name of the writer is Ade Nurmala. She was born in Pardasuka on July 20, 1995. She is the fourth child of four children of happy couple, A. Hasanuddin and Rosyati. She has two brothers and one sister, Asef Saifullah, Mufrodi, and Istiqomah.

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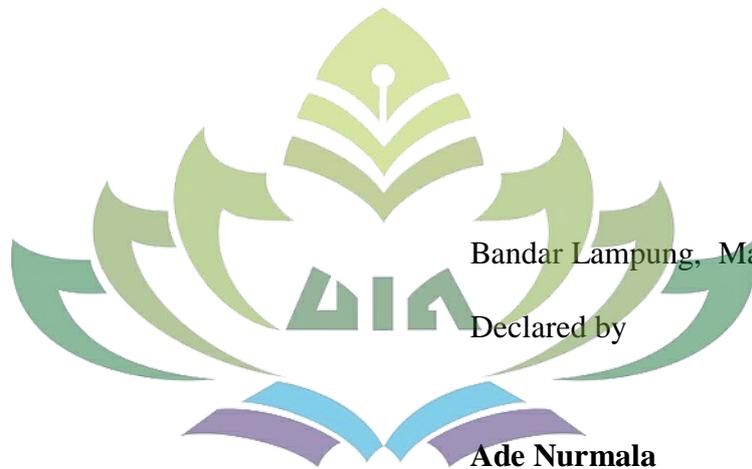


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## **DECLARATION**

I hereby state that the thesis entitled “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” is definitely my own work. I am fully aware that I have quoted some statements and theories from several sources and they are properly acknowledge in the text.



Bandar Lampung, March 2018

Declared by

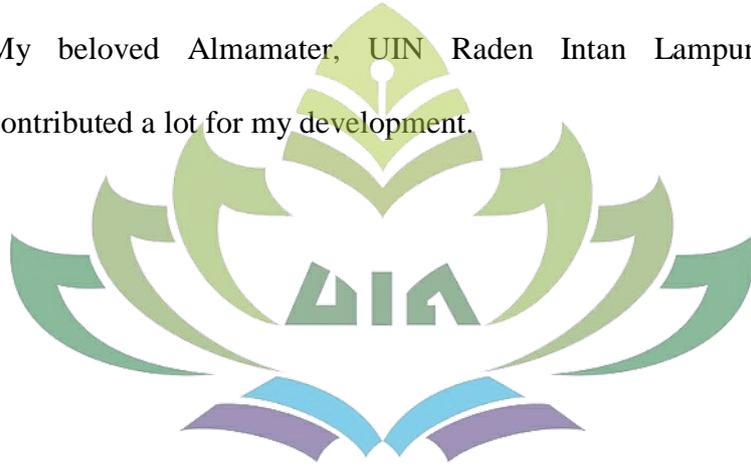
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## DEDICATION

This thesis is dedication to all people who always pray, and give support in finishing this thesis. I would like dedicate this thesis to:

1. My beloved parents, A. Hasanuddin, and Rosyati, who always support, educate, accompany and pray for me since I was child until now.
2. My beloved brothers, Asef Saifullah, and Mufrodi, and my beloved sister, Istiqomah S.Pd, who always care, support, and advice me.
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The researcher realizes that she would never finish writing this thesis without the help of some people around her. Therefore, she would like to say a lot of thanks to:

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Bandar Lampung, March 2018

The Researcher,

**Ade Nurmala**  
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# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

Language is a set rules used by human as a tool of their communication. The use of the language is governed by the conventional rules shared by the speakers of the language. Each of them must obey the rules. Otherwise, they cannot used it efectively for the sake of their communication. They cannot communicate well. Even worse, they cannot understand each other. Therefore, in order to be succesfull to join a communicative interaction, the members of a speech community must use their language according to the conventional rules they share among themselves.<sup>1</sup>

According to Freeman, language is a means of communication of other people.<sup>2</sup> It means that language is an instrument for human communication with each other. Moreover, Patel and Jain states that language is a system of communication through which consist of a set of sounds and written symbols which are used by the people of a particular country for talking or writing.<sup>3</sup> It means that language is used by people for communication both spoken and written.

In English, there are four language skills to be able to communicate, they are listening, speaking, reading, and writing. In this research, however the writer does

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<sup>1</sup> Sanggam Siahaan, *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2008), p.1.

<sup>2</sup> Diane Larsen Freeman. *Technique and Principles In Language Teaching* (New York: Oxford University Press). 1986. p. 133

<sup>3</sup> M. F. Patel. and Praveen M. Jain. *English Laguage Teaching (Methods, Tools, and Technique)*. (Jaipur: Sunrice. 2008). p. 30

not discuss all of the skills, but only reading skill. Harmer says that reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean.<sup>4</sup> So if their reading is poor they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have good ability in reading, they will have a better chance to success in their study.

The reading skill becomes very important in education field, students need to be exercise and train in order to have a good reading skill. Reading is a part in daily life and also very important in academic one. It supported by Patel and Jain, reading is an important activity in life with which one can update our knowledge.<sup>5</sup> It means that reading is one of main skills that is necessary for students because it can help student to acquiring knowledge and get information.

Reading becomes very essential because most of the question in the National Examination are about reading comprehension. In order to pass the final examination, the students should be able to answer these reading comprehension questions. Therefore, English teaching and learning process in Indonesia is more focused on reading. The difficulty in reading comprehension occurs for many reasons they are vocabulary, working memory ,absence of extensive reading and type of text.<sup>6</sup> On the other hand, to comprehend the text is not easy. The students

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<sup>4</sup>Jeremy Harmer, *How to Teach English*, (Malaysia: Longman, 2001),p 70.

<sup>5</sup> M. F. Patel. and Praveen M. Jain. *English Laguage Teaching (Methods, Tools, and Technique)*. (Jaipur: Sunrice. 2008). p. 113

<sup>6</sup> Irena Shehu. Reading Comprehension Problems Encountered by Foreign Language Students, Case Study: Albania. *Crotia Academic Journal of Interdisciplinary Studies. Vol 4, no 1, 2015. p.93*

should master the vocabulary, have motivation reading a text and get information from written text.

Based on the writer preliminary research at MTs Yapen Baya in April 2017, the writer found that students' reading was still low. The writer did observation, the writer asked the teacher about students' problems and the strategy used by the teacher in teaching reading comprehension. Mrs. Lilis said that she taught the students by using expository strategy in teaching reading comprehension such as basically direct instruction, like a teacher is in the front of the room lecturing and students are taking notes and the teaching strategy where the teacher presents students with the subject matter rules and provides examples that illustrate the rules. Word calling is not effective for the students and it is boring for other students to listen too.<sup>7</sup>

Based on interviewed the English teacher, it was found that the students had problem in their reading ability. The students faced difficulty in identifying main idea because the students have limited vocabulary. It automatically influenced their ability in comprehending the text. The writer also interviewed some students of the eighth grade of MTs Yapen Baya Katibung. Based on the result of interview, it was found that most of them lose interest in learning reading because the teacher always uses the same strategy in teaching learning.

In preliminary research, the writer also found that recount text has been taught in VIII grade of MTs Yapen Baya Katibung South Lampung. Most of the students

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<sup>7</sup> An interview *English Teacher of MTs Yapen Baya Katibung (South Lampung, 2017)*

got reading comprehension scores under the criteria of minimum mastery (KKM). It means that students reading ability is low enough. The students' reading comprehension score can be seen in the table below:

**Table 1**  
**The Students' Score of Reading Recount Text at Eighth Grade of MTs Yapen Baya in academic year 2017/2018**

No	Score	Class VIII				Number of Students	Percentage
		A	B	C	D		
1	$\geq 75$	14	13	9	11	47	39%
2	$< 75$	14	17	22	20	73	62%
Total		28	30	31	31	120	100%

*Source: Mrs.Lilis Dwi Ratnasari S.Pd as English Teacher in MTs Yapen Baya Katibung South Lampung.*

From Table 1, it can be seen that from 120 students' of eighth grade of MTs YapenBaya there are 73 students' (62%) got score under 75. Because the criteria of standard minimum mastery score of English subject at school was 75, so it indicates that most students still face difficulties in reading recount text.

There are many ways to solve the probems that explained that and one of them is the used a stratgey that suitable for teaching reading to make the learning process become effective. The strategy itself must be adjusted with the condition of the class and the ability of the students because every class has its condition itself, it also will detremine the suitable strategy itself. One of the alternative strategies that can be used by teachers in teaching reading comprehension is Shared Reading. The teacher can use this strategy in helping students in reading process

and give them a clear sense of what they are reading, and it helps them to understand a text.

According to Nation shared reading is the learners gather around the teacher and the teacher reads a story to the learners from a very large blown-up book while showing them the pictures and the written words. The teacher involves the learners in the reading by asking them what they think will happen next and getting them to comment on the story. Where they can, the learners read the words aloud together.<sup>8</sup> It means that by using shared reading strategy the students can be interested in the text in reading ability.

In line with the advantages there were some previous studies done by researchers related to applying Shared Reading strategy in teaching reading. The first study conducted by Mudasir under the title “The Use of Shared Reading to Improve Students Reading Comprehension (A Quasi Experimental Study Involving seventh Grade Students of Junior High School in Cirebon, West Java)”.<sup>9</sup> It was found that the students’ in the activity Shared Reading strategy can improve the students’ reading comprehension.

The second study is conducted by Eka Resty Novieta Sari under title “The Effectiveness of Shared Reading Strategy in Teaching Reading Viewed from Students’ Self-Esteem (An Experimental Research at the Eight Grade of SMP

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<sup>8</sup> I. S. P. Nation, *Teaching ESL/EFL Reading and Writing* (ESL & Applied Linguistics Professional Series).(New York: Routledge. 2009). p.3

<sup>9</sup> Mudasir, *The Use of Shared Reading Strategy to Improve Students’ Reading Comprehension (A Quasi Experimental Study Involving seventh Grade Students of Junior High School in Cirebon, West Java)* Indonesia University of Education, 2014

Negeri 1 Jiwan, Madiun)<sup>10</sup>. This study concluded that Shared Reading strategy was effective than direct instruction to teach reading.

