

CHAPTER V

FINDINGS AND DISCUSSIONS OF DATA FROM TESTS, QUESTIONNAIRE AND INTERVIEW

Chapter IV has presented information about how the implementation of shared reading strategy and non-shared reading strategy in teaching reading. It talked about the stages of the study and the comparison of the teaching procedures of shared and non-shared reading strategy.

This chapter presents the data obtained from the data collection techniques: the tests, questionnaires, and interview. They were reported and discussed independently. Meanwhile, the discussions section discussed the summarizing and interpretations of the results of the study.

5.1 Findings

This section reported the data gained from the tests, questionnaires, and interview. The finding of the reading comprehension tests (see Section 5.2) was aimed to answer the first research question: “Can Shared Reading Strategy improve students’ reading comprehension?” The data showed that there was a significant difference between the post-test mean of the experimental and the control groups. It indicates that the use of shared reading strategy in teaching reading could be considered effective in improving the students’ reading comprehension. Meanwhile, the findings from the questionnaire and interview were to answer the second research question: “What are the students’ responses towards the implementation of shared reading strategy?” The data showed that the students gave highly positive responses towards the implementation of shared reading strategy in teaching reading. These findings from the questionnaire and interview (which will be discussed in Section 5.3 and 5.4) support the finding of the tests.

5.2 Data from Tests

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In this section, the findings from post-test scores of the experimental and control groups in reading comprehension will be presented successively. The presentation is related to the research questions (see Chapter I section 1.2): the effect of shared reading strategy on improving students' reading comprehension in general.

5.2.1 Post-test Scores

As mentioned in Chapter III (see section 3.3.1), the post-test was conducted after all the teaching programs which included the pre-test were done. It was one to see the effect of the use of shared reading strategy on the students' reading comprehension. The results of the post-test of both the experimental and the control groups were analyzed using the software of ANATES V. 4.0.9, and SPSS V.19. Both groups gained different scores after having the treatments. They got higher scores than they did in the pre-test. The results of the post-test can be seen in the following table.

Table 5.1: Descriptive Statistics of the Result of Post-test Scores of Experimental and Control Groups

	Data	N	Mean	Std. Deviation	Std. Error Mean
Post-test scores	Experiment Group	40	30.40	6.770	1.070
	Control Group	38	26.32	6.739	1.093

The descriptive statistic above shows that the post-test mean scores and standard deviation of the experimental group were higher than those of the control group. The mean score of the experimental group was 30.40 and that of the control group was 26.32. In this case, according to Hatch and Lazaraton (1991), the normal distribution scores of t-test were needed to fulfill the requirement quantitatively. However, because the sample of the study was more than 30 (the experimental group consisted of 40 students and the control group was consisted

of 38 students), the normality test was not necessary. As suggested by Hatch and Farhady (1982), the distribution of scores of random sample is close enough to a normal distribution if N (number of cases) is 30 or more. However, the standard deviation between the group was rather different. The experimental group gained 6.77 and the control group gained 6.74. It means that the variance or the range between the lowest score and the highest one in the experimental group was wider than in the control group (Hatch & Farhady, 1982).

Further, a Levene's test (F test) and an independent t-test analysis were done (Hatch & Lazaraton, 1991) to see the difference of means between the experimental and the control groups. The analyses were aimed to find out the equality of variances of both populations as the basis for analyzing the t-test for equality of means and the significance of difference between the means of the experimental and the control groups (Hatch & Lazaraton, 1991).

In the analysis, the following null hypothesis (H_0) was tested.

H_0 : There is no significant difference between the group applying Shared Reading Strategy and the group applying non-shared reading strategy in their reading comprehension

By looking at Table 5.2, based on the Levene (F) test of reading comprehension post-test scores, it was found that the equality of variances was .331 and the level of probability was .567. This level of probability was greater than .05, ($F = 0.331$, $p > 0.05$) indicating the equality of variances of the scores of both groups. This means that the t-test assumption was attained.

