THE USE OF SHARED READING METHOD TO DEVELOP THE STUDENTS' READING COMPREHENSION

THESIS

Submitted by

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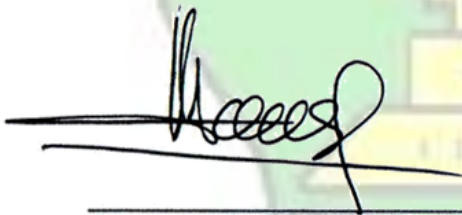NIM. 160203156

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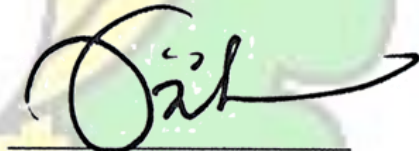
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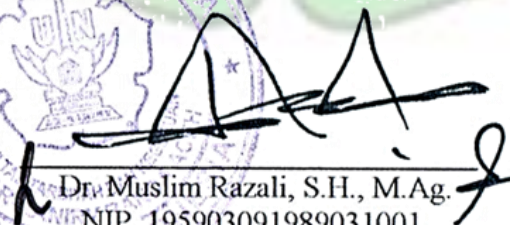
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ii

SURAT PERNYATAAN KEASLIAN

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"The Use of Shared Reading Method to Develop The Students'

Reading Comprehension"

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya.** Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 16 Desember 2020

Saya yang membuat surat pernyataan,

Syarifah Rizki Maghfirah

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بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

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Finally, I believed that this thesis still needs improvement and needs to be criticized to be useful especially for the Department of English Language Education of UIN Ar-Raniry.

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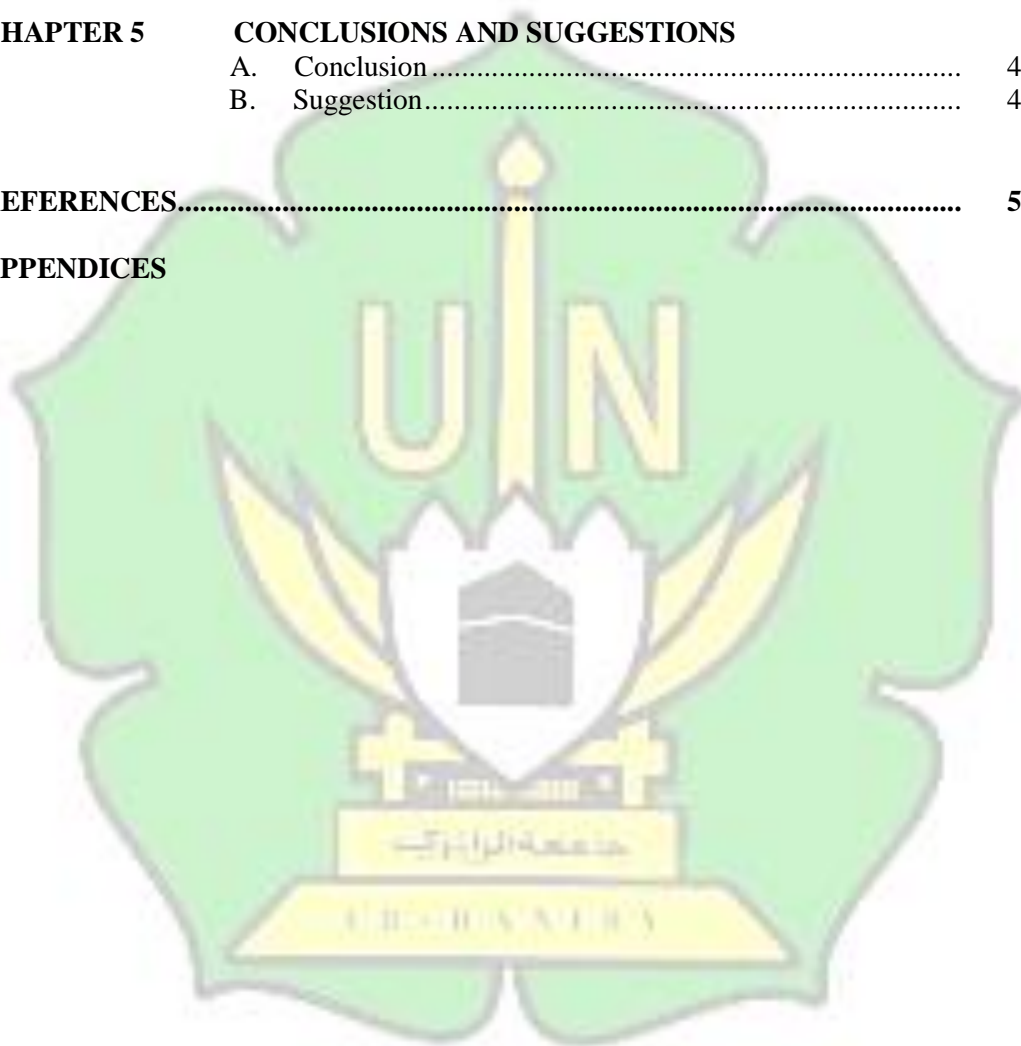
ABSTRACT

Name   :   Syarifah Rizki Maghfirah

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Faculty/Major : Faculty of English Education of Teacher Training/Department of English Education

Title   :   The Use of Shared Reading Method to Develop Students' Reading Comprehension

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This research is about the use of shared reading method to develop students' reading comprehension at MIN 11 Banda Aceh. The aim of study was to know the development students' reading comprehension after the implementation of shared reading method and to know the students' perception in improving their reading comprehension after using of shared reading method. The population of this study was students in the sixth grade of MIN 11 Banda Aceh. The samples were students of class VI^2 as the experimental class. This study used quantitative approach. In collecting the data, the researcher used test and questionnaire. The test was used to know the development of the students' reading comprehension after using shared reading method. Meanwhile, the questionnaire was used to know what students' perception after using shared reading method to develop their reading comprehension. According to the result of the study, using shared reading method could develop students' reading comprehension. It was proven by the improvement of score post-test was shown higher than pre-test (50.28>21.52). It means that there was a significant difference of achievement in the test result before and after applying this method. Besides, the result of questionnaire proved that using shared reading method is effective in improving students' reading comprehension especially the sixth grade students of MIN 11 Banda Aceh.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. Background of Study

Reading is the world of learning, reading is an activity that is very helpful and very beneficial for all students at school. Reading also has a role in improving other abilities. In reading, a reader needs to understand the written information in the text or comprehend the text (Sugara, 2013). Reading is the way to get new information and also some new vocabulary. Through reading, the leaners get a lot of knowledge about things happening around them and also get interested in many aspects of life, such as science, technology, industry, politics, as well as social cultural and educational. Reading also can help students learn certain language skills, including listening, speaking, and writing. In addition, reading is very essential for students.

Reading habits have been buried for students in Indonesia, students have no interest in reading while reading is the basis of all learning. As a teacher increasing students' motivation to learn is an achievement that must be master. Students improve their knowledge by reading, so as to make success in learning the most important thing to do is to read a lot. According to Ricard (2002), one of the objectives in teaching reading is comprehension. Students cannot advance academically from one learning phase to the text without knowing the written text. Therefore, students must also learn to comprehend written text as a way to

extracting information and ideas from the reading text. The comprehension is derived from the connection between the written words and the reading. It is assumed that humans have a fixed reserve, a defined threshold for information attention and absorption, commonly referred to as processing capacity. Because of this, it is generally believed that the ability to recognize words quickly and effortlessly relies on skillful learning.

Reading becomes the main aim of language teaching which is a skill and a part of the teaching program. Its purposes are to enable students to read and understand the text materials correctly. Then it is essential to read in the right way in order to understand the target language. Students who read the text in their own language is not really difficult for them to read it. However, when they read it in a foreign language they have difficulties in reading. According to Badawi (1992) there are several factors that affect students' ability to learn reading: Conceptual development based on external and internal stimuli can be defined as motivation. Then, the experimental background influences the prior knowledge of the reader and the language competency which will enable the reader to understand and comprehend what they read.

Education has to prepare these learners to adapt to social and technological changes that are taking place at an unprecedented rate. According to Noor (2011), reading especially is a resource for continued education, for the acquisition of new knowledge and skills, for gaining information through media, especially newspapers, books, radio, television, and the computers. Thus the achievement of

quality basic education calls for the development of good reading habits of both young and adult learners.