There are some differences between previous studies and present study. The differences among previous study and this study are the material to conduct it, the first previous study concerned to find out whether implementation Shared Reading strategy to improve students reading comprehension in descriptive text. The second previous study concerned on the effect of using Shared Reading strategy Reading viewed from students' reading skill narrative text. It means that in this study was used Shared Reading strategy for significant improving in reading comprehension in narrative text.

In relation to those the researcher assumes that shared reading strategy effect in reading, if they are trained to use their shared reading strategies. Finally, the researcher entitles this research is: "The Effect of Using Shared Reading toward students' Reading Comprehension at the Second Semester of the Eighth Grade students of MTs Yapen Baya Katibung South Lampung in 2017/2018 Academic Year".

## **B. Identification of the Problem**

Based on the background of the problem, the researcher identified the problems as follows:

1. The students ability in reading comprehension is still low.

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<sup>10</sup> Eka Resty Novieta Sari, *The Effectiveness of Shared Reading Strategy in Teaching Reading Viewed from Students' Self-Esteem (An Experimental Research at the Eight Grade of SMP Negeri 1 Jiwan, Madiun)* Sebelas Maret University Surakarta, 2014

2. The technique applied by teacher is not productive and not effective.
3. The students have difficulties to get information from the reading text.

### **C. Limitation of the Problem**

In this research the researcher tried to find out the effect of using Shared Reading strategy toward students' reading comprehension in personal recount text at the second semester of the eighth grade students of MTs YapenBaya Katibung South Lampung in 2017/2018 academic year.

### **D. Formulation of the Problem**

Considering the identification and the limitation of the problem above the researcher formulated the problem as follows : “is there significant effect of using Shared Reading Strategy toward students' reading comprehension at the second semester of the eighth grade students of MTs YapenBaya Katibung South Lampung in 2017/2018 academic year?”.

### **E. Objective of the Research**

The objective of the research was to know whether there is Effect of using Shared Reading strategy toward students' reading comprehension at the second semester of the eighth grade of MTs YapenBaya Katibung South Lampung in 2017/2018 academic year.

## **F. Uses of the Research**

Generally, the results of this study will be expected to improve education quality here are two significance of this study :

### 1. Theoretically

As a supporting information that “Shared Reading Strategy” can be used as a strategy in teaching learning process particularly in reading.

### 2. Practically

As an information to the English teachers that they are able to use “Shared Reading Strategy” as a strategy in teaching reading to improve the students’ reading comprehension.

## **G. Scope of the Research**

The scope of the research as follows :

### 1. Subject of the Research

The subject of the research was the students at the eighth grade of MTs YapenBaya Katibung South Lampung in 2017/2018 academic year.

### 2. Object of the Research

The object of the research was of Shared Reading strategy reading comprehension in comprehending recount text.

### 3. Place of the Research

The research was conducted at MTs YapenBaya Katibung South Lampung.

### 4. Time of the Research

The research was conducted at the second semester in 2017/2018 academic year.



## CHAPTER II

### THEORITICAL FRAMEWORK

#### A. Concept of Reading

##### 1. Definition of Reading

There are four skills in English which should be mastered, they are: listening speaking, reading, and writing and it cannot be denied that reading is one of the most important. In teaching of reading, it is important to define reading in order to avoid misunderstanding and interpretation about reading definition. Many experts have defined and analyze it in many different ways.

One of them is definition suggested by Nunan. He states that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.<sup>1</sup> It means that reading is a process of understands meaning from text. In reading a text, the reader should integrate their background knowledge with the text to create the meaning. It can make the reader easier to get main ideas from the text and their reading activity will be success.

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<sup>1</sup> David Nunan. *Practical English Language Teaching*: (1<sup>st</sup> Ed, New York: McGraw-Hill. 2003). p. 68

According to Heilman, reading is a complicated process.<sup>2</sup> It is supported by Brassel, reading is a multidimensional process that involves the eyes, the ears, the mouth, and most importantly, the brain. It means that reading is as a result of the interaction between the eyes, the ears, the mouth and the brain.

According to Harmer, reading is an incredibly active occupation. To do it successfully, we have to understand what the word mean.<sup>3</sup> In other words, reading is an important activity. In reading a text, the readers also need to understand what they read, and what the words mean. It can make the reader easier to get main ideas from the text and their reading activity will be success.

According to Patel and Jain, reading is an active process which consists of recognition and comprehension skill.<sup>4</sup> It means that reading is an active process involving recognition and comprehension skill in order to construct meaning from written text to get the message of the text.

Based on definition, it means that reading is an interactive process between readers and the text. The readers automatically interact with the text to get main information in the text. It can make the readers comprehend the text easier if they are serious in

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<sup>2</sup> Arthur. W. Heilman. et.al. *Principle and Practice of Teaching Reading* (5<sup>th</sup>Ed, Columbus: Charles E. Merrill Publishing Company. 1981).p.4.

<sup>3</sup> Harmer Jeremy, *How to Teach English (an introduction to the practice of english language teaching)*. England: Longman. 2001.p.70.

<sup>4</sup> M. F. Patel. and Praveen M. Jain. *English Language Teaching (Methods, Tools, and Technique)*. (Jaipur: Sunrise. 2008). p. 114.

the reading process. In reading, there are several types of reading that should be known by the readers. They are intensive reading and extensive reading.

#### **a. Intensive Reading**

Intensive study of reading texts can be means of increasing learners' knowledge of language features and their control of reading strategies. The classic procedure for intensive reading is the grammar translation approach where the teacher works with the learners.<sup>5</sup>

According to Patel and Jane, intensive reading is related to further progress in language learning under the teacher guidance.<sup>6</sup> It means that intensive reading is reading with accuracy to comprehend the text that should be done with the learners and the teachers.

According to Nation, intensive reading uses translation to comprehend the text.<sup>7</sup> In other word, intensive reading uses translation to check whether the learners understand about the text. It can make the process of comprehend the text easier. In addition, Broughton states that intensive reading is typically concerned with text of not more than 500 words in length.<sup>8</sup>

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<sup>5</sup> I.S.P Nation. *Teaching ESL/EFL Reading and Writing*. New York: Routledge. 2009. P.25

<sup>6</sup> M. F. Patel and Praveen M. Jain. *Op.Cit.* p. 117

<sup>7</sup> I.S.P.Nation. *Loc. Cit*

<sup>8</sup> Geoffrey Broughton, et.al. *Teaching English as Foreign Language*. (New York: University of London Intitute of Education. 2003). P. 93

## b. Extensive Reading

According to Patel and Jain extensive reading is the reading for pleasure. The teacher should regard to special interest of the readers.<sup>9</sup> It means that extensive reading is a type of reading with regard to special interest of the readers to make readers enjoy in what they are reading. According to Brown, extensive reading is carried out to achieve a general understanding of a usually some what longer text (book, long article, or essays, etc).<sup>10</sup> It means that extensive reading is done to get an understanding and sometimes it spends more times.

From explanation that, we know that there are two types in reading: intensive reading and extensive reading. Intensive reading involves reading short text in order to extract specific information. Meanwhile, extensive reading involves students reading long text for general understanding, with the intention of enjoying the text.

## 2. Definition of Reading Comprehension

The most important of reading is comprehension. Tankersley states comprehension is the center of reading that is the heart of reading process and we bring our life experiences to the act of reading.<sup>11</sup> It means that comprehension is the power of reading. It is also influenced by the experience of the reader. Moreover, Karen states that reading comprehension is the process of constructing meaning by coordinting a

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<sup>9</sup> M. F. Patel and Praveen M. Jain. *Op.Cit.* p. 120

<sup>10</sup> H. Douglas Brown, *Teaching by Principle An interactive Approach to Language Pedadogy*, (New Jersey: Practice Hall. 2001). p.313

<sup>11</sup> Karen Tankersley. *Threads of Reading: Strategy for Literacy Development*. (Virginia: Library of Congress Cataloging in Publication Data 2003). P. 90

number of complex process that include word reading, word and word knowledge, and fluency.

1. Main idea (topic), the idea or topic that discuss in the text.
2. Expression/idiom/phrase/ in context.
3. Inferences (implied detail), part of text that assumes the reader already learned about a specific topic.
4. Grammatical features.
5. Detail (scanning for a specifically stated detail), the specific information in the text.
6. Excluding facts not written (unstated details), the information that not written in the text but have same meaning.
7. Supporting idea, the idea that back up the main idea.
8. Vocabulary in context, a words that have same meaning (synonym).<sup>12</sup>

From those statement those can be concluded that, reading comprehension is very important in the reading ability. Reading comprehension is the reader ability to take information or message from paragraph or reading text including the ability to deal with questions related to main idea, inferences, expression/idiom/pharse in context ,grammatical features, detail, excluding facts not written, supporting idea, and vocabulary in context.

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<sup>12</sup> H. Douglas Brown. *Language Assesment Principle and Classroom Practices*, (San Fransisco University Press, 2003) p.206

### 3. Concept of Teaching Reading

Teaching is an activity with purpose to transfer knowledge. According to Brown, teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.<sup>13</sup> It means that, teaching is a process to get information or knowledge by learners learning activity. The teacher also should make the learning process more fun and interesting to make the learners enjoy and comfortable in the learning reading process.

Teaching reading is useful for the learners in comprehend the text that they have read. The learners can understand for what they read and how to read. It means that the purpose of teaching reading not only teaching to read but also to help the learners to comprehending the text properly.

In teaching reading, the teacher should be planned as part of a lesson, these three phases would be integrated into your instructional sequence and may include passages from the text book, handouts of internet materials, primary documents, charts, etc. There are pre-reading, while reading and post-reading.

- 1). Pre-reading. It includes preparing the learner for reading by forming or activating relevant schema.
- 2). While-reading. It involves undertaking the task as set.
- 3). Post-reading. It can be varied, encompassing any follow up or exploitation of what has been read.