Table 5.2: Independent Sample t-Test of the Reading Comprehension Scores of Experimental and Control Groups

Levene's Test for Equality of Variances		t-test for Equality of Means						
F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper

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Data	Equal variances assumed	.331	.567	2.669	76	.009	4.084	1.530	1.037	7.132
	Equal variances not assumed			2.669	75.830	.009	4.084	1.530	1.037	7.132

Meanwhile, based on the data analysis from the independent t-test SPSS V.19, Table 4.5 above shows that t-value was = 2.669 with degrees of freedom ($n_1 + n_2 - 2 = 78 - 2 = 76$, obtained t-table = 1.991 with $\alpha = 0.05$ and the Sig. (2-tailed) = 0.009 < 0.05. Thus, it can be concluded that t-value was higher than the alpha ($\alpha = 0.05$). It could be explained that there was a significant difference between the post-test mean scores of the experimental and control groups (Hatch & Lazaraton, 1991). Thus, H_0 (null hypothesis) was rejected meaning that there was a significant difference between the two groups in their reading comprehension.

The above finding supports of the benefits and positive effect of applying shared reading strategy in teaching and learning reading comprehension. This is in line with the previous studies which indicated that shared reading influenced students' reading comprehension ability and reading motivation (Leou et al., 2009), and engaged young readers with text through shared reading experiences (Honchell & Schulz, 2012).

Although the data from the post-test scores in reading comprehension test showed that the scores of both groups (the experimental and the control groups) increased, there was a significant difference between them (Hatch & Farhady, 1982; Hatch & Lazaraton, 1992). It showed that the experimental group gained the post-test score better than the control group post-test score. It could be concluded that the use of shared reading strategy made the improvement in students' reading comprehension (using descriptive and procedure texts) compared with the students who didn't get any treatment. This is in line with the results of the previous studies done by Coyne et al. (2004), Farrant and Zubrick

(2011, 2013), Ukrainetz et al. (2000), Justice et al. (2005), Ziolkowski and Goldstein (2008), Levya et al. (2012) and Honchell and Schulz (2012).

5.2.2 Summary of Discussion of Data from Test.

Comparing the results from pre-test and post-test scores, the data analysis of pre-test mean scores from the independent t-test (see Table 4.4 in Chapter IV, section 4.2.2) shows that the mean score of Class 7F as the experimental group was 23.95, and the mean score of Class 7E as the control group was 23.89. Meanwhile, the data analysis of post-test mean score (see Table 5.1 section 5.2.2) shows that the mean experimental group was 30.40 and the mean score of the control group was 26.32. By looking at the explanation above, there were significant increases of both groups from their pre-test mean scores to their post-test mean scores. The experimental group's mean score increased from 23.95 to 30.40. It means that there was an increase of 6.45 points, while the control group's increased from 23.89 to 26.32. It means that there was an increase of 2.43 points.

From the explanation above, it shows that the experimental group with shared reading strategy got a higher increase than the control group with non-shared strategy, although both groups had the same reading texts, practices, and assessments (see Chapter IV section 4.2.1). As suggested by Hatch and Farhady (1982) and Hatch and Lazaraton (1991), the similarities of the texts were to maintain the internal validity of the study. It indicates that the use of shared reading strategy had more a significant effect on the students' reading comprehension achievement scores than the non-shared reading strategy. It can be concluded that the use of shared reading strategy improved the students' reading comprehension compared to the use of non-shared reading strategy. This is in line with the results of the previous studies done by Coyne et al. (2004), Farrant and Zubrick (2011, 2013), Ukrainetz et al. (2000), Justice et al. (2005), Ziolkowski and Goldstein (2008), Levya et al. (2012) and Honchell and Schulz (2012).

5.3 Data from Questionnaire

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The questionnaire was given to the forty students of the experimental group after the post-test activities (see Chapter III Section 3.3.2). This was aimed to measure the students' responses towards the implementation of shared reading strategy to improve their reading comprehension as stated in the second research question (see Chapter I section 1.2). All of the students in the experimental group had to choose one out of five indicators for each questionnaire, depending on their own attitude towards the implementation of shared reading strategy. Following Dornyei (2002), they had to choose whether they were 'strongly agree', 'agree', 'not sure', 'disagree', or 'strongly disagree' towards the statements given. All the students' responses were explained in appendix 7 by using a descriptive statistical analysis. The following is the explanation.