Reading is something that should be the main concern of teachers. Reading can make students think critically and creatively, students who read a lot will be easy to solve problems in learning (Khairuddin, 2013). There are many methods to increase students comprehension in reading, one of them is through "Shared reading". Shared reading is an important part of a balanced literacy framework. Along with reading aloud to students and guided reading, shared reading is one of the teaching method that we use to help students become independent readers (Stanley, Swartz, Rebecca, Shook & Adria, 2002). Creating an environment and atmosphere that can make students like to read is an effort that can be done so that students are interested in reading, students will get use in reading.
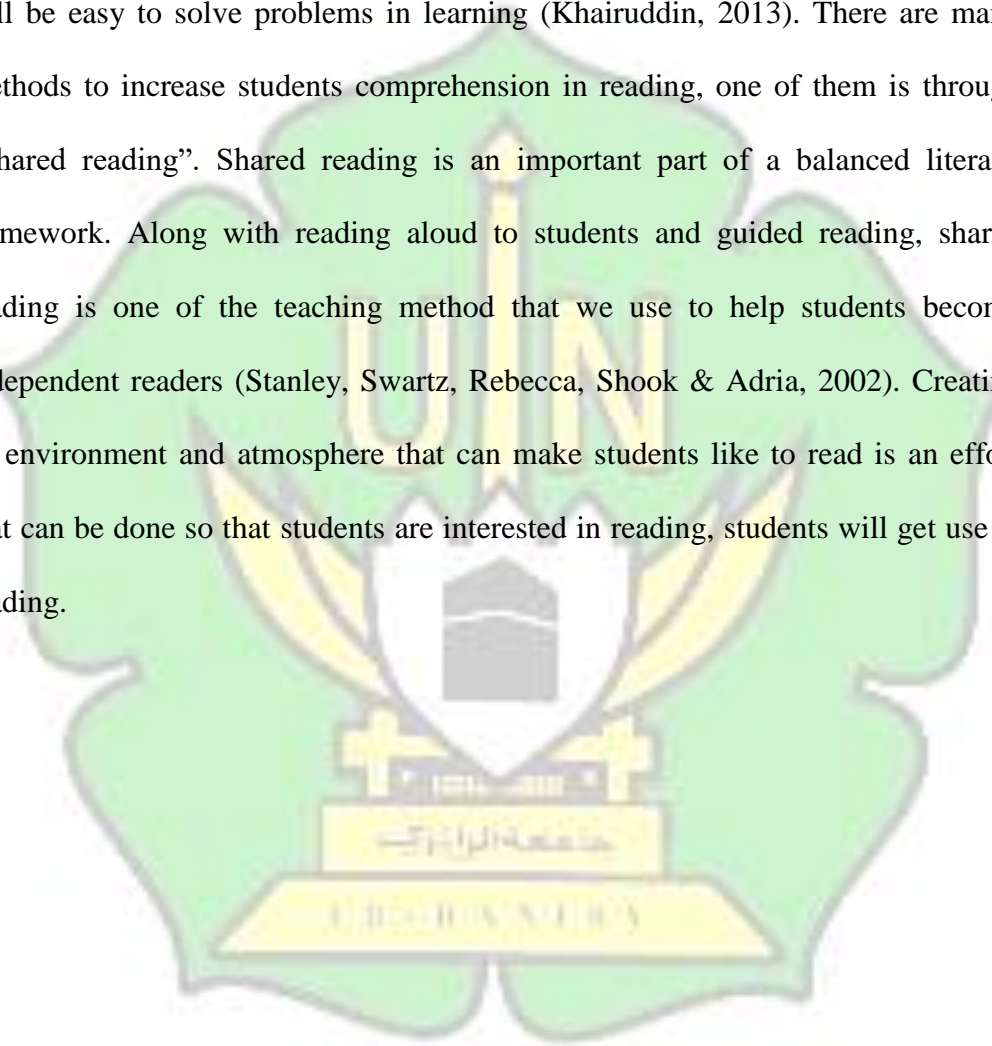
B. Previous Studies

The first research conducted by Armilia (2016) with the title "Teaching Reading through Shared Reading Strategy". She concludes through a shared reading strategy the students' were able to improve their reading ability. In this study, it was conveyed that the results of the experiment using shared reading strategies bring significant changes in student reading activities. Using shared reading strategies can help improve students' motivation in reading, provide correct pronunciation, improved their ability to remember vocabulary and help students better understand the meaning of words in the text while reading. Shared reading strategies help students to make the process of students reading smooth and controlled, students become easier in the process of reading after using shared reading strategies.

The second researcher is Yogi (2013) who conducted the research entitled "The Effect of Using Shared Reading Strategy Toward Reading Comprehension of the Second Year Students' at State Senior High School 12 Pekanbaru". The results of this study all students' get average to good grades. After applying shared reading strategies, it has a very good effect on students' reading comprehension. Shared reading strategies make students' become interested and easy in completing reading so as to give maximum results after the test. Improving students reading skills after implementing shared reading strategies shows very significant progress in increasing students reading skills.

C. Research Questions

Concerning the background of study above, there are two research questions formulated as the following:

1. To what extend does Shared Reading method can develop the students' reading comprehension?

2. What are the students' perception toward the application of Shared Reading method to develop students' reading comprehension?

D. Research Aims

This study aims to find out some important targets as follow:

1. To know the extent a Shared Reading method can develop students' reading comprehension.

2. To investigate the students' perception in develop students reading comprehension using Shared Reading method.

E. Significance of the Study

Theoretically, this study aims to develop the reading skill of students, and the students also enjoy the process of learning. Practically, this study provides some information and also suggestions. This research will help teachers to determine the best method to create an attractive and active class in English language, especially in reading text.

F. Terminologies

There are some terms found in this study that should be explained to avoid misunderstanding, they are:

1. Shared Reading Method

Shared Reading is an interactive reading experience that occurs when students join in or share the reading of a big book or other enlarged text while guided and supported by a teacher or other experienced reader. Students observe an expert reading the text with fluency and expression.

The text must be large enough for all the students to see clearly, so they can share in the reading of the text. "Shared Reading is a strategy that provides opportunities for students to share a common reading experience with their peers or teacher" (Riza, 2016). The teacher will become a model how the pronunciation of each word and then students follow what the teacher has said. Through this shared reading method, students can also easily memorize vocabulary and also increase understanding the meaning of vocabulary. Using the shared reading method is simple but would trigger students' enthusiasm in reading together.

2. Reading Comprehension

Reading is the process of constructing meaning from writing texts. According to Numan (2003), reading is a fluent process of readers, combining information of a txt and their background knowledge to build meaning. It means the reader must be able to translate the written words into meaningful language. The reader can recognize the text to construct the meaning of the text that reads

and builds the meaning of the text to identify words. The comprehension includes the correct association of meanings with word symbols, the selection of the correct meaning suggested by the context, the organization and retention of meanings, the ability to find a way through smaller idea segments, and the ability to grasp the meaning of a larger unity idea. It means the reader and the text have interaction in extracting meaning. So, the reader will understand the real meaning from a text by combining the information gained by their knowledge.

G. Hypothesis

Based on the research question and purpose of study, there are two forms of hypothesis in this research, they are:

1. Ha: Using shared reading method can develop students' reading comprehension.

2. Ho: Using shared reading method cannot develop students' reading comprehension.

CHAPTER II

LITERATURE REVIEW

A. Reading

1. Definition of Reading

According to Swallow (2016), reading is a complex skill that is neatly woven between meaning and decoding, fluency and thinking. Refer to the opinion that reading is an ability that must be mastered so that it can achieve everything else. Reading is an ability that must be possessed by all students. Students must have reading awareness to support the ability in learning. Reading is very useful because it always warns that reading is very important for knowledge.

The purpose of reading is determined by the individual itself. Some individuals read for being informed, experienced, some read for having a job to make their living, some read for overcoming their problem, and some read to make pleasure (Savaskan, 2017). Reading is a process of understanding meaning from the 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 the main idea from the text and their reading activity will be success. It means that reading is an interactive process between readers and the text. The readers automatically interact with the text to get the main information in the text.

Reading is a key to a wealth of experience that links people in a way far beyond distance or time. Reading provides experience to the individual so that he/she may expand his/her horizons, identify, extend and intensify his/her interest and gain a deeper understanding of himself and other human beings in the world (Muliati, 2017). Students must have a lot of experience by reading a lot and to improve reading comprehension. Reading is important for students in general in order to cope with the new knowledge in a changing world particularly in this information technological era.

According to Mokatsi (2005), reading is a very important issue which is not only about enjoyment but a necessity the basic tool of education. Reading makes way for a better understanding of experiences and it can be an exciting voyage to self-discovery. It is the art of interpreting printed and written words, the most effective process of conscious learning which influence the extent and accuracy of information as well as the attitudes, morals beliefs, judgments and action of readers as suggested by Panigrahi and Panda (1996). Reading can be seen as a kind of dialogue between the reader and the text, or even between the reader and the author. Reading knowledge is broadened and well-informed by reading. Reading is really crucial our knowledge is usually broadened and informed by reading activities, and the activity of reading can be found in the internet, book, etc. Students should practice their reading more and more, so that their reading ability and their reading experience will be improved.

According to Walter (1979), reading is what the reader does to get the meaning he needs from textual sources. Reading means a complex process of thinking in assigning meaning from printed materials that involve most of the reader's intellectual acts such as pronunciation and comprehension in order to receive ideas or information extended by the text. It means that reading is a process to understand the text and to get information.

2. Types of Reading

In reading, there are several types of reading that should be known by readers, but in this study the researcher only choose four types of reading because these four types are more common and easier to understand.

a. Intensive Reading

Intensive study of reading texts can be means of increasing learners' knowledge of language features and their control of their reading strategies. Intensive reading is reading with accuracy to comprehend the text that should be done with the learners and the teachers. According to Mart (2015), intensive reading on the other hand focuses on accuracy rather than fluency by emphasizing detailed study of vocabulary and grammar. Detailed analysis of the intensive reading allows learners to master the language effectively. Example: Reading dosage instruction for medicine.

b. Extensive Reading

Extensive reading is a type of reading with regard to special interest of the readers to make readers enjoy in what they are reading. Is defined as reading large quantities of easy language materials for comprehension without performing any tasks after reading. Extensive reading enables learners to develop into independent and confident readers (Day & Bamford, 1998). It means extensive reading is easy to understand, design and to develop students' reading interest. For examples, Reading a newspaper, article, short story and novel.

c. Aloud Reading

Aloud reading is basic form of classroom organization and disciplines. In reading aloud, the students are confronted with written sentences which have not spoken before. The aim of reading aloud is to achieve better speaking ability and the pronunciation of the students.