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<sup>13</sup> H. Douglas Brown. Op. Cit. p. 206

It means that in teaching reading the teacher should have or plan the stages of teaching reading which can make easier in teaching reading process, the stages that can be used in teaching reading are pre-reading, while-reading, and post-reading.

Brown said that the learners should pay attention about the principles of teaching reading during teaching reading process. According to Harmer, there are some principles behind the teaching reading. They are:

1. Encourage students to read as often and as much as possible.
2. Students need to be engaged with they are reading.
3. Students should be encourage to respond to the content of a reading text, not just to the language.
4. Prediction is a major factor of reading.
5. Match the task to the topic.
6. Good teachers exploit reading texts to the full.<sup>14</sup>

Based on definition above, it can be concluded that teaching reading is active activity. The teacher should be creative in teaching reading process to make student enjoy during learning reading process. In teaching reading, the teachers not only teach reading text but also should pay attention in how to teach reading text to student.

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<sup>14</sup> Jeremy Harmer. *How to Teach English*, (Cambridge: Longman. 1987). p.101

## B. Concept of Genre Text

### 1. Definition of Genre Text

Text is made up of a number of sentences.<sup>15</sup> It means that text is a set of sentences which consist of some paragraph. Each paragraph in text have the ideas, text also can represent both spoken and written of communication.

Text is a unit of meaning which is coherent and appropriate for its context.<sup>16</sup> It means that text is a set of some paragraph which have the coherent and appropriate ideas.

According to Siahaan, text is any meaningful linguistic unit in both linguistic context and non linguistic context. He also said that a text is both a spoken text and written text.<sup>17</sup> It means that text is very closely related to humans communication in their daily life. Text includes written text and spoken text. Written text is expressed in writing form while spoken text is expressed orally.

According to Wallace in Hedgcock and Ferris, a text is a verbal record of communicative act.<sup>18</sup> It means that a text could either be written or a transcribed version of speech. Moreover, Hartono states that text is a unit or meaning which is coherent and appropriate for its context.<sup>19</sup>

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<sup>15</sup> Beverly Derewianka. *A New Grammar Companion For Teachers*. (Australia: PETAA. 2011) P.10

<sup>16</sup> Rudi Hartono. *Genre of Text*. (Semarang: Unes. 2005) p.4

<sup>17</sup> Sanggam Siahaan. *The English Paragraph*. (Yogyakarta: PT Graha Ilmu. 2007). p.3

<sup>18</sup> John S. Hedgcock and Dana R. Ferris. *Teaching Readers of English: Students, Texts, and Contexts*. (New York: Taylor and Francis Group). p.78

<sup>19</sup> Rudi Hartono. *Genre of Text*. Semarang: 2005. p.4

### a. Types of the Text

Based on Syllabus, many types of texts are taught in junior high school. They are descriptive, recount, procedure, report, recount and etc. Based on Siahaan, there are some types of text:

#### 1). Recount

It is a kind of genre that has function to retell events for the purpose of informing or entertaining.

#### 2). Report

It is a kind of genre that has function to describe the way things are with reference to arrange of natural, man-made and social phenomena in the environment.

#### 3). Explanation

It is a kind of genre that has function to explain the process involved of natural or cultural phenomena.

#### 4). Exposition (Analytic)

It is a kind of genre that has function to persuade the readers or listeners that something is related to the case.

#### 5). Discussion

It is a kind of genre that has function to present (at least) to point view about an issue.

## 6). Procedure

It is a kind of genre that has function to describe how something is accomplished through a sequence of actions or steps.

## 7). Recount

It is a kind of genre that has function to amuse, entertain and with actual vicarious experience in different ways. Recount deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.<sup>20</sup>

In line with limitation, formulation and objective of this research that have explained in previous chapter, the writer will focus on one text genre that is recount text.

## C. Concept of Recount text

### 1. Definition of Recount Text

Many experts tried to define the meaning of recount text. According to Barwick, recount text describes an event that has occurred in the past.<sup>21</sup> It means that recount is a kind of text that retells about events or experiences in the past.

According to Anderson, recount text is speaking or writing about past events or a piece of text that retells past events, usually in the order which they happened.

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<sup>20</sup> Sanggam, Siahaan. *Loc. Cit*

<sup>21</sup> John Barwick et.al. *Targeting Text: Recount, Procedure, Exposition*, (New South Wales: Blake Education, 1999 ). p.4

Recount text means the form of the text telling about someone experience in the past, there for the experience of the readers themselves, such as their adventure and days activities.<sup>22</sup> It means that recount text is a text which retells the event in the past. More over according to Barwick, the purpose of recount text is to reconstructs past events in the time order in which they occurred.<sup>23</sup> Reading recount text usually can make the reader imagine the incidents which the writer tells.

The purpose of recount text is o retell a series of events, usually in the order they occurred.<sup>24</sup> In other word the purpose of recount text is to inform the readers about something that has already happened.

There are generic structures that are in recount text:

- a. Orientation : the orientation supplies the background information. It establishes the time, setting and who or what is participating.
- b. Series of events : sequence events that happened from the beginning until the end.
- c. Reorientation : this is an optional stage and is often used to complete the writing by rounding of the series of events.<sup>25</sup>

Based on explanation above, it can be concluded that recount text is a text that tells about something happened in the past in order to give information what has already

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<sup>22</sup> Mark Anderson and Kathy Anderson. *Text Types in English 1*. (Sount Yarra: Machmilan Education Australia. 1997) p.48

<sup>23</sup> John Barwick et.al. *Loc.Cit*

<sup>24</sup> Anderson *Op.Cit.* p.5

<sup>25</sup> John Barwick et.al, *Loc.Cit*

happened. Recount text consist of three parts, namely orientation, series of event, and reorientation. Orientation mentions when the events happened, who was involved, what happened, and where the events took place. Series of events tells what happened in sequence. Reorientation is ending of the story.

## **2. Types of Recount text**

According to Keir, there are three types of recount text. There are personal recount, factual recount and imaginative recount.

### **2.1 Personal Recount**

Personal recount is these that the writer or speaker has experienced personally. It means that personal recount is a story that tells about activities whereas the writer or speakers involves or do by her or himself. This type uses first pronoun (I, We). Some example of personal recounts include: family holiday and diary entry.

Last summer holiday, my family and I spent one night at the countryside. We stayed in a small house. It had a big garden with lots of colorful flowers and a swimming pool.

Orientation

First we made a fire in front of the house. Then, we sat around the fire and sang a lot of songs together. After that, we came into the house and had dinner. Next, we sat in the living room and watched a movie. Finally, everybody fell asleep there.

Event

We woke up very late in the morning and had breakfast. In the afternoon we went home. We were all very happy.<sup>26</sup>

Reorientation

## 2.2 factual recount

Factual recount records the details of a particular incident. A factual recount is concerned with recalling events accurately. This type uses the third person pronouns (he, she, it and they). Some examples include: accident report and historical recount.

Example to factual recount:

The workmen who were building the new hospital in my town caught a snake last month. It was in the drain near the building construction site.

Orientation

Early in the morning, a workman was just going to sit under the tree when suddenly he saw a long creature lying in the drain. It did not move when he was approaching it. Then he shouted to

Event

the other workmen who were going to start to work. Then, they caught the 8 metre long python and brought it to the authority of the zoo in this town. The diameter of its body was about 25

Reorientation

<sup>26</sup> Mukanto. *English on Sky 2: for Junior High School Year VIII*. (Jakarta: Erlangga, 2007). p. 63

centimeters. They believed that the snake might belong to someone living in the area. The police were trying to find the owner.<sup>27</sup>

### 2.3 Imaginative recount

Imaginative recount gives details of what might have happened in the past. It means that imaginative recount describes an imaginary role and gives details of imaginary events.

Example of imaginative recount:

Let me remind you my experience during an earthquake last week. When the earthquake happened, I was on my car. I was driving home from my vacation to Bali.

Orientation

Suddenly my car lunched to one side, to the left. I thought I got flat tire. I did not know that it was an earthquake. I knew it was an earthquake when I saw some telephone and electricity poles falling down to the ground, like matchsticks.

Event 1

Then I saw a lot of rocks tumbling across the road. I was trapped by the rock. Even I could not move my car at all. There were rocks everywhere. There was nothing I could do but left the car and walked along way to my house, in the town.

Event 2

When I reached my town, I was so surprised that there was almost nothing left. The earthquake made a lot of damage to my town. Although nothing was left, I thanked God that nobody was seriously injured.<sup>28</sup>

Reorientation

<sup>27</sup> Utami Widiati. *Contextual Teaching and Learning: Bahasa Inggris Sekolah Menengah Pertama Kelas VIII*. (Jakarta: Pusat Perbukuan. 2008). p. 19

<sup>28</sup> Recount text. available on: <http://www.belajarbahasainggris.us/2012/01/contoh-teks-recount-my-horrible.html>. Accessed on August 10<sup>th</sup> 2017. at 22.00 p.m.

Based the explanation above, the focus of the research is personal recount since it tells the activities whereas the writer involves or do by her or himself.

### 3. Language Features in Recount

The language features usually found in a recount are :

1. Nouns and pronouns to identify people, animals or things involved : firstly, my father refused my request and promised that he would teach me two or three years later, but i still whimpered.
2. Past action verbs to refer the events : he just gave me some advices and since that accident.
3. Past tense to located events in relation to speaker's or writer's time : he began to teach me rode the motorcycle around a field in my village.
4. Conjunction and time connectives to sequences the event : finally, my father surrendered and promised to teach me.
5. Adverb and adverbial phrases to indicate place and time : one day later, when i was alone at home, i intended to try my riding ability.
6. Adjective to describe nouns : i realized my ability to ride a motorcycle.

#### 4. Concept of Reading Comprehension in Recount text

Comprehension very important in reading process. It is because comprehension is the center of reading.<sup>29</sup> It means that the purpose of reading is to comprehension the text.