In the analysis of the results, the questionnaires consisted of fourteen statements related to the students' responses towards the use of shared reading strategy. By looking at the appendices 7.1 and 7.2, the scores of the questionnaire could be seen in detail. The highest score of the questionnaire was item number 1 with the mean of 4.83 which indicated that the students' attitude to the use of shared reading strategy could increase their interest in learning English. Other items and their mean are: learning English using shared reading strategy is very exciting (mean = 4.75, item number 2) and very useful (mean = 4.75 item number 14), increasing their ability in pronouncing (mean = 4.63, item number 5) and improving their English vocabulary (mean = 4.58, item number 6); shared reading strategy can increase their language skills: listening skill (mean = 4.50, item number 8), speaking skill (mean = 4.45, item number 10), reading skill (mean = 4.58, item number 7), and writing skill (mean = 4.23, item number 9); shared reading strategy can increase their motivation (mean = 4.55, item number 3) and make them more active in learning English (mean = 4.13, item number 4). Shared reading strategy can facilitate (mean = 4.53, item number 11) and increases their understanding the English text (mean = 4.43, item number 12); and lastly, shared reading strategy can increase their ability to understand the English structure

(mean = 4.08, item number 13). No students responded ‘disagree’ and ‘strongly disagree’ to any of the each item. It could indicate that all students had a highly positive attitude to the implementation of shared reading strategy in the classroom activities.

5.3.1 The Effect of Shared Reading Strategy on the Students’ Interest and Activeness

In terms of the students’ interest and activeness, the analysis of the result of the questionnaire (see appendix 7.2) shows that the responses of 40 students of experimental group were positive towards 4 items of the questionnaires given. The results of the questionnaires on students’ interest and activeness can be seen in Table 5.1 below.

Table 5.3 The Questionnaire Responses on Students’ Interest and Activeness towards the Implementation of Shared Reading Strategy.

No	Statements	Students’ Response						
		Number and %	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean
1	Shared reading strategy helps to increase students' interest in learning English	Number	33	7	0	0	0	4.83
		%	82.50	17.50	0.00	0.00	0.00	
2	Shared reading Strategy helps students to enjoy learning English	Number	31	8	1	0	0	4.75
		%	77.50	20.00	2.50	0.00	0.00	
3	Shared reading strategy can motivate students to learn English	Number	26	10	4	0	0	4.55
		%	65.00	25.00	10.00	0.00	0.00	
4	Shared reading strategy can activate students to learn English in the classroom	Number	14	18	8	0	0	4.13
		%	35.00	45.00	20.00	0.00	0.00	

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Recapitulation of all	Number	104	69	16	0	0	4.57
	%	65	26.88	8.13	0.00	0.00	

Table 5.1 shows the responses to the statement #1 ‘shared reading strategy increases their interest to learn English’ were very positive. 40 students in the experimental group (100%) responded ‘strongly agree’ and ‘agree’. It indicates that almost all students agreed that shared reading strategy increased their interest to learn English.

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

The responses of students to the statement #2 ‘learning by using shared reading strategy is very enjoyable’ were different from statement #1. There were 31 students or 77.50% who responded ‘*strongly agree*’, 20% or 8 students chose ‘*agree*’, and only 2.5% or 1 student chose ‘*neutral*’ and its *mean* was 4.75. This fact indicates that shared reading strategy was responded positively by the students that it could help students enjoy learning English.

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

The responses of students of the experimental group to the statement #3 ‘Shared reading can motivate students to learn English’ are of 65% or 26 students answered ‘*strongly agree*’, 25% or 10 students chose ‘*agree*’, 10% or 4 students

chose ‘*neutral*’ and its *mean* was 4.55. These data indicate that most students were motivated to learn English with the use of shared reading strategy in their reading activities.

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

Further, the responses of the experimental group students to the statement #4 ‘they became more active in learning English with the use of shared reading’ were positive. It can be seen by their responses with its *mean* 4.13, 45% or 18 students responded ‘*agree*’, 35% or 14 students ‘*strongly agree*’, and 20% or 8 students ‘*neutral*’. Not all students agreed with this statement. Nevertheless, it still indicates that most of the students agreed that shared reading strategy could motivate them to be more active in the classroom to learn English.

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

5.3.2 The effect of Shared Reading Strategy for Vocabulary and Structure.

In terms of the vocabulary and structure, the students’ responses on the questionnaires (see appendix 7.2) showed that the students of experimental group responded positively towards 3 statements of the questionnaires given. The results of the questionnaires on students’ vocabulary and structure can be seen in Table 5.2 below.