According to Elizabeth (2004), aloud reading means reading a book by producing sounds audible to other. Reading aloud by the teacher can help the students in the improvement of their listening ability. Reading aloud is useful at specific moment alone. Reading aloud prevents the students from learning to understand the meaning of a sentence even when he may not know one word in the sentence.

d. Silent Reading

Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. According to Elizabeth (2004), silent reading means reading something without producing sounds audible to other. Silent reading enable the students to read completely silently without making sounds and moving his lips. In silent reading the students can more easily work at their own material pace or speed.

3. Aims of Reading

A person may read for many purposes, and it helps to understand more what is read by people. Reading is an activity that can be done in every time wherever it is. There are many purposes of reading in our daily life. The purposes are used for helping understand the content of a text. According to Paul S. Anderson (as cited in Widyamartaya,1992) there are five aims of readings:

a. Reading for details and fact is reading to know what is done by the subject of the story.

b. Reading for main ideas is reading to get the problem statement.

c. Reading for sequence of organization is reading to know each part of the story.

d. Reading for inference is reading to know what is the writer meant by its story.

e. Reading for inference is reading to find unusual things.

B. Reading Comprehension

1. The Definition of Reading Comprehension

Comprehension is an active process in the construction of meaning and the process of deriving meaning from connecting text. It involves word knowledge as well as thinking and reasoning. According to Elizabeth (2003), comprehension is not a passive process, but an active one. This means comprehension is system operation to get the meaning of that active process from text or vocabulary information.

According to Klingner (2007), reading comprehension is the process of constructing meaning by coordinating several complex processes, including word reading, word and world knowledge, and fluency. It refers to the ability to read terms, understand the context and the relations between ideas in a text. In addition, the researchers summarized the teachers reading comprehension instructions as three steps: description, practice, and assessment.

Comprehension is a process that begins before the book is opened, and then it changes as the material is read, and it continues to change even after the text is finished. Reading comprehension is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text (Broek, 2012). Comprehension depends not just on the reader's features, including prior experience and working memory, but also language processes, including basic reading abilities, comprehension, vocabulary, responsiveness to text structures, inference and motivation. Skills also includes

the active use of operational methods, such as metacognition and control of knowing.

From the definitions above, reading comprehension can be inferred as being able to find in the text the concept of the mentioned or unstated author. The essence of reading comprehension knows all of the writer's material. It also refers to the ability to connect to the words in a text, knowing the ideas and connections between the ideas expressed in a text.

2. The Strategies of Teaching Reading Comprehension

According Samat and Aziz (2020), Reading comprehension learning is a never-ending issue for the indigenous pupils as they were having a problem in conceptualizing the information taught in class. In this study focuses on teaching reading comprehension strategies which are divided into three reading stages proposed by some scholars, this includes: pre-reading stage, while reading stage and post reading stage (Hood, 2005; Gibbon, 2002; Brown, 2001; Wallace, 1992; and Barnet 1988).

a. Pre-Reading Stage

In this stage, one very popular kind of activities is brainstorming, according to Wallace (1992) brainstorming as a method for creating many ideas about topic. In this activity, students are invited to call out words, knowledge and experience that relevant to the text, relevant language and an expectation meaning. Generating text type structure is also the activities that can be created in this stage. Discussing the text type in teaching reading comprehension is aimed to familiarize

students with the major contextual features of a text or text structure and show how these features can help them to work out the main function of the text and the possible content.

The next activity which can be applied is sequence picture, it is an activity to give a picture that related to the text and provide relevant background knowledge which set up expectation meaning (Hood & Gibbon, 2002). It is also important for teachers to discuss new vocabulary with students in this stage because discussing new vocabulary can help them to comprehend the text. When students have problems of unknown words, teacher can encourage them to use dictionary.

b. While-Reading Stage

In this reading stage, a teacher can generate appropriate strategies to help students in comprehending the text. The common one is reading aloud activity which is recommended to use by Gibbons, (2002). There are two kinds of reading aloud; reading aloud to students is can used as an opportunity to bring students into a popular culture and an opportunity to challenging text and reading aloud by students is individual students to each other can develop class cohesion and encourage students about the text Handcock and Leaver (2006).

The next activity that teacher can generate in this stage is silent reading. Anderson (2003) said that the majority of reading that we do will be done silently. Anderson explained that silent reading is primarily in reading comprehension because it focuses on getting meaning from text.

c. Post-Reading Stage

For this Stage, a teacher's activity is primarily to evaluate the students' comprehension in particular tasks as suggested by Gibbons (2002). In this case, teachers can conduct such activities; scanning questions, summarizing, learner's purpose, and following-up.

3. Types of Reading Comprehension

Experts categorize reading comprehension in different types. It will be further explained by Westwood (2008), Reading comprehension is often conceptualized as functioning at different levels of sophistication and referred to, for example: as literal, inferential, and critical.

a. Literal Comprehension

Literal comprehension answer the question about who, what, and where by inferring information from the text. Literal comprehension the processing of factually clear material. Examples of literal comprehension tasks include the recollection or key concepts, descriptions of event cycles, contrast, character characteristics and cause and effect relations specially stated in a plot. A child will be expected to give the experimenter an idea or ideas. Recognition on the other hand would require the child to decide whether or not specific information was presented in the story. Recall questions arc usually more difficult to answer than recognition questions. A recall question calls for the student to produce a response from remembering what was read. Questions assessing literal comprehension

skills examine how well students can identify and understand information that is directly stated in a text.

b. Inferential Comprehension

The inferential level of understanding is when the reader gives meaning which goes beyond specific knowledge. Similar to literal comprehension, a lowering of key concepts, sequences, descriptions, attributes, etc. this detail is not clearly specified, but it is the key difference. Students must "read between the lines" in order to understand inferentially. According to Clymer (1968, as cited in Brassel (2008)), the readers' representation of ideas goes beyond the recall of explicit text information. In some instances of inferential comprehension, readers would probably elaborate on ideas and in others they might have to abstract them. Also, it would seem necessary that these ideas must first be integrated and they used as a basis for making inferences. Inference requires an integration of the context of a selection which alone can lead to inferences about the material. It involves a combination of conjecture and explanation based on a synthesis of the literal context, personal knowledge, intention, and imagination.

c. Critical Comprehension

The reader is able to assess what he or she is reading. For example, to discern the author's good writing style, to identify when certain claims in the text are misleading or wrong, to understand the author's point of view, to compare and contrast details with other facts he or she has read elsewhere, and to comment on the significance or otherwise of the views presented. Poor readers who still

struggle with word recognition have immense difficulty moving beyond a basic level of understanding because most of their cognitive effort is needed to access the text. According to Clymer (1968, as cited in Brassel (2008)), in depth analysis and critical thinking are necessary to make informed judgments and evaluations. Because responses to inferential and critical questions are highly dependent on the reader's background, interest, and disposition, it is not easy to determine the level of the reader and the quality of the reader's inferential and critical understanding.

From several explanations about types of reading that has defined before, it can be concluded that reading has many types depending on what people need. The types of reading comprehension, inferential comprehension, and critical comprehension.

4. Element of Reading Comprehension

In reading comprehension, three elements cannot be sparated from each other. There are:

a. The Reader

According to Kucer (2001) and Rosenbatt (1994), comprehension occurs when there is a transaction between the reader and the text. it means the reader has the biggest role in the process of understanding the text. A reader should have capacities, abilities, knowledge, and experiences that she or he can bring to the act of reading. Those elements serve as bridge that the readers need to comprehend easily what the text is talking about.

In addition, the reader is the part which cannot be separated in reading comprehension. In considering the readers, they should have some kinds of abilities that they should apply in comprehending the text like skimming, scanning, etc. Therefore, the reader must be able to choose the suitable strategies to be applied in comprehending the text, so that the goal of reading can be achieved.

b. The Text

Easily of difficult comprehension in a reading activity, depending on the text. According to Snow (2002) and Sweet (2003), the texts are badly written and structured that hard to comprehend, it is also hard to understand if the readers' background knowledge is unavailable. In other words, besides the readers' background knowledge, the structure and writing of a text will affect the comprehension process of reading.

c. The Activity

Comprehension is a part of the activity in reading. According to Snow (2002), different readers can engage different activities in reading. For example, some of them easily understand in fiction text, while others do not. Some of them comprehend easily an informational text, but others need some strategies such as reading and taking notes to get the point from the text.

In short, in concluding activity reading comprehension is the main part of that activity. Furthermore, the readers have different abilities in doing this activity. Some of them will easily comprehend the text, but some others should

give some strategies in comprehending the text. Those three elements are an important thing in reading activity. If one those elements does not exist, the reading activity does not happen. Therefore, those elements cannot be separated from each other.