Karen states that reading comprehension is the process of constructing meaning by coordinating a number of complex process that include word reading, word and word knowledge, and fluency.<sup>30</sup> It means that reading comprehension is a complex process

to interpret the meaning from the written text. According to Brown, there are some aspects of reading that is used in measuring students' reading comprehension ability.<sup>31</sup> They are: main idea, expression/idiom/phrase/ in context, inference, grammatical features, detail, excluding facts not written, supporting idea, and vocabulary in context.

Recount text describes an event that has occurred in the past.<sup>32</sup> It means that recount is a kind of text that retells about events or experiences in the past. Based on explanation above, the writer can conclude that reading comprehension in recount text is a process of getting the message of the story that retells about events or experiences in the past including the main idea, expression/idiom/phrase/, inference, grammatical features, detail, excluding facts not written, supporting idea, and vocabulary in context.

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<sup>29</sup> Karen Tankersley. *The Thread of Reading: Strategies for Literacy Development*. (Virginia: Library of Congress Cataloging in Publication Data. 2003). p. 90

<sup>30</sup> Karen R. Haris and Graham Steve. *Teaching Reading Comprehension to Students with Learning Difficulties*. ( New York: The Guilford. 2007). p. 2

<sup>31</sup> Douglas Brown, *Language Assesment Principles and Classroom Practice*. (San Fransisco: Pearson Education Longman. 2004). p. 206

<sup>32</sup> John Barwick et.al. *Loc.Cit*

#### D. Concept of Shared Reading

According to Adrienne shared reading is a strategy that teachers use to read books, charts, and other texts with students when the text is too difficult for the students to read independently. Students and teacher read the text aloud together. Even when the students cannot read along with the teacher, they are hearing the words pronounced as their eyes follow the text. In the primary grades, large books with big print, called big books are used with small groups of students so that every one can see the illustrations and text.<sup>33</sup> It means that shared reading can be across grade levels for many purpose, and know a way to model concepts about print such as reading left to right, starting on the left page in the text.

According to Nation shared reading is the learners gather around the teacher and the teacher reads a story to the learners from a very large blown-up book while showing them the pictures and the written words. The teacher involves the learners in the reading by asking them what they think will happen next and getting them to comment on the story. Where they can, the learners read the words aloud together.<sup>34</sup> It means that by using shared reading strategy the students can be interested in the text in reading ability.

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<sup>33</sup> Adrienne Herrell and Michael Jordan. *Fifty Strategies for Teaching English Language Learners: Second Edition*. (California: State University, Fresno.2001). p. 69.

<sup>34</sup> I. S. P. Nation, *Teaching ESL/EFL Reading and Writing* (ESL & Applied Linguistics Professional Series).(New York: Routledge. 2009). p.3

Shared reading is a part of a balanced early literacy framework. The shared reading experience offers a way teachers can use engaging texts and authentic literacy experiences to help children develop the strategies necessary for effective, independent reading.<sup>35</sup> It means that will use shared reading to help the students develop the strategies for effective in independent reading.

Shared reading is a common practice in preschool classrooms and is purported to develop oral language, print concepts, and listening comprehension.<sup>36</sup> It means that shared reading can make to develop oral language in reading comprehension.

According to Margaret 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.<sup>37</sup> It means that 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. It is through shared reading that the reading process and reading strategies that readres use are demonstrated.

Based on definition have explained above, the writer concludes that shared reading strategy is a strategy to experience offers a way teachers can use engaging texts and

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<sup>35</sup> Kathryn Button and Margaret Johnson. The Role of Shared Reading in Developing Effective Early Reading Strategies. *Journal of Reading Horizons*. Vol.37. No.4. 1997. p.262

<sup>36</sup> Kindle, K.J. A comparison of Shared Reading in preschool classrooms. *Journal of Language and Literacy Education*. Vol 7, no 1, 2011. p.13

<sup>37</sup> Moustafa, Margaret, *Reading Process and Practice*, (3th Ed, Los Angeles Heinemann, 2002). p.134

authentic literacy experiences to help children develop the strategies necessary for effective, independent reading.

### **E. Procedure of Teaching Reading Using Shared Reading**

There are the steps in teaching reading using shared reading strategy are divided in the following selection, as follows:

- a) show the front of the book or text, and discuss title, identify author and illustrator.
- b) Discuss cover picture.
- c) Model concept of word in print.
- d) Name the parts of the book, cover, page, and back.
- e) Discuss illustrations.
- f) Read the book all the way through.
- g) Pause before a word which is heavily cued by the picture and text. Allow children to fill in the word.
- h) Repeat reading the book, using a pointer to each word as it is read. Have children join in.
- i) Encourage questions and comments.<sup>38</sup>

According to Adrienne there are steps in teaching using shared reading strategy are divided in the following selection, as follows:

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<sup>38</sup> Kathryn Button and Margaret Johnson. *Op.Cit.* p. 269

a) Introducing the text

This step introduce the book or text. When using a book, examine the cover and predict from the illustrations on the cover. Encourage the students to talk about experiences they have had that relate to the topic of the book, chart, or poem.

b) Reading the book and tracking the print

Read the book or other text aloud, tracking the words as you read so the students can read along.

c) Stopping for discussion and prediction

Stop at appropriate times to discuss what is happening or to predict what will happen text. Use the illustrations to help support understanding or vocabulary.

d) Encouraging verbal interaction

Encourage students to talk about the story. Go back through the book and ask them to talk about what happened on each page. This is a change for the students to practice oral language and incorporate new vocabulary into their retelling of the story.

e) Rereading for additional practice and exposure

Reread the book or text several times, tracking with a pointer. Encourage individual students to take turns reading a page or refrain aloud, use the pointer or turn pages.

f) Practicing with small versions of the text.

After students have read the text several times, they can read small copies or the book or text independently or illustrate their favorite part of the story and write about it.<sup>39</sup>

Based on theories above, it can be constructed into some step, as follows:

Step 1

In this step the teacher make a group in activity class. Then, the teacher introduces the text that is given to the students. Then the teacher connects students experience related to the story content.

Step 2

The teacher read the text aloud. Then, the teacher asks to the students to repeat it.

Step 3

Then, the teacher asks to student to read the text and predicts what is happening in the text.

Step 4

The teacher encourages students to talk about the story.

Step 5

The teacher asks the students to rewrite the story with their own word.

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<sup>39</sup> Adrienne Herrell and Michael Jordan. *Op.Cit.* p. 69

## **F. Advantages and Disadvantages of Shared Reading**

The advantages and disadvantages of using shared reading strategy as a strategy in reading of English teaching learning process. There are some of advantages and disadvantages of using shared reading strategy, they are as follows:

### **a. Advantages of Shared Reading**

- 1) Allows students to enjoy materials that they are not be able to read on their own.
- 2) Ensures that all students feel successful by providing support to the entire group.
- 3) Students act as though they are reading.
- 4) Helps novice readers learn about the relationship between oral language and printed language.
- 5) Assists students in learning where to look and focus their attention.
- 6) Supports students as they gain weareness of symbols and print conventions, while constructing meaning from text read.
- 7) Assists students in making connection between background knowledge and new information.
- 8) Focuses on and helps develop concepts about print and phonemic connections.
- 9) Helps in teaching frequently used vocabulary.
- 10) Encourages prediction in reading.

11) Helps students develop a sense of story and increases comprehension.<sup>40</sup>

**b. Disadvantages of Shared Reading**

- 1) The students may be left behind when the whole class is reading a big book together, without a particular student being called on to read, there is the danger of students being left behind. If a student does not understand what is going on or not focusing on the shared reading, she may not actually benefit from the activity.
- 2) Students may become frustrated if she is trying to participate for example, to procedure the next phrase – but cannot keep up with quicker students.
- 3) It could rise the students anxiety level could rise, as a result, the shared reading experience could be a negative one rather than a positive learning one.<sup>41</sup>

It means that some students does not understand what is going on or not focusing on the shared reading and he may not actually benefit from the activity. The students as a result the shared reading experience could be a negative one rather than a positive learning one.

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<sup>40</sup> Fountas, Irene C. And Pinnell, Gay Su, *Guided Reading, Good First Teaching for All Children* (Portsmouth NH: Heinemann, 1996). p.98

<sup>41</sup> Fountas, Irene C, *Op.Cit.* ,p.98

## **G. Concept of Expository Strategy**

### **a. Definition of Expository Strategy**

According by Sanjaya expository strategy is delivery strategy becomes delivery-discovery strategy or exposition discovery learning, group learning strategies and individual learning strategies. Of the three the most used by teachers is an exposition or learning strategy expository. Although expository strategy are considered ancient, lacking giving students the opportunity to be active, boring, etc. But it is still seen as the most practical and efficient method. The practically and efficiency of an students, limited facilities and learning infrastructure, cost limitations and study time.<sup>42</sup> It means that expository strategy in teaching reading comprehension such as basically direct instruction.

## **H. Procedure of Teaching Expository Strategy**

There are some steps in Expository Strategy, as follow:

1. Define the goals to be achieved formulating goals is the first step that should be prepared by the teacher. Goals to be achieved must be formulated in the form of behavior oriented specific changes to learning outcomes.
2. Master the subject matter well is an absolute requirement the use of expository strategies. The perfect mastery of the material, will make teachers confidence increase, so will easy to manage class.

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<sup>42</sup> Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*, (Jakarta: Kencana, 2006), hlm. 179

3. Identify the things that can effect the process delivery a good introduction to the field allows the teacher can anticipate the possibilities that can be annoying the process of presenting the subject matter.<sup>43</sup>

### **I. Advantages and Disadvantages of Using Expository Strategy**

The advantages and disadvantages of using expository strategy as a strategy in writing of English teaching learning process. There are some of advantages and disadvantages of using expository strategy, they are as follows:

#### **1) Advantages of Using Expository Strategy**

- a. Through this strategy the teacher can control the material and this strategy can be used of the total students, in another words in the large class.
- b. Through this strategy the students can hear through speech from the teacher, then look the demonstration about the material.<sup>44</sup>

Based on these explanations, it can be concluded that the expository strategy has strength for the students through oral by their teacher.

#### **2) Disadvantages of Using Expository Strategy**

- a. This strategy only can be done for students that have good listening ability and give good attention. For students do not have good listening ability, need another strategy.