Table 5.4 The Questionnaire Responses on Students' Vocabulary and Structure towards the Implementation of Shared Reading Strategy.

No	Statements	Students' Response						
		Number and %	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean
5	Shared reading strategy helps students to pronounce English words better	Number	26	13	1	0	0	4.63
		%	65.00	32.50	2.50	0.00	0.00	
6	Shared reading strategy helps students to add more English words	Number	25	13	2	0	0	4.58
		%	62.50	32.50	5.00	0.00	0.00	
7	Shared reading strategy can improve students' ability to understand English structure	Number	11	21	8	0	0	4.08
		%	27.50	52.50	20.00	0.00	0.00	
Recapitulation of all		Number	62	47	11	0	0	4.43
		%	51.67	39.17	9.16	0.00	0.00	

Table 5.2 shows that the responses on the statement #5 imply that shared reading strategy can enhance the students' ability to pronounce English words. The students' responses from the data show that most of them gave positive responses with 65% or 26 of them answered '*strongly agree*', 32.50% or 13 of them '*agree*', only 2.50% or 1 student '*neutral*' and its *mean* was 4.63. It can be said positively that shared reading strategy can enhance the students' ability in pronouncing the English words. Besides, by shared reading strategy, the majority of students believed they had more new vocabularies. It can be seen by looking at their responses in the statement #6; 62.50% or 25 students chose '*strongly agree*', 32.50% or 13 of them chose '*agree*', only 5% or 2 of them said '*neutral*'. Its *mean* was 4.58. These facts indicate that there is a correlation between item 5 and

item 6 in improving the students' vocabulary, in pronouncing and adding their new English vocabularies.

These findings suggest that in teaching reading, a teacher should teach the suitable strategies to predict the certain or unfamiliar words. The teacher (Herrell & Jordan, 2004; Tompkins, 2006; Department of Education and Early Childhood Development, Victoria, Australia, 2008) can introduce the words by reading the text aloud, tracking them with the pointer to make sure that the students are looking at and saying the words. They will hear the teacher pronounce the words. A teacher can use the illustrations to help the students' understanding of the words or vocabulary and ask the students to point parts of the illustrations to show comprehension of words or events in the text.

Further, the responses to statement #7 'shared reading strategy can improve the students' ability to comprehend the English structure' varied. The students gave different responses to the above statement. The results of the questionnaire show that 27.50% or 11 students answered '*strongly agree*', 52.50% or 21 of them '*agree*', 20% or 8 of them '*neutral*' and its *mean* was 4.08. This fact indicates that most of the students agreed that shared reading strategy could improve their ability to comprehend the English structure.

This finding implies, as suggested by Department of Education and Early Childhood Development, Victoria, Australia (2008) that the teacher should also introduce and expose students to the English language structure and organizational features of written text in teaching reading.

5.3.3 The Effect of Shared Reading Strategy on Students' Language Skills

In terms of the language skills, the students' responses on the questionnaires (see appendix 7.2) showed that the 40 students of experimental group responded positively towards the 4 items of the questionnaires given. The results of the questionnaires on students' language skills can be seen in Table 5.3 below.

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Table 5.5 The Questionnaire Responses on Students' Language Skills
towards the Implementation of Shared Reading Strategy

No	Statements	Students' Response						
		Group and %	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean
8	Shared reading Strategy can improve students' ability to listen to English	Number	20	20	0	0	0	4.50
		%	50.00	50.00	0.00	0.00	0.00	
9	Shared reading strategy can improve students' ability to speak English	Number	21	16	3	0	0	4.45
		%	52.50	40.00	7.50	0.00	0.00	
10	Shared reading strategy can improve students' ability to read English text.	Number	23	17	0	0	0	4.58
		%	57.50	42.50	0.00	0.00	0.00	
11	Shared reading strategy can improve students' ability to write English	Number	13	23	4	0	0	4.23
		%	32.50	57.50	10.00	0.00	0.00	
Recapitulation of all		Number	77	76	7	0	0	4.44
		%	48.13	47.50	4.38	0.00	0.00	

Table 5.5 shows that the majority of students gave positive responses towards the role of shared reading strategy to enhance their ability in the four language skills: listening, speaking, reading, and writing. The students responses to the statement #8 "shared reading can improve students' listening skill" are: 50% or 20 students answered '*strongly agree*', also 50% students '*agree*' and its *mean* was 4.50. By looking at this data, it can be seen that all of them agreed that shared reading strategy could increase their listening ability to the spoken English.