5. *The Process of Reading Comprehension*

The process of reading comprehension which is based on the order of how the readers decode the language is divided into three kinds of the reading comprehension process. Processes of reading comprehension which are practiced by readers are bottom-up, top-down and interactive reading (Brown, 2001). In the bottom-up process, readers have to identify and decode the language feature of the text. Using this process readers have to know the letter, the form of the words, and the discourse of the word. Readers have to able to decode the text first to comprehend the text. In the top-down process, readers must use their background knowledge to understand the text for example, readers look at the title of the text then, they relate it to their knowledge or intelligent to guess what text is about. Meanwhile, in interactive reading readers combine bottom-up processing and top-down processing.

Readers not only identify and decode the language feature of the text but also use their background knowledge and experience to comprehend the text. The processes of reading occur while readers are reading a text. Some readers do not notice that processes happen while they are reading, but some of them do. Readers

who know the theory of reading process will realize there is some process that happens while they are reading.

C. Shared Reading Method

1. Definition of Shared Reading Method

Shared Reading method is an interactive reading experience that occurs when students join in or share the reading of a big book or other enlarged text while guided and supported by a teacher or other experienced reader. Students observe an expert reading the text with fluency and expression. The text must be large enough for all the students to see clearly, so they can share in the reading of the text. It is through Shared Reading that the reading process and reading strategies that readers use are demonstrated (Holdaway, 2000). Shared reading is a reading method that involves students and teachers together, so that it will make all students active and easily control the class.

According to Savaskan (2017), the purpose of shared reading method is to help students' reading a long text fulfilling an interactive reading activity under the guidance of teacher, and to provide them enjoy reading. It means shared reading can make the student enjoy and easy to read the text together.

2. The Basic of Shared Reading

The shared reading model was developed by Holdaway (1979). It builds from the research that indicates that storybook reading is a critically important factor in young children's reading development (Wells, 1986). The storybook reading done by parents in a home setting is particularly effective (Strickland & Taylor, 1989). However, in school the most cases a teacher read to a group of children rather than to a single child.

a. Repeated Readings

In the shared reading model there are multiple readings of the books over several days. Throughout, children are actively involved in the reading (Yaden, 1988). The teacher may pause in the reading and ask for predictions as to what will happen next. Because many of the books include predictable text, the children often chime in with a word or phrase. Groups of children or individual children might volunteer or be invited to read parts of the story.

Through repeated readings and the predictable text, children become familiar with word forms and begin to recognize words and phrases (Bridge, Winograd, Haley, Pikulski & Kellner, 1992). This means that applying this strategy will make it easier for students to remember a lot of vocabulary and know how to pronounce words.

b. Purposes for Rereading

The repeated readings of the same story serve various purposes. The first reading is for enjoyment, the second may focus on building and extending comprehension of the selection, a third might focus attention on the interesting language and vocabulary, a fourth might focus on decoding, using the words in the selection as a starting point for teaching word identification skills (Yaden, 1989). The most important point is easy for students to understand in learning activity.

c. Preparing for a Shared Reading

The important feature of shared reading is the book or text itself, with the goal of engagement, interaction, and active thinking by readers (Hochell & Schulz, 2012). When selecting text for shared reading the teacher needs to consider:

1. Varied kinds of shared reading material the students will enjoy.

2. Physical characteristics of text: size and spacing of print, clarify of illustrations, layout.

3. Story line and familiarity with experience.

3. *Shared Reading Process*

According to Holdaway (2000) shared reading session may be conducted in many ways, depending on the needs of the students and the teaching objectives determined by the teacher. Shared reading with strong teacher support and guided reading with less teacher support are two ways the teacher can give students practice and immediate feedback, as they develop the skills and strategies necessary for successful decoding and comprehension. This section will provide a brief description of how to conduct a shared reading session. This description will be divided into three reading sections: before, during and after reading.

a. Before

In shared reading the teacher introduces the story, talking about the title, cover, and title page. It is a good time to engage the students in what they see in the cover picture, and what they think it tells them about the story to be read. Do not neglect the back cover of the book, as it often provides an interesting picture clue to what will happen in the story.

During the introduction, the teacher conducts a picture walk through the book, briefly pointing out specific character actions or events, asking probing questions to engage the students in thinking about the pictures or text.

b. During

The very first reading is generally for enjoyment. The teacher points to each word as it is read. Students are asked to follow along "with their eyes." Read the

text as naturally as possible, phrased and fluent, though you may choose to slow the pace just a little for students to join. Model realistic reactions to the text and use appropriate voice intonation. Again, the teacher may pause from time to time asking students to predict a word, phrase or to make predictions about what is happening. During the read, the teacher may ask students to confirm their predictions by asking.

c. After

After reading, the teacher can take students back to the point of making predictions, whether at the word or story level, and ask how they knew they were right or how they knew if their prediction was not quite correct. Giving students this chance to talk about their thinking is very powerful and ensures their full participation.

The teacher asks open-ended questions and helps students build connections to the text by activating students' prior knowledge to the theme or main idea of the book. The second and subsequent readings allow for the students to chime in with now familiar words and phrases. In some cases, students and teachers can take turns reading (e.g., the teacher reads the left side and students read the right side). Other ways to extend the Shared Reading experience can be found in the Extending Shared Reading section.

4. Advantages and Disadvantages of Shared Reading

According to Nurmala (2018), there are some advantages and disadvantages of using shared reading strategy, they are as follows:

a. Advantages of Shared Reading

1. Helps students enjoy materials that they are not be able to read on their own.

2. Helps students learn where to look and focus their attention.

3. Helps students remember new vocabulary.

4. Helps students make prediction in reading.

5. Helps students develop a sense of story and increase comprehension.

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 students do not understand what is going on or not focusing on the shared reading, she may not actually benefit from activity.

2. Students may become frustrated if they are not able to keep up with quicker students.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research the researcher used quantitative research. According to Creswell (2012), in quantitative research there are three designs: experimental, correlation and survey. The researcher used experimental design. Experimental design is a procedure for testing a hypothesis by setting up a situation in which the strength of relationship between variables can be tasted. It is intended to obtain the information about the development students' reading interest through shared reading method. The experimental research used in this research is pre-experimental research in form of pre-test, post-test and questionnaire.

The design covers a quantitative research in analyzing data. According to Sugiyono (2006), quantitative research method is a method used to observe specific sample or population by using numeric data in analyzing the statistic data of students pre-test and post-test score. In addition, the researcher analyzes the students responses toward the use of shared reading method in their reading interest. By that score the researcher analyzes whether shared reading method develop students reading comprehension or not.

B. Research Sites and Participants

1. Research Location

The present study was conducted at MIN 11 Banda Aceh, which is located Jl. Utama Rukoh, Kopelma Darussalam, Kec. Syiah Kuala, Kota Banda Aceh, Aceh Province.

2. Population

Population is the whole subject of research, it means all the elements that exist in that research area. Population is the most significant factor in conducting a research. Arikunto (2010) defines population as all subjects who are going to be observed in a research. Therefore, the target population of this research was the sixth grade students at MIN 11 Banda Aceh.

3. Sample

Sample means a subgroup of members of population chosen for participants in the study. According to Arikunto (2006) sample is a limited number of elements from a population to be representative of the population. Thus, the researcher took one class as sample for this research. The sample class was selected by using purposive sampling technique. According to Arikunto (2010), Purposive sampling is the process of selecting sample by taking subject that is not based on the level of area, but it is taken based on the specific purpose. The sample used in this study is sixth grade students namely class there is VI^2 which consisted 22 students.

C. Technique of Data Collection

The data collected from variety of source, this research concerns to develop the students' reading comprehension using shared reading method. In gaining data needed in this research, the researcher conducted experimental teaching, pre-test & post-test, and questionnaire.

1. Experimental Teaching

The researcher conducted an experimental teaching for three meetings, including the meeting for pre-test and post-test. The researcher applied the implementation of shared reading method to develop students' reading comprehension.

2. Test

According to Arikunto (2012), test is a tool or procedure used to know or measure students' performance by using a set of ways and rules. The pre-test and post-test was conducted in this research, which the pre-test was given before experimental and post-test was given after the experimental teaching. In analyzing the data that were collected from the test, the researcher used some statistical analysis formulas. Moreover, the researcher gave post-test to know how far is development students' reading interest about text after applying this method.

3. Questionnaire

Questionnaire is a number of written questions used to get information from respondent. According to Cohen (2013), questionnaire is the instrument for collecting the primary data. Questionnaire is used to provide quick and efficient way of obtaining amounts of information from sample. It used to measure the students' perception, motivation, and reading interest in the use of shared reading method. Questionnaire was given in the last meeting in order to investigate students reading comprehension.