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<sup>43</sup> Wina Sanjaya, *Op.Cit.* , p. 179

<sup>44</sup> Wina Sanjaya, *Op. Cit*, p.190-191

- b. Because this strategy is given by talk active teacher. So that, it is different to increase students ability in socialization, interpersonal related, and critical think ability.
- c. So that, this strategy happen in one-way communication, then the opportunity for controlling the students understand about the material is limited. Besides that, the one-way communication can cause the students' knowledge is narrow bout what their teacher given.<sup>45</sup>

Based on these explanations, it can be concluded that the expository strategy has weakness to be used in the writing classroom. To solve the problem the teacher needs to explain the material slowly and clearly, and the teacher should make the teaching and learning process enjoyable by giving opportunity to the students become active.

#### **J. Frame of Thinking**

The researcher thought that shared reading seems can give infleunce to students in reading recount text. It means that the students can use shared reading as a strategy in their reading. By using shared reading strategy, the students be more love of reading. They can join in almost at once. They also can highlight different genres and writing styles.

The most important of using shared reading strategy are the students know what they have read, they know sharing a story and reading together. Therefore, they can

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<sup>45</sup> Wina Sanjaya, *Op. Cit*, p.190-191

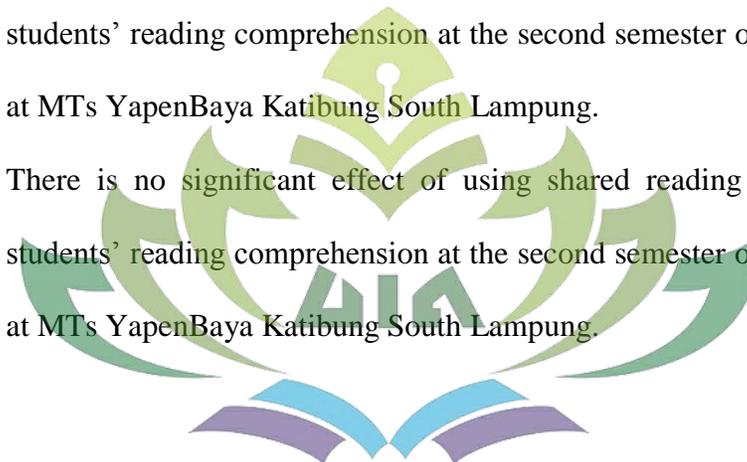
comprehend the text well. Besides that, average score of the students who are taught by using shared reading strategy is higher than those by not using shared reading.

### **K. Hypotheses**

Based on the formulation of the problem, the researcher to propose the following hypotheses:

$H_a$  : There is a significant effect of using shared reading strategy towards students' reading comprehension at the second semester of the eighth grade at MTs YapenBaya Katibung South Lampung.

$H_0$  : There is no significant effect of using shared reading strategy towards students' reading comprehension at the second semester of the eighth grade at MTs YapenBaya Katibung South Lampung.



## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

In conducting this research, the researcher used quasi experimental pre-test and post-test design. Quasi experimental design is a research design that includes assignment, but not random assignment of participants to group. Because the experimenter cannot artificially create groups for the experiment.<sup>1</sup> It means that we do not have the opportunity for random assignment of students to special groups in different conditions. The common term for this type of group of participants is intact. For that, the researcher select two classes, one was control class and the other was the experimental class. The research design can be presented in table below:

**Table 2**  
**Research Design**

Select experimental group	= T <sub>1</sub>	X	T <sub>2</sub>
Select control group	= T <sub>1</sub>	O	T <sub>2</sub>

Note :

X : Treatment by using Shared Reading Strategy

O : No Treatment

T<sub>1</sub> : Pre-test

T<sub>2</sub> : Post-test<sup>2</sup>

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<sup>1</sup> John W. Creswell. *Education Research: Planning and Conducting Quantitative and Qualitative Research*. (Buston: Pearson, 2012), p.309

<sup>2</sup> *Ibid.* p. 310

In this research, the researcher gave pre-test to know students basic skill in reading comprehension of recount text. After the writer gave pre-test, the researcher gave treatment to experimental class and control class. Treatment by using shared reading strategy will be used to experimental class and control class used expository strategy. At the end of the research, the researcher gave post test in order to know students achievement after using Shared Reading Strategy.

## **B. Variable of the Research**

There are two variables in this research, namely independent variable and dependent variable. According to Freankel. Independent variables are those that the researcher choose to study in order to assess their possible effect on one or more other variables. Meanwhile, the variable that independent variable is presumed to affect is called dependent variable.<sup>3</sup> It means that independent variable is a variable that influences or affect an outcome or dependent variable. And, dependent variable is a variable that is influenced by independent variable.

- a. The independent variable of this research is Shared Reading Strategy (X).
- b. The dependent variable of this research is students' reading comprehension in personal recount text (Y).

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<sup>3</sup> Jack R. Freankel and Norman E. Walen. *How to Design and Evaluate Research in Education: Sixth Edition*. (San Fransisco:McGraw-Hill.2016),p.43

### C. Operational Definition of Variables

In this research the researcher gave the operational definition as follows:

#### 1. Independent Variable (X)

Shared reading strategy is a strategy to experience offers a way teachers can used engaging texts and authentic literacy experiences to help children develop the strategies necessary for effective, independents reading.

#### 2. Dependent Variable (Y)

Students' reading comprehension in personal recount text is a process of getting the message of the story that retells about activities whereas the researcher involves or do by her or himself including the main idea, expression/idiom/phrase in context, inference, grammatical features, detail, excluding fact not written, supporting ideas, and vocabulary in context.

### D. Population, Sample and Sampling Technique

#### 1. Population

Population is a group of individuals who have the same characteristic.<sup>4</sup> The population of this research was the students at the second semester of eighth grade of MTs YapenBaya Katibung South Lampung, which total number of population is 120 students, which consist of 4 classes. It can be seen in Table below:

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<sup>4</sup> John W. Creswell. *Op.Cit.* p. 141

**Table 3****The Total Number of the Eighth Grade Students' of MTs YapenBaya Katibung South Lampung**

No	Class	Genders		Total
		Male	Female	
1	VIII A	8	24	32
2	VIII B	17	11	28
3	VIII C	5	25	30
4	VIII D	13	17	30
<b>TOTAL</b>		<b>43</b>	<b>77</b>	<b>120</b>

*Source: Achieve of MTs YapenBaya Katibung*

From the table 3, it can be seen there were 120 students in the eighth grade at the MTs YapenBaya Katibung South Lampung. There were 32 students in VIII A, consist of male 8 and 24 female. 28 students in VIII B, consist of 17 male, and 11 female, 30 students in VIII C, consist 5 male and 25 female, and 30 students in VIII D consist of 13 male and 17 female.

## **2. Sample of the research**

A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.<sup>5</sup> It means that sample is a little of population. The sample of this research was two classes, VIII D as experimental class and VIII A as control class.

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<sup>5</sup> John W. Creswell. *Op.Cit.* p. 142

### 3. Sampling technique

In this research, the researcher applied cluster random sampling technique for choosing experimental class and control class because the population is in groups. Cluster random sampling is similar to simple random sampling except that groups rather than individuals are randomly selected, the sampling unit is a group rather than an individual.<sup>6</sup> The steps in determining the experimental and control class are as follow:

- a. First, the researcher made a kind of lottery.
- b. Second, the researcher provided four pieces of small paper in which each piece will have the name of each class then the researcher rolls them up and put them into a box.
- c. Third, the researcher shook the box and took one piece of the paper.
- d. Last, the first paper as an experimental class and the second one as a control class.

The VIII D as experimental class and VIII A as control class.

### E. Data Collecting Technique

In collecting the data, the researcher used a test to know the students' reading comprehension on recount text for the experimental class and control class after they get the treatment. It was used to measure the students' reading comprehension on

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<sup>6</sup> Jack R. Fraenkel, *How to Design and Evaluate Research in Education*, (New York: 2009). p. 97

recount text. The test of pretest and post test consist of 20 items of multiple choice questions with 4 options (a, b, c, and d). Some tests conducted to collect the data will follows:

1. Pre test

The researcher gave pretest to the students before giving the treatments in order to know the basic of students' reading ability before treatment and also the students' mean score. The students answered the questions on the answer sheets. Then the researcher did the scoring based on their answers on the test.

1. Post test

The researcher asked students to answer some questions. It would be administered after treatment to know the result of students' reading ability in comprehending text after they were taught by using Shared Reading strategy.

## **F. Instrument of the Research**

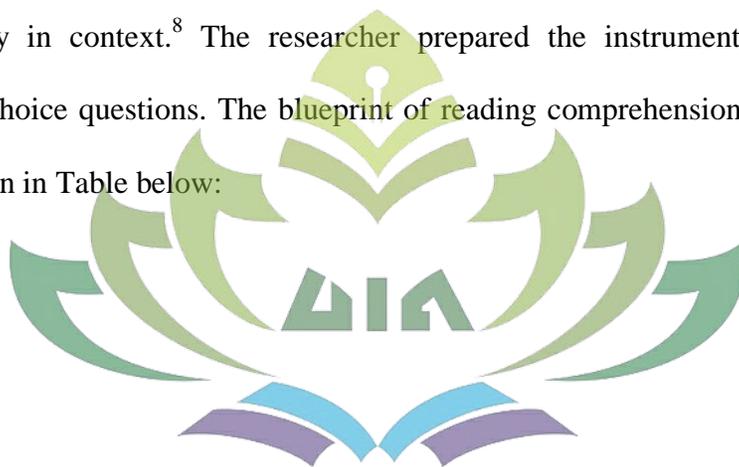
An instrument is a tool for measuring, observing, or documenting data. It contains specific questions and response possibilities that you establish or develop in advance of the study.<sup>7</sup> In this research, the researcher used test as the instrument to collect data. The researcher used multiple-choice as a tool to know student reading comprehension of recount text. The researcher used post test as a sets of reading test. Before the test

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<sup>7</sup> John W. Creswell. *Op. Cit.* p.14

is administered, the researcher tried out the instrument to the students who were not the sample of the research.