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This finding suggests that a reading teacher should exemplify reading aloud the words or text (Herrell & Jordan, 2004) clearly and correctly in order the students can read along with him. As suggested by Harmer (2007), by listening to the teacher reading the text, the students will hear or listen how to pronounce the words and understand English being spoken, absorb appropriate pitch and intonation, stress and the sounds of single words, phrases, or sentences. He adds that the more students listen, the better they get, not only in understanding speech, but also at speaking themselves.

The responses to statement #9 'shared reading strategy can improve their English speaking skill' were positive. It can be seen from the data that 52.50% or 21 students answered '*strongly agree*', 40% or 16 of them '*agree*', only 7.50% or 3 of them '*neutral*' with its *mean* being 4.45. It reflects that the majority of the students believed that shared reading strategy could enhance their English speaking ability.

This finding implies that as a model, as suggested by Harmer (2007), the teacher should practice himself to speak English better by listening to what people speaking in English, on TV or on the radio, in cinemas, on tape, CD's or other recorded media like MP3. In shared reading strategy, Herrell and Jordan (2004) states that the teacher can assist their students by encouraging them to talk about the content of the text and to give them chances to practice oral language and incorporate new vocabulary into their retelling the text.

Meanwhile, the responses to the statement #10 'shared reading strategy can improve the students' ability to read English text' show that 57.50% or 23 students '*strongly agree*', 42.50% or 17 of them '*agree*', and its *mean* 4.58. No one chose '*neutral*', '*disagree*', or even '*strongly disagree*'. It reflects that all students were sure that the shared reading strategy could improve their ability to read the English text.

This finding suggests that the teacher as a model should be able to master suitable reading strategies to be applied in the teaching reading in the classroom,

and one of them is shared reading strategy. As suggested by Herrell and Jordan (2004), the teacher asks the students to join reading the text, stopping for discussion and prediction, encouraging verbal interactions, rereading for additional practice and exposure, and practicing with small versions of the text. Here the students, as suggested by Harmer (2007b), need to be involved in both extensive and intensive reading. In extensive reading, the teacher can encourage them to read for both pleasure and general language improvement. In intensive reading, he chooses and directs students to develop specific skills in reading such as reading for general understanding or skimming, reading for specific information or scanning, reading for detailed comprehension, reading for inference and attitude.

Further, the responses of the experimental group to the statement #11 'shared reading can improve students' writing skill' were positive. The data shows that 32.50% or 13 students responded '*strongly agree*', 57.50% or 23 of them '*agree*', 10% or 4 of them were '*neutral*' and its *mean* was 4.23. It indicates that most of the students agreed that shared reading strategy could improve their writing English simple sentences.

This finding implies that in teaching reading with the use of shared reading strategy, as suggested by the Department of Education and Early Childhood Development, Victoria, Australia (2008) and Taberski (2000 in Erickson & Hanser, 2005), the teacher should provide students the text to read along with him, familiarize them with the conventions of written English, expose them to the organizational features of written text, and patterns of English to give experience for the students to improve their writing skill.

5.3.4 The Effect and the Use of Shared Reading Strategy on Students'

Understanding

In terms of the students' understanding and the usefulness of shared reading strategy, the students' responses on the questionnaires (see Appendix 7.2) showed that the 40 students of experimental group responded positively towards 3

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statements of the questionnaires given. The results of questionnaire on these terms can be seen in Table 5.4 below.

Table 5.6 The Questionnaire Responses on Students' Understanding and the Usefulness of Shared Reading Strategy

No	Statements	Students' Responses						
		Number and %	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean
12	Shared reading Strategy assists students to understand English text	Number	22	16	2	0	0	4.53
		%	55.00	40.00	5.00	0.00	0.00	
13	Shared reading strategy can improve students' ability to comprehend English text	Number	20	17	3	0	0	4.43
		%	50.00	42.50	7.50	0.00	0.00	
14	Shared reading strategy is very useful for students to learn English	Number	30	10	0	0	0	4.75
		%	75.00	25.00	0.00	0.00	0.00	
Recapitulation of all		Number	72	43	5	0	0	4.57
		%	60.00	35.83	4.17	0.00	0.00	