D. Method of Data Analysis

1. Test

The researcher used the test as the instrument to find out how shared reading method develop students' reading comprehension at MIN 11 Banda Aceh defines test as an instrument or procedure that proposes a sequence of tasks to obtain students' responses. In this case, there are two tests, pre-test, and post-test. The researcher analyzed the pre-test and post-test data through statistical analysis. In analyzing the test score, the researcher will calculate the mean score of students.

a. Mean

Mean has been used to find out the entire samples' average. To understand the average, the formula was used as suggested by (Arikunto,2010). The mean was the average or arithmetic mean, the formula was:

Which:

$\bar{X}$: mean

$\sum x$: the sum of scores

N   : total students

b. Range (R)

The purpose of the range is to know the gap between the highest score between the lowest score, the formula is :

R = Hs – Ls

Which:

R   : the range of score

Hs : the highest score

Ls : the lowest score

c. Interval

Interval is a set of (real) numbers between two numbers.

d. Standard Deviation

Steven (2007) asserted that the standard deviation was a statistic formula described the total variation in the characteristics of the process being measured. In particular, it is calculated how individual measurements should be expected to deviate from the mean on average. The higher the standard deviation is the more

dispersion in the information of the method it is as shown below. The formula of standard deviation was as follows:

$$SD^2 = \frac{\sum f \, (X - X)2}{N - 1}$$

Which:

SD : standard deviation

$\sum f$: the sum of the frequency

$\overline{X}$: mean

$\sum x^2$: the sum of score squared

N : the number of samples

e. T-score

 T-score was used to determine the important differences between pre-test and post-test, the formula for t-score was as follow:

$$\text{t-} score = \frac{\bar{x}1 - \bar{x}2}{\sqrt{\frac{SD1}{n_1} + \frac{SD2}{n_2}}}$$

Which:

X^1 : mean of the post-test

X^2 : mean of the pre-test

SD^1 : standard deviation of post-test

SD^2 : standard deviation of pre-test

N : total students

2. *Questionnaire*

According to Sudjono (2008), the result of questionnaire would be analyzed by using the following formula:

$$P = \frac{F}{N} x100\%$$

Which:

P   : Percentage

F   : Frequency

N   : The number of sample

100% : Constant value

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. The Analysis of Test Result

In collecting the data, the researcher conducted the data from experimental teaching in three meetings.

1. The first Meeting

For the first meeting, the researcher began the class by introducing herself along with the explanation about the research including the title. Before starting the pre-test, the researcher checked the attendance list and continued by giving the pre-test for the students' by giving them a text. The purpose of this pre-test was to know their ability and interest in reading before the researcher applied the treatment

2. The Second Meeting

For the second meeting, the researcher would teach the students by using Shared Reading method and asked them to read together with teacher and students. The researcher used the shared reading method in one to three experiments or meetings.

3. The third meeting

For the third meeting, the researcher gave the post-test and asked them to answer the question. Then, the researcher distributed the questionnaire to the students.

The obtained data from pre-test and post-test were statistically calculated in order to identify the mean of scores and to analyze whether there was a significant difference between pre-test and post-test.

Table 4.1

Pre-test and Post-test Scores experimental Class

No	Initial of Students	Pre-test	Post-test
1	WA	40	100
2	ZRO	20	60
3	RWM	60	100
4	LHY	40	100
5	DJR	40	60
6	FRR	20	60
7	FW	40	60
8	KN	60	100
9	NAF	20	60
10	LA	20	40
11	PN	20	60
12	SA	20	60
13	MA	60	100
14	ZPB	40	60
15	FAR	20	60
16	MR	20	40

17	AA	60	100
18	MHB	40	60
19	MBH	40	100
20	TZH	60	100
21	JAI	40	60
22	MLH	60	100

Based on the table presented above, the lowest score of the pre-test was 20 and the highest one was 60. Meanwhile, the lowest score for the post-test was 40 and the highest one was 100.

The following part showed a further statistical analysis result of pre-test and post-test.

1. Result of Pre-test

In order to calculate the mean of the pre-test score, the researcher arranged the score from the lowest up to the highest score as follow:

R   20   20   20   20   20   20   20

20   40   40   40   40   40   40   40

40   60   60   60   60   60

Then the researcher determined the range of the pre-test showed above by using the formula below:

R = Hs – Ls

= 60 – 20

= 40

After finding the range score, the researcher finds out the number of class interval (K), and result was:

K = 1 + 3.3 (log n)

= 1 + 3.3 (log 21)

= 1 + 3.3 (1.32)

= 1 + 4.356

= 5.356 (taken 5)

Thus the length of the interval was 5. After that, the researcher counted class of interval by using the following formula:

$$Range\ of\ interval\ Class\ (p) = \frac{Range}{Interval}$$

$$= \frac{40}{5}$$

= 8 (taken 8)

Based on the data calculated above, the frequency distribution of the pre-test can be formulated as follows:

Table 4.2

The Frequency Distribution of Students' Pre-test Score

No	Students' Score	$f f_1$	X_1	X_1-X_2	$(X_1$-$X_2)^2$	$f_1(X_1$-$X_2)^2$
1	20-27	8	23.5	-1.61	2.59	20.72
2	28-35	4	31.5	6,39	40.83	163.32
3	36-43	2	39.5	14.39	207.07	414.14
4	44-51	2	47.5	22.39	501.31	1002.62
5	52-59	0	55.5	30.39	923.55	0
6	60-67	2	63.5	38.39	1473.79	2947.8
	Total Score	**21**	**261**	**-**	**-**	**4548.38**

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

$$= \frac{(20\text{x}8)+(28\text{x}4)+(36\text{x}2)+(44\text{x}2)+(52\text{x}0)+(60+2)}{21}$$

$$= \frac{160+112+72+88+0+120}{21}$$

$$= \frac{452}{21} = 21.52$$

After counting the mean of the students' pre-test, the researcher used a standard deviation to calculate how individual measurements should be expected to deviate from the mean on average. The formula of standard deviation in the pre-test was presented below:

$$SD^2 = \frac{\sum f(x-x)^2}{N-1}$$

$$SD^2 = \frac{4548.38}{21-1}$$

$$SD^2 = \frac{4548.38}{20}$$

$$SD^2 = 227.41$$

$$SD = \sqrt{227.41} \qquad SD = 15.08$$

2. The Result of Post-test

In order to calculate the mean of the post-test score, the researcher arranged the score from the lowest up to highest score as follow:

R	40	40	60	60	60	60
60	60	60	60	60	60	60
100	100	100	100	100	100	100
100	100					

Then the researcher determined the range of the post-test showed above by using the formula below:

R = Hs – Ls

  = 100 – 40

  = 60

After finding the range score, the researcher found out the number class interval (K), and the result was:

K = 1 + 3.3 (log n)

  = 1 + 3.3 (log 21)

  = 1 + 3.3 (1.32)

  = 1 + 4.356

  = 5.356   (taken 5)

Thus, the length of the interval was 5, after that, the researcher counted the class of interval by using the following formula:

$Range\ of\ interval\ Class\ (p) = \dfrac{Range}{Interval}$

$= \dfrac{40}{5}$

$= 8$ (taken 8)

Based on the data calculated above, the frequency distribution of post-test can be formulated as follows:

Table 4.3

The Frequency Distribution of Students' Post-test Score

No	Students' Score	f_1	X_1	X_1-X_2	$(X_1$-$X_2)^2$	$f_1(X_1$-$X_2)$
1	40-47	4	43.5	-16.09	257.92	1031.68
2	48-55	4	51.5	-8.06	64.96	259.84
3	56-63	2	59.5	0.06	0.0036	0.0072
4	64-71	2	67.5	7.94	63.04	126.08
5	72-79	0	75.5	15.94	254.08	0
6	80-87	6	83.5	23.94	573.12	3438.72
	Total Score	21	381	-	-	44855.64

$$= \frac{(40x4)+(48x4)+(56x2)+(64x2)+(72x0)+(80x6)}{21}$$

$$= \frac{160+192+112+128+0+480}{21}$$

$$= \frac{1056}{21}$$

$$= 50.28$$

After accounting the mean of the students' pre-test, the researcher used a standard deviation to calculate how individual measurements should be expected to deviate from the mean on average. The formula of standard deviation in the post-test was presented below:

$$SD^2 = \frac{\Sigma f\ (x-x)^2}{N-1}$$

$$SD^2 = \frac{4855.64}{21-1}$$

$$SD^2 = \frac{4855.64}{20}$$

$$SD^2 = \sqrt{242.78}$$

$$SD = 15.5$$

3. T-score Calculation

T-score was used in order to find out the significant differences between pre-test and post-test. The calculation was as follows:

$$\text{t-score} = \frac{x1-x2}{\sqrt{\frac{SD_1}{n_1}+\frac{SD_2}{n_2}}}$$

$$\text{t-score} = \frac{50.28-21.52}{\sqrt{\left(\frac{227.41}{21}\right)+\left(\frac{242.78}{21}\right)}}$$

$$\text{t-score} = \frac{28.76}{\sqrt{10.82+11.56}}$$

$$\text{t-score} = \frac{28.76}{\sqrt{22.38}}$$

$$\text{t-score} = \frac{28.76}{4.73} \qquad\qquad \text{t-score} = 6.08$$

The researcher used the result of the t-score analysis in the testing the hypothesis. Then, alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected, it means that there is a significant difference in the students' reading comprehension after they are taught by using the shared reading method.