Brown said that there are some criteria commonly used in measuring students' reading comprehension, they are: main idea (topic), expression/idiom/phrase in context, inference (implied detail), grammatical features, detail (scanning for a specifically stated detail), excluding facts not written, supporting idea, and vocabulary in context.<sup>8</sup> The researcher prepared the instrument in the form of multiple choice questions. The blueprint of reading comprehension test for post test can be seen in Table below:



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<sup>8</sup> H. Douglas Brown. *Language Assessment Principles and Classroom Practice*. (San Fransisco: Pearson Education Longman. 2004). p.206

**Table 3**  
**Table of Specification of Pre-test and Post-test for Try Out**

No	Aspects	Odd	Even	Total	Total Items	
					Odd	Even
1.	Main Idea (topic)	2	3	5	1, 15	8, 22, 34
2.	Expression/idiom/phrase in context	2	3	5	13, 31	2, 6, 17
3.	Inference (implied detail)	3	2	5	9, 23, 35	16, 32
4.	Grammatical features (reference)	3	2	5	3, 18, 29	24, 36
5.	Detail (scanning for a specifically stated detail)	2	3	5	25, 37	10, 4, 30
6.	Excluding facts not written	3	2	5	11, 19, 33	26, 40
7.	Supporting idea	3	2	5	5, 27, 39	12, 20
8.	Vocabulary in context	2	3	5	7, 21	14, 28, 38
Total		19	21	40	20	20

From the table above, it can be seen that the researcher focused on the students' comprehension to find the main idea, expression/idiom/phrase in context, inference, grammatical features, detail, excluding facts, supporting idea, and vocabulary in context. The researcher got score the students' score based on the aspect in recount

text. There were 40 questions, 5 questions for main idea, 5 questions for expression, 5 questions for inference, 5 questions for grammatical features, 5 questions for detail, 5 questions for excluding facts, 5 questions for supporting idea, 5 questions for vocabulary in context.

**Table 4**  
**Table of Specification of Pre-test after Validity Test**

No	Aspects	Odd	Even	Total	Total Items	
					Odd	Even
1	Main Idea (topic)	1	1	2	15	8
2	Expression/idiom/pharse in context	1	3	4	31	2, 6, 17
3	Inference (implied detail)	2	2	4	9, 35	16, 32
4	Grammatical features (reference)	2	-	2	3, 18	-
5	Detail (scanning for a specifically stated detail)	1	2	3	25	4, 30
6	Excluding facts not written	2	-	2	11, 19	-
7	Supporting idea	-	2	2	-	12, 20
8	Vocabulary in context	-	1	1	-	14
Total				20	9	11

In the first step of pre-test try out, the researcher found 20 items considered invalid by using ANATES. There were the items number 1, 5, 7, 10, 13, 21, 22, 23, 24, 26, 27, 28, 29, 33, 34, 36, 37, 38, 39, 40. The researcher also found 20 items of the items

number considered valid. There were items number 2, 3, 4, 6, 8, 9, 11, 12, 14, 15, 16, 17, 18, 19, 20, 25, 30, 31, 32, 35. It can be seen in Appendix 10.

**Table 5**  
**Table of Specification of Post-test After Validity Test**

No	Aspects	Odd	Even	Total	Total Items	
					Odd	Even
1	Main Idea (topic)	1	-	1	1	-
2	Expression/idiom/pharse in context	1	2	3	31	2, 6
3	Inference (implied detail)	1	1	2	35	32
4	Grammatical features (reference)	1	2	3	29	24, 36
5	Detail (scanning for a specifically stated detail)	2	3	5	25, 37	10, 4, 30
6	Excluding facts not written	1	1	2	11	26
7	Supporting idea	-	1	1	-	12
8	Vocabulary in context	2	1	3	7, 21	14
Total				20	9	11

In the first step of post-test try out, the researcher found 20 items considered invalid by using ANATES. There were the items number 3, 5, 8, 9, 13, 15, 16, 17, 18, 19, 20, 22, 23, 27, 28, 33, 34, 38, 39, and 40. The researcher also found 20 items of the items number considered valid. There were items number 1, 2, 4, 6, 7, 10, 11, 12, 14, 21, 24, 25, 26, 29, 30, 31, 32, 35, 36, and 37. It can be seen in Appendix 11.

## **G. Research Procedure**

In this research, there are some steps in research procedure. They are:

### **1. Planning**

The researcher makes some planning to run the application well. There are some steps that should be planned by the researcher. The procedure of making planning of this research can be seen in the following explanation:

#### a). Determining the subject

The researcher determined the subject. In this case, the researcher chose the eighth grade of MTs YapenBaya Katibung South Lampung as the subject of the research, one class as the experimental class and other one is control class.

#### b). Determining the instruments of the research

The researcher determined the instruments that would be taught to students, the instrument was reading recount text. The students got the same instrument for both classes in several topics.

#### c). Trying out to the test

Try out conducts to identify how accurate and effective the tests. The test used before they use to collect the data of research and will use to identify whether the tests could be administrate or not. It could be seen from the result of validity and reliability of the test.

#### d). Preparing pre-test

the researcher prepared a kind of test that is called pre-test. The researcher gave pre-test before giving treatments.

e). Conducting treatment

The researcher gave the treatment in three meetings. In the treatment, the researcher as the teacher taught the students by using shared reading strategy in experimental class and the students in control class by using expository strategy.

f). Preparing post test

The researcher conduct post test in experimental class in order to measure the students reading comprehension of recount text after treatment by using shared reading and conduct post-test in control class in order to measure the students reading comprehension of recount text after treatment by using expository strategy.

g). Preparing post-test

The researcher conducted post-test in experimental class in order to measure the students' reading comprehension of recount text after using shared reading as the treatment and conducted post-test in control class in order to measure the students' reading comprehension of recount text after using expository strategy.

## **2. Application**

After making the planning, the researcher applied research procedure that was already planned. There are some steps in doing research:

a). In the first meeting the researcher gave pre-test to students.

b). After gave pre-test, the researcher conducted the treatment in control class and experiment class. In control class the researcher conducted the treatment through

expository strategy. While in experimental class, the researcher conducted the treatment by using shared reading strategy.

c). In the last meeting, the researcher gave post test.

### 3. Reporting

The last point that should be done in this research procedure is reporting. There are some steps in reporting. The steps are as follows:

- a). Analyzing the data receive from try out test.
- b). Analyzing the data received from pre-test and post-test.
- c). Making report on the findings.

### H. Scoring Procedure

Before getting the score, the researcher determines the procedure to use in scoring the students' work in order to that. The researcher used Arikunto's formula.<sup>9</sup> The ideal highest score is 100. The score of post test was calculated by using the following formula:

$$S = \frac{r}{n} \times 100$$

Notes:

- S : The test score.  
 r : Total number of right answers.  
 n : Total number test items.<sup>10</sup>

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<sup>9</sup> Suharmin. Arikunto *Dasar-dasar Evaluasi Pendidikan*. (Jakarta: Bina Aksara. 1989). P.271

<sup>10</sup> *Ibid.* p.168

## **I. Validity and Reliability of the Research**

### **1. Validity of the Research**

According to Muijs, validity is the probably the single most important aspect of the design of any measurement instrument in educational research.<sup>11</sup> An instrument can call valid when it can measure what is want. In other words, an instrument can call valid if it can show the data of variables that are being research correctly. To know the validity of the test, the researcher used content and construct validity.

#### **a. Content Validity**

According to Creswell, content validity is the extent to which the questions on the instrument and the scores from these questions are representative of all the possible questions that could be asked about the content or skills.<sup>12</sup> It means that instrument of the test has to appropriate from subject learning and content in skill learning. Test should be appropriate with learning material. Then, materials and the test were appropriate with Competence Standard about reading and Basic Competence 11.1 in syllabus. It can be seen in Appendix 4.

#### **b. Construct Validity**

According to Creswell, construct validity is a determination of the significance, meaning, purpose, and use of scores from an instrument.<sup>13</sup> It means that construct validity is determining kind of test based on the theoretical which measure reading

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<sup>11</sup> Daniel Muijs. *Doing Quantitative Research in Education*. (California: Sage Publication. 2004). p. 66

<sup>12</sup> John W. Creswell. *Op.Cit.* p.618

<sup>13</sup> *Ibid*, p.618

comprehension. This research made a reading test that can measure students' reading comprehension. The assessment is using eight specifications of reading comprehension that adapted from Brown. To make sure, the writer consults the instrument to the English teacher at MTs YapenBaya Katibung South Lampung named Lilis Dwi Ratnasari S.Pd. The researcher consulted the instrument on Thursday, February 1, 2018, at the MTs YapenBaya Katibung South Lampung. After the researcher consulted the test instrument to the teacher, she said that: the test instrument the material, and topic were standart competention and indicator in syllabus of Eighth Grade in junior high school. And the instruction can be understood by the students. And it also appropriate with the aspect in reading test and time alocation was enough. The items number 1, 8, 15, 22, 34 was appropriate with aspect one of reading comprehension test. The items 2, 6, 13, 17, 31 was appropriate with aspect two of reading comprehension test. The items 9, 16, 23, 32, 35 was appropriate with aspect three of reading comprehension test. The items 3, 18, 24, 36 was appropriate with aspect four of reading comprehension test. The tems 4, 10, 25, 30, 37 was appropriate with aspect five of reading comprehension. The items 11, 19, 26, 33, 40 was appropriate with aspect six of reading comprehension test. The items 5, 12, 20, 27, 39 was appropriate with aspect seven of reading comprehension test. The items 7, 14, 21, 28, 38 was appropriate with aspect eight of reading comprehension test.