Table 5.6 shows that the responses to statement #12 'shared reading strategy can facilitate students to understand the simple English texts' were highly positive. The data on the students' responses show that 55% or 22 students answered '*strongly agree*', 40% or 16 of them '*agree*', only 5% or 2 students '*neutral*' and its *mean* was 4.53. It can be interpreted that most of the students agreed that shared reading strategy could facilitate them to understand the simple English text. This item is supported by statement #13 which states that 'shared reading strategy can enhance their ability in English reading comprehension'. It is proven by the fact that 50% or 20 students chose '*strongly agree*', 40% or 16 of

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them chose 'agree', 5% or 2 of them 'neutral' and its *mean* was 4.43. Thus, both items show their relationship that the shared reading strategy could facilitate and improve their ability in English reading comprehension.

These findings imply that in shared reading strategy, as suggested by Holdaway (1979) and Musthafa (2008), the teacher should present interesting and enjoyable texts in relaxed activities, nonthreatening, and motivating setting to maximize the utility of the texts and promote reading as a pleasurable activity (Department of Education and Early Childhood Development, Victoria, Australia, 2008). These learning activities could assist the students to understand English text and improve their ability to comprehend it.

Lastly, statement #14 states that 'shared reading strategy is very useful for the students to learn English'. The data indicates that the students had highly positive responses towards this item. From the results of the data can be seen that 75% or 30 students chose to 'strongly agree', 25% or 10 of them 'agree', and its *mean* was 4.75. No one was 'neutral', 'disagree', or even 'strongly disagree'. It can be interpreted that all students had the same opinion that the shared reading strategy was very useful for them to learn English.

This finding indicates that there was no doubt for students that shared reading strategy was very useful for them to learn English. This fact could be seen from all responses to the statements given in the questionnaire (Statement #1 to #14) that no student gave the response 'disagree' or 'strongly disagree'. They agreed that they became more active, interested, and motivated in learning English with the use of shared reading strategy. They gave positive responses that the shared reading strategy could improve them to pronounce English words, have more new English vocabularies, and improve their understanding English structure. Besides, they agreed that the shared reading could improve their language (listening, speaking, reading, and writing) skills in learning English and could also assist and improve their ability in reading comprehension.

5.3.5 Summary of Discussion of Data from Questionnaire.

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Comparing all the results of the questionnaire from statement #1 to #14, some indication can be summarized. Firstly, it was about the responses of the students' interest and activeness (see Table 5.1). It can be seen that, in all statements, all of the mean scores of four statements were positively high. The statement #1 which states that 'shared reading helps to increase students' interest to learn English' got the highest mean score of 4.83, statement #2 got 4.75, statement #3 got 4.55, and statement #4 got the lowest mean score of 4.13. The average mean score for all of the statements was 4.57. Overall, from the above data, the students of the experimental group supported the use of shared reading strategy positively. These facts indicate that most of them agreed that shared reading strategy could help them increasing their interest and activeness in learning English (Holdaway, 1979; Herrell & Jordan, 2004; Musthafa, 2008).

Secondly, it was about the students' responses to their vocabulary and structure. It can be seen that most students gave positive responses towards the implementation of shared reading strategy. They agreed that it could increase their ability to pronounce the English vocabularies and add new ones. It could also increase their ability to comprehend the English structure. The data show that, in all statements, all of the mean scores of three statements are positively high. The statement #5 got the highest mean score of 4.63, statement #6 got 4.58, and statement #7 got the lowest mean score of 4.08. The average mean score for all of the statements was 4.43. Overall, from the above data, the students of the experimental group positively supported the used of shared reading strategy. These facts indicate that most of them agreed that shared reading strategy could help them increasing their ability in pronouncing English vocabularies and adding some new words, and increasing their ability to comprehend the English structure (Herrell & Jordan, 2004; Tompkins, 2006; Department of Education and Early Childhood Development, Victoria, Australia, 2008).

Thirdly, it was about the students' responses towards their language skills improvement (see Table 5.3). It can be seen that almost all students gave positive

responses towards the implementation of shared reading strategy. They agreed that it could improve their language (listening, speaking, reading, and writing) skills. The data show that all of the mean scores of four statements were positively high. The statement #10 about reading skill got the highest mean score of 4.58, statement #8 about listening skill got 4.50, statement #9 about speaking skill got 4.45, and statement 11 about writing skill got the lowest mean score of 4.23. The average *mean* score for all the statements was 4.44. In conclusion, the results indicate that the majority of the students agreed that the shared reading strategy could improve their four language skills ability when it was implemented in learning English in the classroom (Herrell & Jordan, 2004; Harmer, 2007; Department of Education and Early Childhood Development, Victoria, Australia, 2008).