B. Analysis of questionnaire

Questionnaire will be analyzed by using the following formula:

$$P = \frac{f}{N} \, x100\%$$

Where:

P   = Percentage

F   = Number of students choose every choice of answer for each statement

N   = Total number of student
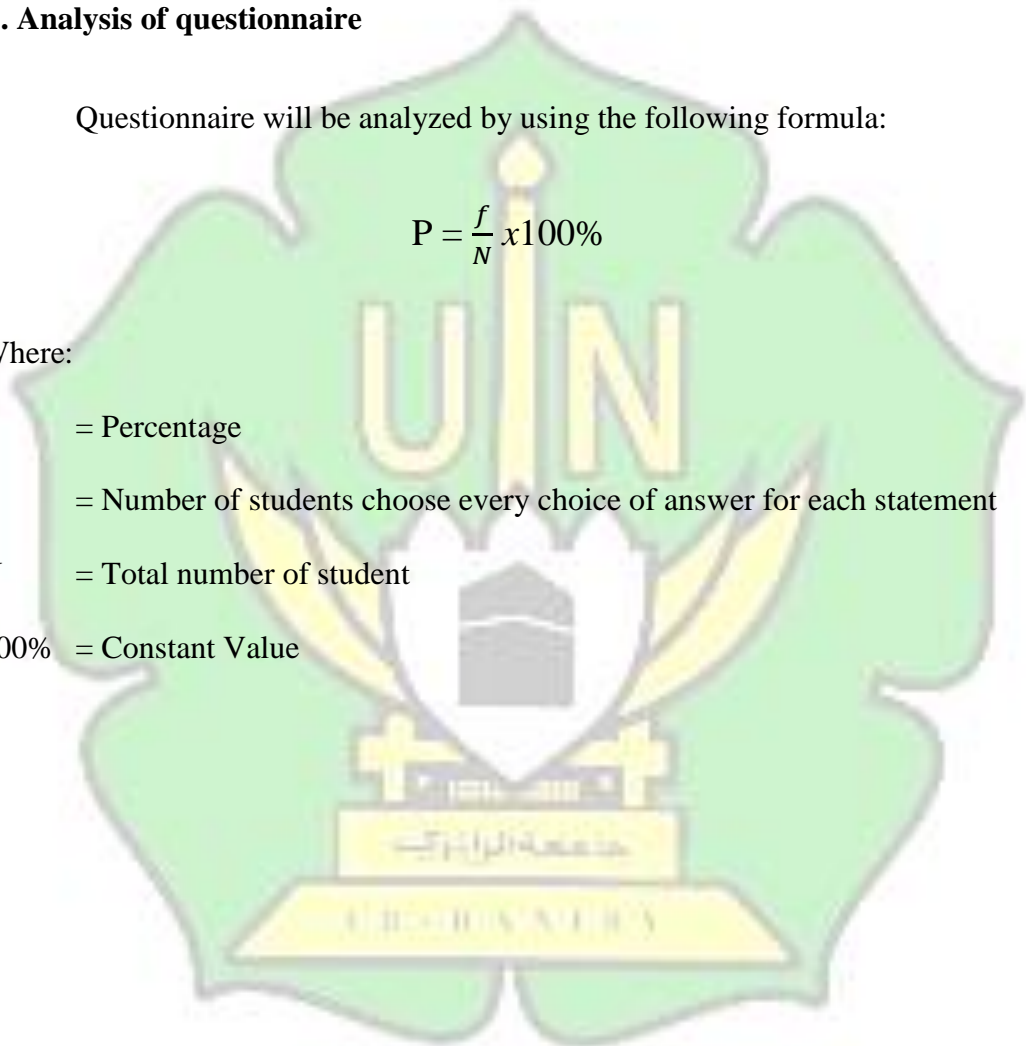
100% = Constant Value

Table 4.4

Students' score of questionnaire

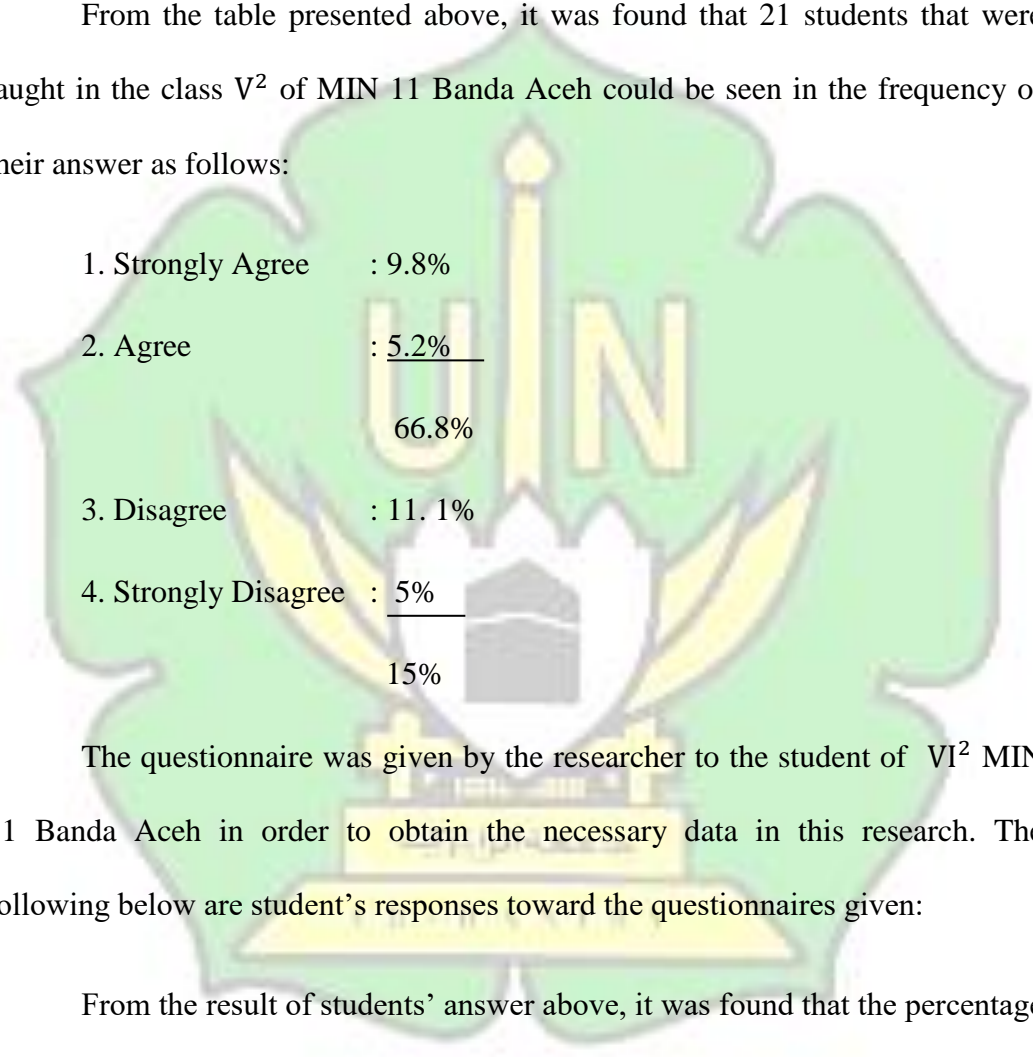| No	Statement	Frequency (F)		Percentage (%)	
		SA	A	DS	SDS
1.	Shared reading motivates me to be active in reading English text.	11	7	1	1
2.	Using shared reading method in reading English text will give me a new knowledge.	17	4		
3.	I do not find difficulty in understanding English text by using shared reading method.	10	9	2	
4.	I get many knowledge from using shared reading method as reading method.	12	8	1	
5.	I am happy to study by using shared reading method.	14	3	3	1
6.	Using shared reading method make me easier in comprehending reading text.	9	9	2	1
7.	Study shared reading method make me more spirit in study reading.	18	3		
8.	Study reading using shared reading method make time that I use more efficient.	7	9	3	2
	Total	**98**	**52**	**11**	**5**
	Equation Degree	**9.8**	**5.2**	**11**	**5**
	Percentage		**1.5**		**1.7**

Notes:

SA : Strongly Agree

A : Agree

DS : Disagree

SDS : Strongly Disagree

The questionnaires was distributed in order to gain information of the students' responses on the use of the shared reading method in the experimental class. The questionnaire was distributed to the students. It consisted of 8 close-ended questions related to the use of shared reading method.

From the table presented above, it was found that 21 students that were taught in the class V^2 of MIN 11 Banda Aceh could be seen in the frequency of their answer as follows:

1. Strongly Agree   : 9.8%

2. Agree   : 5.2%

       66.8%

3. Disagree   : 11. 1%

4. Strongly Disagree   : 5%

    15%

The questionnaire was given by the researcher to the student of VI^2 MIN 11 Banda Aceh in order to obtain the necessary data in this research. The following below are student's responses toward the questionnaires given:

From the result of students' answer above, it was found that the percentage of positive answers (strongly agree and agree) were 66.8%, while in the negative answers (disagree and strongly disagree) were 15%, it means that the positive answers were higher than in the negative answers. This proved that using the shared reading method could develop students' reading comprehension.

C. Discussion

After analyzing all of the data that are collected from the experimental and by using statistical formula, it was found that supported the alternative hypothesis. Moreover, it was necessary to discuss the result of this research. After the researcher did the treatment and test, the research result showed that shared reading method develop students' reading comprehension of the text.

According to the data, there is a significant score between before and after the treatment. In the pre-test mean showed was 21.52 and the post-test showed 50.28. It means the result of post-test more higher than pre-test. Therefore, these data which had been analyzed answered the first research question that the shared reading method could develop students' reading comprehension at 6th grade of MIN 11 Banda Aceh.