### c. Internal Validity

According to Creswell, internal validity relates to the validity of inferences drawn about the cause and effect relationship the independent and dependent variables.<sup>14</sup>

According to Frankel and Wallen Internal validity refers to the relationship between scores obtained using the instrument and scores obtained using one or more other instruments or measure.<sup>15</sup> It means that to know score the best result of each items correlated with the score about the totality of the test result. In this research, the researcher used ANATES version 4 program to know validity of which consist of 40 items multiple choice. After using ANATES, the researcher found 20 items of pre test considered valid. There were items number 2, 3, 4, 6, 8, 9, 11, 12, 14, 15, 16, 17, 18, 19, 20, 25, 30, 31, 32, 35. The researcher also found 20 items of post test considered valid. There were items number 1, 2, 4, 6, 7, 10, 11, 12, 14, 21, 24, 25, 26, 29, 30, 31, 32, 35, 36, and 37.

## 2. Reliability of the Research

Reliability means that the data can be reliable. Reliability refers to the consistency of test scores. People who such measuring instruments must identify and use techniques that will help them determine to what extent their measuring instrument are consistent and reliable.<sup>16</sup> Reliability means that scores from an instrument are consistent and reliable. Besides having high validity, a good test should have high

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<sup>14</sup> John W. Creswell, *Op.Cit.* p. 303

<sup>15</sup> Jack R. Freankel, Norman E. Wallen, *How to Design and Evaluate Research in Education* (New York: Mc. Graw-Hill Book Co, 1932),p. 328.

<sup>16</sup> Donald Ary. *Op. Cit.* p.236

reliability too and also the scores need to be consistent.<sup>17</sup> In this research, the researcher was used ANATES to know reliability of test.

The criteria of reliability are:

0.800-1.000 :Very high

0.600-0.800 :High

0.400-0.600 :Medium

0.00-0.400 :Low

0.00-0.200 :Very low<sup>18</sup>

After the researcher analyzed the data by using ANATES, the researcher got the result of reliability test of pre test was 0.75 and the reliability of post test was 0.78. It can be concluded that pre test and post test instruments has a high reliability.

## **J. Data Analysis**

### **1. Fulfillment of the Assumptions**

The data gain statistically analyzed by using techniques and steps as the following:

#### **a. Normality Test**

The normality test was used to measure whether the data in the experimental class and control class is normality distributed or not. In this research, the researcher used statistical computation by using SPSS (Statistical Package for the Social Science) for

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<sup>17</sup> John W. Creswell. Op. Cit. p.159

<sup>18</sup> John W. Creswell. Op. Cit. p.159

normality of test. The test of normality employed are Kolmogorov – Smirnov and Shapiro.

The hypotheses formula are:

$H_0$  = The data have normal distribution

$H_a$  = The data do not have normal distribution

While the criteria acceptance or rejection of hypothesis tests are:

$H_0$  is accepted if  $\text{Sig.} > \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig.} < \alpha = 0.05$

#### **b. Homogeneity Test**

Homogeneity test is used to determine whether the data obtained from the sample homogeneous or not. In this research, the researcher used statistical computation by using SPSS (Statistical Package for the Social Science) for homogeneity of test. The test of homogeneity employing Levene statistic test.

The hypotheses are:

$H_0$  = The variance of the data is homogeneous

$H_a$  = The variance of the data is not homogeneous

While the criteria acceptance or rejection of hypothesis tests are:

$H_0$  is accepted if  $\text{Sig.} > \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig.} < \alpha = 0.05$

## 2.Hypothetical

To investigate whether there is influence of shared reading strategy toward students' reading comprehension of recount text. The researcher used independent sample t-test to analyze the data. In this case, the researcher used statistical computation by using SPSS for hypothetical of test. The purpose of using SPSS in this case is to practically and efficiency in the study.

The hypotheses are:

$H_0$  : There was no significant effect of using shared reading strategy towards students' reading comprehension at the second semester of the eighth grade of MTs YapenBaya Katibung South Lampung in 2017/2018 academic year.

$H_a$  : There was a significant effect of using shared reading strategy towards students' reading comprehension at the second semester of the eighth grade of MTs YapenBaya Katibung South Lampung in 2017/2018 academic year.

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

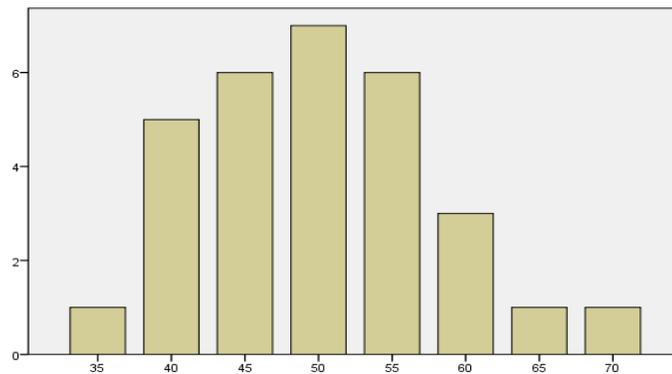
#### **A. Result of the Research**

The researcher got the data in the form of score. The score was derived from pre test and post test. The pre test was held on February 7, 2018 and post test on February 21, 2018. In pre test, the researcher gave the task for the students before treatment and in the post test, the researcher gave the task for the students to answer the questions after treatment.

#### **1. Result of the Pre-test and Post test**

##### **a. Result of Pre-test in Experimental and Control Class**

The writer gave pre-test in experimental class to see students' reading comprehension ability before they got treatments. The score of pre-test in experimental class are presented in Figure 1.



**Figure 1**  
**The result of pre-test in Experimental class**

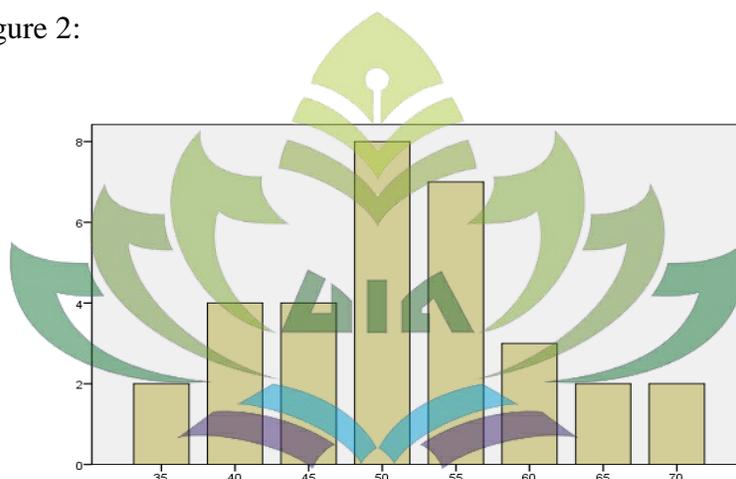
Based on Figure 1, the highest score was 70 and the lowest score was 35. Based on figure 1, it can be seen that there was one student who got 35 score, five students who got 40 score, six students who got 45 score, seven students who got 50 score, six students who got 55 score, three students who got 60 score, one student who got 65 score, and one student who got 70 score. For the statistics of the result of pre test in experimental class, it can be seen on Table 6:

**Table 6**  
**Statistics of the Result of the Pretest in Experimental Class**

Statistic	Score
Mean	51.41
Minimum	35
Maximum	70
Median	50
Mode	50

Based on the Table 6 , it showed that the mean of pretest score in experimental class was 50. The maximum score was 70 and the minimum score was 35. The median score was 50 and the mode score was 50.

The researcher also conducted pre-test in control class in order to know students' reading comprehension on recount text before the treatment. The scores of the students' reading comprehension on recount text that were tested in pre-test can be seen in Figure 2:



**Figure 2**  
**The result of pre-test in control class**

Based on Figure 2, the highest score was 70 and the lowest score was 35. Based on these figure, it can be seen that there was two students who got 35 score, four students who got 40 score, four students who got 45 score, eight students who got 50 score, seven students who got 55 score, three students who got 60 score, two students who got 65 score, and two students who got 70 score. For the statistics of the result of pre test in control class, it can be seen on Table 7:

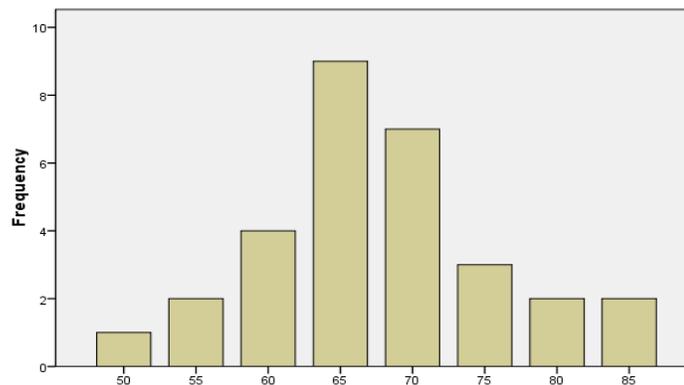
**Table 7**  
**Statistics of the Result of the Pretest in Control Class**

Statistic	Score
Mean	51.41
Minimum	35
Maximum	70
Median	50
Mode	50

Based on Table 7, the mean of pre-test in control class was 51,41. The maximum score was 70 and the minimum score was 35. Median score was 50, and mode score was 50.

**b. Result of Post-test in Experimental and Control Class**

After the researcher gave treatments in three times, the researcher gave post test. The post-test administrated in order to know students' reading comprehension ability in personal recount text after the treatments given. The result of post-test in experimental class can be seen in figure 3, below:



**Figure 3**  
**The result of post test in experimental class**

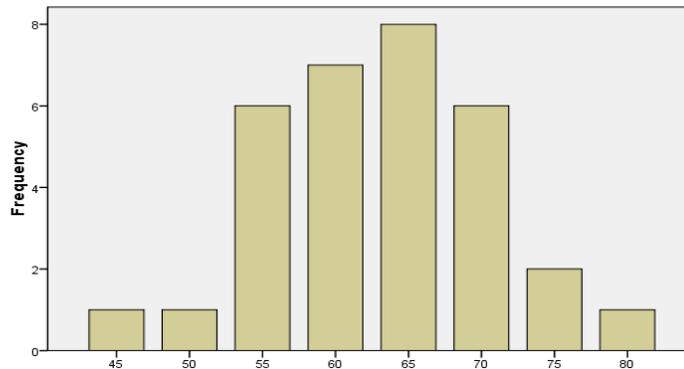
Based on Figure 3, it showed students' reading comprehension after they were taught with expository strategy as the treatment. The highest score was 85 and the lowest score was 50. Based on these figure, it can be seen that there was one student who got 50 score, two students who got 55 score, four students who got 60 score, nine students who got 65 score, seven students who got 70 score, three students who got 75 score, two students who got 80 score, and two students who got 85 score. For the statistic of the result of post test in experimental class, it can be seen on Table 8:

**Table 8**  
**Statistics of the Result of the Post test in Experimental Class**

Statistic	Score
Mean	67.67
Minimum	50
Maximum	85
Median	65
Mode	65

Based on Table 8, the mean of post test in control class was 67.67. The maximum score was 85 and the minimum score was 50. Median score was 65, and mode score was 65.