Fourthly, the data in Table 5.4 showed that all of the mean scores of three statements were positively high. The statement #14 about the usefulness of shared reading strategy got the highest mean score of 4.75, statement #12 about how the shared reading assists the students to understand English text got 4.53, and statement #13 about how the shared reading strategy can improve their ability to comprehend English text got the lowest mean score of 4.43. On the average, the *mean* score of all the statements was 4.57. In conclusion, the results from all the responses in Table 5.4 indicate that the majority of the students agreed that the shared reading strategy was very useful to assist and improve their ability to comprehend the English text when it was implemented in an English teaching learning process in the classroom (Holdaway, 1979; Musthafa, 2008; Department of Education and Early Childhood Development, Victoria, Australia, 2008).

5.4 Data from Interview

The interview was conducted after administering the post-test and the questionnaire as mentioned in Chapter III (section 3.3.3). It was aimed to elicit rich information from the perspective of the participants in their own words,

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thoughts, perceptions, feelings and experiences (Liamputtong, 2009) in the type focused grouped interview (Creswell, 2008). It was also to verify, extend, elaborate or explain the findings (Creswell, 2008) from the tests and the questionnaire. This interview was conducted in Bahasa Indonesia to make it easier and more comprehensible for the students to express their experience and to place them feel in a comfortable atmosphere. The data obtained from the interview were analyzed in some steps: transcribing, categorizing, and interpreting (Creswell, 2008) to answer the research questions and presented in a condensed form (see Appendices 9a and 9b). This section presents the results of the focused group interview regarding to the teachers' experience and opinion about shared reading strategy. It also presents students' impression on shared reading strategy and the effect of the instructions on their reading comprehension.

5.4.1 The Teachers' Responses towards Shared Reading Strategy

There were six questions presented to the teachers in the interview. They were related to the teachers' experiences and opinion about shared reading strategy and categorized into: information about shared reading strategy, experience in applying it, text types used in teaching reading, obstacles faced with the activities, facilities to understand the text, and suggestion for teaching reading.

Regarding the information about shared reading strategy, three of the interviewed teachers said that they knew about the information about shared reading strategy although one of them hesitated about it. This was said by the Teacher 1 (T #1), Teacher 3 (T #3), and Teacher 2 (T #2) in the interview.

It's a kind of reading strategies which is done by an experienced reader, like a teacher, to the beginner reader(s) using a big book or text. He reads the text aloud so that they can hear and learn how to read the words in the text correctly and how to understand it with the teacher's help (T #1).

Shared reading strategy is reading the big text or big book together, for example: between a mother and her kid, a teacher with his students. The teacher reads the text aloud and the students follow him reading the text, discussing the difficult words and the content of the text about (T #3).

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Shared reading strategy? If I am not mistaken it is done by a teacher with the students who sit around him. He uses a big text and read it aloud and the students hear, look at, and say it to him. I think it is really interesting for beginning reader (T #2).

All of the three teachers had similar opinions about the principle of shared reading strategy. The comments, that a mother or a teacher read a big book or text aloud with the kids or students sat around her/him, support the principle of shared reading strategy (Holdaway, 1979; Tierney, et al., 1990; Depree & Iverson, 1996; Tompkins, 1977; Dahl, et al., 2001; Serravallo, 2010).

In terms of teachers' experience in applying shared reading strategy and its reason, all of them admitted that they used it on or several occasions in teaching reading and gave the reasons. Teacher 2 (T #2) and Teacher 3 (T #3) said that:

Yes. I have used it once or twice. It depends on the needs when teaching reading since there are other options besides shared reading. But, shared reading is okay to raise students' interest in reading. It is also to facilitate them in understanding the meaning of the words and how to pronounce them since the teacher is as the model (T #2).

Of course. I sometimes use it to teach reading in grade seven though I do not use a big book. It is very useful to teach students how to pronounce the words, to know the meaning of certain words, and to increase their reading interest especially written text in English (T #3).