The second research question asked the students' perceptions after they learn reading comprehension through the shared reading method. The researcher, distributed the questionnaire to the experimental class who were taught by using shared reading method to know specifically their opinions, whether the shared reading method helped them in improving their understanding of the text or not. The questionnaire was formed in 8 questions starting from general to specific questions. In addition, the percentage of their success in the positive answers was 66.8%. the researcher found that most of the students were interested and motivated in learning reading with the shared reading method. The data also showed that students agreed that the shared reading method could help them in

understanding the text. This method made the students more enthusiastic because it made them feel more active and interest to continue the reading text. It shows that most students had positive response through the learning process using shared reading method to develop reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Teachers have a big role and influence their students. They must be able to choose the appropriate teaching method for students' interest in reading. Teaching reading should be fun, interesting, and understandable particularly for the students. One of appropriate teaching methods is shared reading method. Using this method can make students' interesting in reading and more active in the class.

Based on the result of the result of the research discussed in the previous chapter, the researcher draws some calculations of teaching reading by using shared reading method as follows:

1. The use of shared reading method can develop students' reading comprehension in learning process. The researcher concludes that using the shared reading method is motivating students' in learning English text. Moreover, it is also proven by the result of hypothesis which t-score higher than t-table. It means there was a significant difference of the students' reading interest after they were taught by using shared reading method.

2. From the questionnaire, it can be concluded that students were interested in the use of shared reading method as it encourage them in learning English text. The students have positive respond on using shared reading method is interested to them. The students participated actively in the class and paid attention to the teacher. Thus, shared reading method can develop the students' reading comprehension, especially to the sixth grade students of MIN 11 Banda Aceh.

B. Suggestion

Based on the findings, there were some suggestions that the researcher could provide. Here are the following:

First, for the teacher the researcher suggested that the use of shared reading method can help the students improve their reading comprehension. In order to make the reading class interesting, one of methods that teachers can apply in teaching reading is shared reading method. By using this method, the researcher can train the students in reading skill. In other words, the teacher should make all students involved in learning especially in reading. The second, this study was expected to give useful information toward the readers about shared reading method which used to develop students' reading comprehension. It could be used as reference of research which related to this study.

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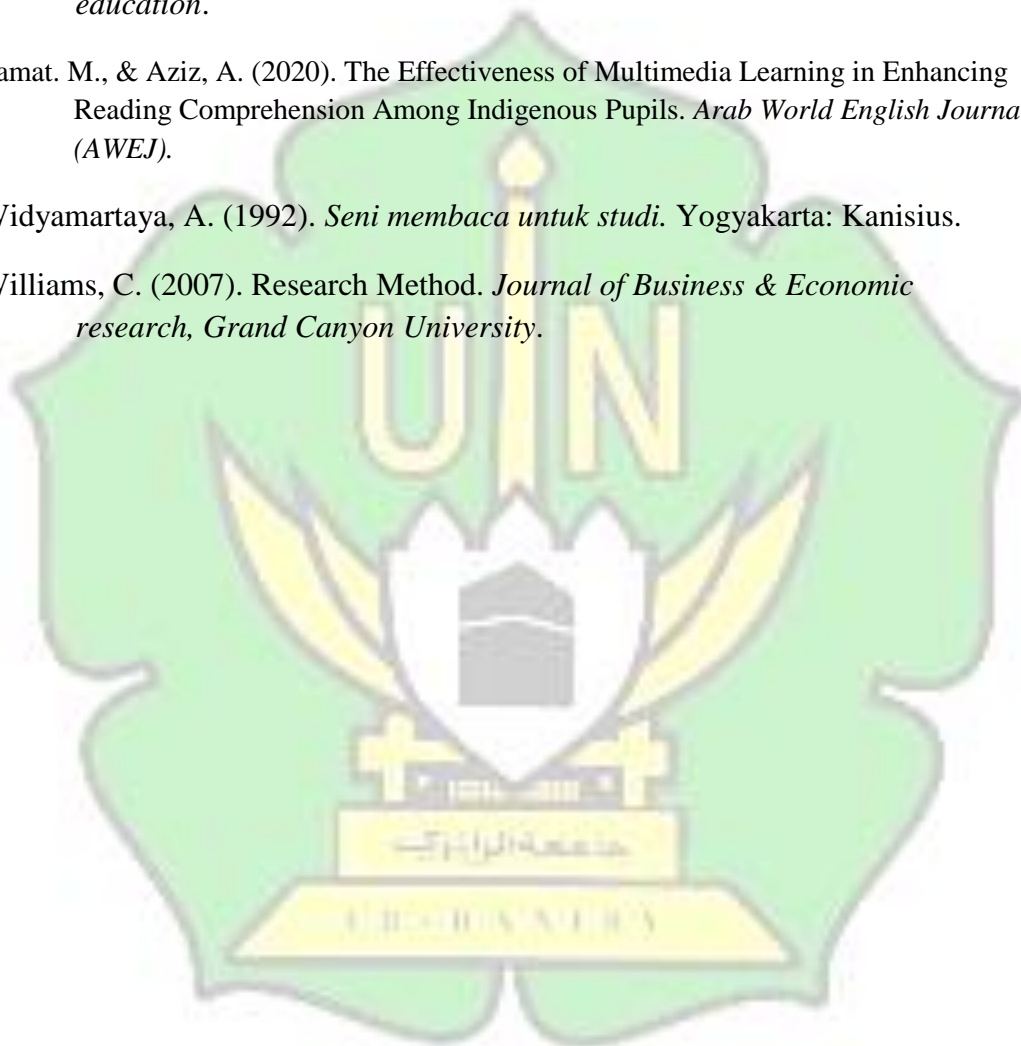
SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-3721/UN.08/FTK/KP.07.6/03/2020

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;

b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 14 Februari 2020

MEMUTUSKAN

Menetapkan :
PERTAMA

Menunjuk Saudara:
1. Dr. Muhammad AR, M. Ed — Sebagai Pembimbing Pertama
2. Rita Hermida, M.Pd — Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama : **Syarifah Rizki Maghfirah**
NIM : **160203156**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **The Use of Shared Reading Method to Develop the Students' Reading Comprehension**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No.025.04.2.423925/2019 tanggal 5 Desember 2019.

KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2020/2021

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 06 Maret 2020
An. Rektor
Dekan,

Muslim Razali

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniy.ac.id

Nomor   : B-12279/Un.08/FTK.1/TL.00/11/2020
Lamp   : -
Hal   : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Kepala sekolah MIN 11 Banda Aceh

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM   **: SYARIFAH RIZKI MAGHFIRAH / 160203156**
Semester/Jurusan   : IX / Pendidikan Bahasa Inggris
Alamat sekarang   : Jl. Tgk. Glee Iniem Gampoeng Tungkob Darussalam Kab. Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul *The Use of Shared Reading Method to Develop the Students' Reading Comprehension*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 20 November 2020
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 20 November 2021

Dr. M. Chalis, M.Ag.

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan   : **MIN 11 Banda Aceh**
Muatan Pelajaran   : Bahasa Inggris
Kelas / Semester   : VI / Ganjil
Materi Pembelajaran : Animal Stories
Alokasi waktu   : 2 JP (3 kali pertemuan)

A. Kompetensi inti:

1. Menerima dan menjalankan ajaran agama yang dianutnya.

2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, santun, peduli, dan percaya diri dalam berinteraksi dengan keluarga, teman, guru dan tetangganya.

3. Memahami pengetahuan faktual dengan cara mengamati (mendengar, melihat, membaca) dan menanya berdasarkan rasa ingin tahu tentang dirinya, makhluk ciptaan Tuhan dan kegiatannya, dan benda-benda yang dijumpainya di rumah dan di sekolah.

4. Menyajikan pengetahuan faktual dalam bahasa yang jelas, sistematis dan logis, dalam karya yang estetis, dalam gerakan yang mencerminkan anak sehat, dan dalam tindakan yang mencerminkan perilaku anak beriman dan berakhlak mulia.

B. Kompetensi Dasar:

1. Mendeskripsikan hewan.

2. Menceritakan cerita tentang hewan.

3. Menanyakan dan memberikan opini dengan menggunakan bahasa yang tepat.

4. Mengidentifikasi teks singkat.

C. Indikator:

- Menyebutkan hewan dan sifatnya dengan ucapan dan lafal yang benar.

- Merespons instruksi sangat sederhana dengan melakukan gerakan sesuai instruksi.

- Membuat dialog singkat tentang memberikan opini mengenai cerita yang baru saja didengar.

- Menjawab pertanyaan dari teks cerita dengan tepat.

D. Tujuan Pembelajaran:

Pada akhir pembelajaran, siswa dapat:

- Menyebutkan hewan dan sifatnya dengan ucapan dan lafal yang benar.

- Merespons instruksi sangat sederhana dengan melakukan gerakan sesuai instruksi.

- Mencocokkan gambar dengan kalimat yang didengar di dalam rekaman.

- Membuat dialog singkat tentang memberikan opini mengenai cerita yang baru saja didengar.

- Menjawab pertanyaan dari teks cerita dengan tepat.