The researcher also conducted post test in control class in order to know students' reading comprehension on recount text after they got the treatment. The scores of the students' reading comprehension on recount text in control class that were tested in post test can be seen in Figure 4 below:



**Figure 4**  
**The result of post test in Control class**

Based on Figure 4, the highest score was 80 and the lowest score was 45. Based on these figure, it can be seen that there was one student who got 45 score, one student who got 50 score, six students who got 55 score, seven students who got 60 score, eight students who got 65 score, seven students who got 70 score, two students who got 75 score, and one student who got 80 score. For the statistics of the result of post test in control class, it can be seen on Table 9:

**Table 9**  
**Statistics of the Result of the Post test in Control Class**

Statistic	Score
Mean	62.97
Minimum	45
Maximum	80
Median	65
Mode	65

Based on the Table 9, it showed that the mean of pretest score in control class was 62,97. The maximum score was 80 and the minimum score was 45. The median score was 65 and the mode score was 65.

## **2. Result of Data Analysis**

### **a. Fulfillment of the Assumption and Hypothetical Test**

#### **1. Result of Normality**

The normality test is used to measure whether the data in the experimental class and control class are normally distributed or not. In this research, the researcher tested normality after got score of the students in reading comprehension pretest and posttest of recount text using SPSS (*Statistical Package for Social Science*) version 16. The test of normality test employed is Shapiro-Wilk, because the total number of sample in this research is less than 50.

a. The hypotheses are :

$H_0$ : the data have normal distribution.

$H_a$ : the data do not have normal distribution.

b. The test criteria

If the value  $(p) > \text{significant } (\alpha = 0.05)$ , it means that  $H_0$  was accepted.

If the value  $(p) < \text{significant } (\alpha = 0.05)$ , it means that  $H_a$  was accepted.

**Table 10**  
**The result of Normality in the Control and Experimental Class**

Kolmogorov-Smirnov <sup>a</sup>		
Statistic	Df	Sig.
.158	30	.054
.135	32	.145

Based on Table 10, it can be seen that  $P_{\text{value}}$  (Sig.) for control class was 0.145 and  $P_{\text{value}}$  (Sig.) for experimental class was 0.054 because Sig. ( $P_{\text{value}}$ ) of experimental class was 0.054 because Sig. ( $P_{\text{value}}$ ) of experimental class and control class  $> \alpha$  0.05. So,  $H_a$  is rejected. The conclusion is that data in the experimental class and control class had normal distribution.

## 2. Result of Homogeneity Test

The researcher tested Homogeneity test after got the score of students' reading comprehension in control class and experimental class (pretest and posttest of reading comprehension in recount text by using SPSS)

a. The hypotheses are:

$H_a$  : The variance of the data is not homogeneous.

$H_o$  : The variance of the data is homogeneous.

b. The criteria of the test are follows:

$H_o$  is accepted if  $\text{Sig} > \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig} < \alpha = 0.05$

**Table 11**  
**The Result of Homogeneity Test**

Levene Statistics	df1	df2	Sig.
.057	1	60	.812

Based on the results obtained in the test of homogeneity of variances in the Table 11, it could be seen that Sig. ( $P_{\text{value}}$ ) was  $0.812 > \alpha$  was  $0.05$ . It demonstrated that  $H_0$  was accepted because Sig. ( $P_{\text{value}}$ )  $> \alpha$  was  $0.05$ . It means that the variance of the data were homogeneous.

### 3. Result of Hypothetical Test

Based on the previous explanation, the normality and homogeneity test were satisfied. Therefore, the researcher used the hypothetical test using SPSS (*Statistical program for Social Science*) version 16, independent sample t-test.

The hypothesis formulas are:

$H_a$  : There is a significant effect of using shared reading strategy toward students reading comprehension at the second semester of the eighth grade of MTs YapenBayaKatibung South Lampung in the 2017/2018 academic year.

$H_0$  : There is no significant effect of using shared reading strategy toward students reading comprehension at the second semester of the eighth grade of MTs YapenbayaKatibung South Lampung in the 2017/2018 academic year.

The criteria of acceptance or rejection of the hypothesis for hypothetical test were:

$H_0$  is accepted is  $\text{Sig. } (P_{\text{value}}) > \alpha = 0.05$

$H_a$  is accepted is  $\text{Sig. } (P_{\text{value}}) < \alpha = 0.05$

**Table 12**  
**The Result of Hypothetical Test**

t-test for Equality of Means		
T	Df	Sig. (2-tailed)
2.299	60	.025

Based on the results obtained in the independent sample t-test in Table 12, the value of significant generated  $\text{Sig. } (P_{\text{value}})$  was  $0.025 < \alpha$  was 0.05. So,  $H_a$  is accepted and  $H_0$  is rejected. Based on the computation, it can be concluded that there was a significant effect of using Shared Reading Strategy toward students' reading comprehension at the second semester of the eighth grade of MTs YapenbayaKatibung South Lampung in the 2017/2018 academic year.

## B. DISCUSSION

The research had been conducted since February 1, 2018. The objective of this research is to find out whether the use of shared reading strategy can improve students' ability in reading comprehension of recount text at the eighth grade student of MTs YapenbayaKatibung South Lampung in the 2017/2018 academic year. Based on the research method, this research was divided into some steps. There are try out, pretest, treatment in three times, and posttest. At the beginning, the researcher

conducted try out test for students in try out class. The researcher prepared 80 of multiple choice questions. 40 items were used for pretest and 40 items for posttest.

Secondly, the step was giving pretest for the students to know the students' reading comprehension ability before they were given treatments. The test was multiple choice questions that is consist of 20 items with four options a, b, c, and d. In the pretest, the researcher found that students' pretest score in experimental class. It can be seen from the mean of students' pretest score in control class was 51.41, while the mean of students' pretest score in experimental class was 50.

Thirdly, the step was giving treatment to the students in three times. The treatments here were teaching reading by using shared reading strategy in experimental class and expository strategy in control class. After the treatments given, the researcher gave post-test for the students to know their reading comprehension ability after they got the treatments. The test was multiple choice questions that is consist of 20 items. Based on the result of students' posttest, the mean of students' posttest score in control class was 62.97 and mean of students' posttest score in experimental class was 67.67. It showed that students' posttest score in experimental class was higher than students' posttest score in control class. It means that the students who are taught by using shared reading strategy got better result than the students who are taught by using expository strategy.

Based on the result of data calculation in previous chapter, sig. (2-tailed) of the equal variance assumed in the independent sample test table is 0.025. It is lower than  $\alpha = 0.05$ . It means that null hypothesis ( $H_0$ ) is refused and alternative hypothesis ( $H_a$ ) is accepted. It can be concluded that there was a significant influence of using Shared Reading Strategy towards students' reading comprehension in recount at the second semester of the eighth grade of MTsYapenbayaKatibung South Lampung in the 2017/2018 academic year. This finding is relevant with previous research conducted by Mudasir under the title "The Use of Shared Reading to Improve Students Reading Comprehension (A Quasi Experimental Study Involving seventh Grade Students of Junior High School in Cirebon, West Java)". The result of the study showed that the students' in the activity Shared Reading strategy can improve the students' reading comprehension. By using shared reading strategy, students are involved effectively and actively with the reading activity especially in effort to seek the meaning of the text that is why this strategy can improve the comprehension effectively. It means that shared reading strategy influences students' reading comprehension.

Thus, the researcher concluded that shared reading strategy is a strategy that can be used in teaching English especially in reading comprehension, because shared reading strategy can help students to understand the information of the text by providing students with shared reading instruction in word recognition and comprehension.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the research that was carried out at MTs YapenBaya Katibung South Lampung in the academic year of 2017/2018, the researcher might draw conclusions as follows :

In the previous chapter the writer had analyzed the data statistically. Based on the statistically analysis, there is a significant influence of using shared reading strategy towards students' reading comprehension at the second semester of the eighth grade of MTs YapenBaya Katibung South Lampung in the Academic Year of 2017/2018. The significant influence can be seen from Sig. (2-tailed) of the equal variance assumed in the Independent Samples test table where the Sig. (2-tailed) is 0.025. It is lower than  $\alpha = 0.05$  and it means that  $H_0$  is rejected and  $H_a$  is accepted.

#### **B. Suggestion**

Based on the result of this research, the writer proposed suggestions as follows:

##### **1. For the teacher**

- a. Considering the strategy, the writer suggests the English teacher to apply shared reading as one of the ways in teaching reading especially on recount text because it can help students be more motivated, and active in learning process.

- b. The teacher should motivate the students to use English during the teaching and learning process in the classroom.
- c. The teacher should encourage the students to be actively participating and enthusiastically in the teaching and learning process.

## **2. For the students**

- a. The students should do activities that related in English to enrich their vocabulary and remember vocabulary that they get to comprehend the text in reading.
- b. The students must create high motivation in themselves to be able to follow the learning process very well.

## **3. For the next researcher**

- a. Who are interesting in conducting the similar studies should understand the problem deeply for better research, and assist the students to solve their problems in reading comprehension.
- b. The next research may conduct this strategy on level of students, for example Senior High School. They can apply other kind of texts, for examples, narrative, report, descriptive text etc.

The school should provide some English books as source in learning process and a facility to support the learning process. The facility can be a laboratory for language.

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