E. Materi Pembelajaran   **: Animal Stories**

F. Alokasi Waktu   **:** 2 jam pelajaran (3 kali pertemuan)

G. Metode   **:** Shared Reading Method (membaca bersama)

H. Sumber belajar   : Buku Grow With English6, internet, dll.

I. Langkah-langkah kegiatan pembelajaran

Kegiatan	Deskripsi	Alokasi Waktu
Pertemuan ke-1 (2x45) **A. Pendahuluan**	1). Peserta didik merespon salam guru. 2). Peserta didik berdoa. 3). Peserta didik merespon guru dalam memeriksa kehadiran. 4). Guru menyapa siswa *"Hello, how are you?"* dan siswa menjawab sapaan tersebut dengan baik dan benar. Kemudian, guru	15 Menit

B. Kegiatan Inti	menyatakan tujuan pembelajaran hari ini.	
	5). Guru Membagikan text yg berjudul " Cow and lion" dan membaca bersama.	65 Menit
	6). Guru memperkenalkan hewan yang ada didalam text.	
	7). Guru memberikan pemahaman tentang text.	
C. Penutup	8). Peserta didik melalukan refleksi terhadap kegiatan pembelajaran yang telah dilakukan,	10 Menit
	9). Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.	
	10). Peserta didik dan guru mengucapkan salam penutup	
Pertemuan ke-2 (2x45)		
A. Pendahuluan	1). Peserta didik merespon salam guru.	15 Menit
	2). Peserta didik membaca do'a.	
	3). Guru menyapa siswa *"Hello, how are you?"* dan siswa menjawab sapaan tersebut dengan baik dan benar. Guru mengulas sedikit pelajaran di pertemuan sebelumnya.	
	4). Peserta didik merespon guru dalam memeriksa kehadiran.	
	5). Guru bertanya tentang materi yang sudah dipelajari sebelumnya.	
B. Kegiatan Inti	6). Guru bersama siswa membaca kembali text yang sudah diberikan.	65 Menit
	7). Guru meminta siswa untuk mengartikan text bersama-sama.	
	8). Guru menanyakan kembali bagaimana	

	jalan cerita yang ada pada text tersebut.	
C. Penutup	9). Peserta didik memperhatikan informasi tentang rencana pembelajaran untuk pertemuan berikutnya.	10 Menit
	10). Peserta didik dan guru mengucapkan salam penutup.	
Pertemuan ke-3 (2x45)		15 Menit
	1). Peserta didik merespon salam duru.	
	2). Peserta didik membaca do'a.	
A. Pendahuluan	3). Peserta didik merespon guru dalam memeriksa kehadiran.	65 Menit
B. Kegiatan Inti	4). Guru menyapa siswa *"Hello, how are you?"* dan siswa menjawab sapaan tersebut dengan baik dan benar. Guru mengulas sedikit pelajaran di pertemuan sebelumnya.	
	5). Guru mengulas materi yang sudah dipelajari kemudian menutup pembelajaran. Siswa diajak untuk berlatih merespons ungkapan dengan mencocokkan satu dengan lainnya.	
	6). Peserta didik mencari informasi dengan berdiskusi dan mencermati penjelasaan guru.	10 Menit
	7). Peserta didik melakukan refleksi terhadap kegiatan pembelajaran yang dilakukan.	
C. Penutup	8). Peserta didik menyimpulkan informasi tentang kegiatan pembelajaran yang telah di pelajari.	
	9). Peserta didik dan guru mengucapkan salam penutup.	

THE LION AND COW

There was a village near a jungle. The village cows used to go up to the jungle in search of food. In the forest there lived a wicked lion. He used to kill a cow now and then eat her. This was happening for quite sometimes. The cows were frightened.

One day, all the cows held a meeting. An old cow said, "Listen everybody, the lion eats one of us only because we go into the jungle separately. From now on we will all be together".

From then on all the cows went into the jungle in a herd. When they heard or saw the lion all of them unitedly say "moo" and chased him away.

Name :

Class :

1. Who is the role in the story?

a. Cat and Dog   c. Bird and Fish

b. Lion and Cow   d. Dog and Fish

2. Where that lion lives?

a. Forest   c. House

b. Park   d. Garden

3. What animal lives in the forest?

a. Pig   c. Lion

b. Dog   d. Cat

4. Who the lion eats?

a. Cow   c. Dog

b. Bear   d. Cat

5. How many lion in the story?

a. One   c. Three

b. Two   d. Four
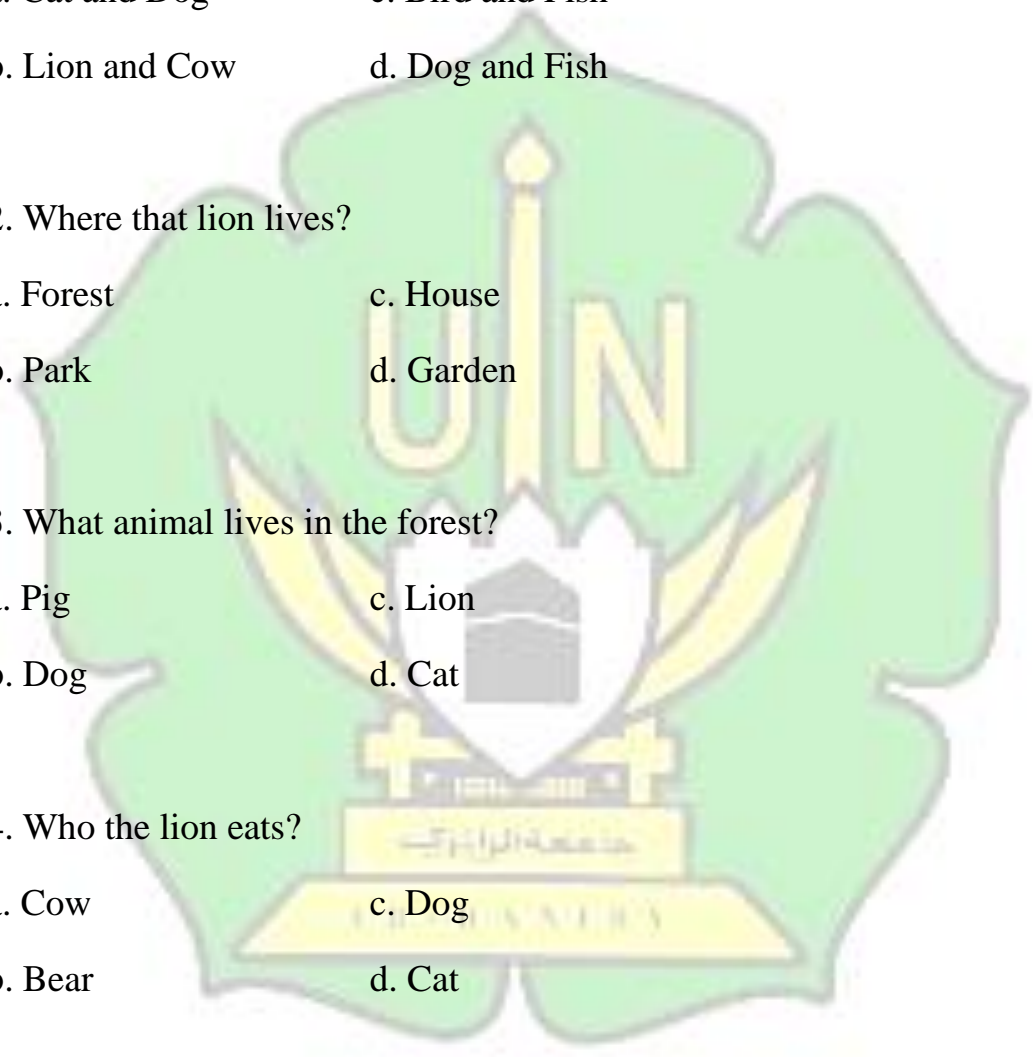
Students' Post-test

The Ant and the Dove
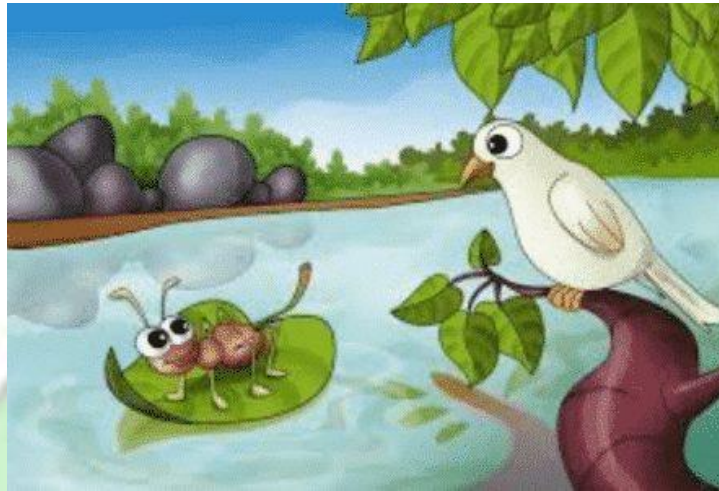
One hot day, an ant was searching for some water. After walking around for some time, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell into the water.

She could have drowned if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly plucked off a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground. Just at that time, a hunter nearby was throwing out his net towards the dove, hoping to trap it.

Guessing what he was about to do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net. The dove was quick to fly away to safety.

Name :

Class :

1. What is the title of the story?

a. The Cat and The Mouse   c. The Ant and The
Dove

b. The Fish and The Turtle   d. The Dog and The
Cat

2. What the ant looking for?

a. Water   c. Vegetable

b. Fruit   d. House

3. What happened to the ant?

a. Swim into the water   c. Get into the forest

b. Fell into the water   d. Climbing the threes

4. Who saved the ant?

a. The mouse   c. The Dove

b. The Cat   d. The Dog

5. Who is trying to catch the dove?

a. Hunter   c. Fox

b. Tiger   d. Lion

Students' Activity