Their comments showed that they knew the principles of shared reading strategy. They said that shared reading could increase students' interest in reading (Holdaway, 1979; Herrell & Jordan, 2004; Musthafa, 2008) and their ability in pronouncing and understanding the English words (Ukrainetz, et al., 2000; Coyne, et al., 2004; Herrell & Jordan, 2004; Justice, et al., 2005; Ziolkowski & Goldstein, 2008; Farrant & Zubrick, 2011, 2013; Leyva, Sparks, & Reese, 2012).

Teacher 1 (t #1) said he once used it and he gave no reason for the use of shared reading strategy as he said below.

I once taught using shared reading when I became a grade seven teacher. But now, you see, I teach the grade nine students. I think they are not the beginning readers any more (T #1).

All the comments above show that actually all the teachers had the experience in implementing shared reading strategy in the teaching reading since

they knew the benefits of it for the students in reading comprehension (Shared Reading: Learn What Works, n.d; Musthafa, 2008; Department of Education and Early Childhood Development, Victoria, Australia, 2008).

In relation to the text types used in teaching reading, only Teacher 2 (T #2) said that the suitable text types of grade seven students were descriptive and procedure. The reason was that those text types were stated in the English syllabus (KTSP 2006). He said that all the teachers should apply them in teaching reading. He did not give any reasons for both text types. He said in the excerpt below:

According to the English syllabus in KTSP (2006), the text types, used for grade seven students, are descriptive and procedure texts. So, I think the teacher should apply them in the teaching reading (T #2).

Meanwhile, the two teachers (T #1 and T #3) had their own opinion that the suitable text types for the grade seven students were descriptive and narrative. Their reason was that most of the students liked reading the description of someone or something and the story a lot. Besides, both texts were most suitable and interesting to be taught in the grade seven. See the excerpt below.

I think I prefer descriptive and narrative texts. Most students like reading the description of someone or something and the story a lot (T #1).

Personally, I prefer descriptive and narrative texts to procedure because they are more suitable and interesting to be taught in the seventh grade. But, the teacher should also consider the number of words or sentences in those texts. He should apply the simple and interesting ones (T #3).

By looking at the above comments to the text types, all of them chose descriptive text, two chose narrative, and one chose procedure. They said that most students liked reading about the description of particular things or individuals and got entertainment from the story (Emilia, 2012; Emilia & Christie, 2013; Suherdi, 2013). Only one teacher suggested the procedure text since it was stated in KTSP 2006.

In relation to the obstacles faced in the activity, all the teachers almost had the same opinion about the obstacles faced in the implementation of shared reading strategy. According to them, there were too many students in one class,

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there were not adequate infrastructure in class to support the teaching, and the problem came from the teachers themselves. We can see their excerpt below.

Not all classes are equipped with modern instruments, e.g., computer or laptop, projector, screen-board, sound system. There are too many students in a classroom, about 40 per class. I think it is not effective to conduct a shared reading (T #1).

In presenting shared reading strategy, we have to use a book or text with big fonts. Unfortunately, our library does not have any. So, it is rather difficult to do if the teacher does not want to write the text on a sheet of large paper with big fonts (T #2).

Some problems in presenting shared reading in class are: a) too many students in each class, more than 38 students, b) lack of modern infrastructure to support the teaching and learning process, c) some teachers do not want to be bothered by writing a big text on paper, practicing how to pronounce the certain words better, reading the text over and over again (T #3).

The comments about the obstacles by the teachers indicated that, first, they assumed there were too many students in one class, being more than 38 students. According to them, it was not effective to conduct a shared reading strategy. Basically, it was similar to a bed time story situation between a mother and her kid (Holdaway, 1979; Tierney, et. al., 1990) wherein the students sat around the teacher reading the big book or text and they looked at and read it along with him (Dahl, et. al. 2001; Serravallo, 2010). So it was not supposed to be presented in a big class. Secondly, the school library did not provide the big book needed to support the teaching reading using shared reading strategy. So, the use of computer or laptop, projector, and big screen was needed to display the text in front of the class towards the students in order that they could see and read the text easily and clearly (Kim & Anderson, 2008; Korat & Or, 2010) that could help them practice their reading skill.

In relation to the facilities given by the teachers to help students understand the reading text, all the teachers explained that they had to prepare everything needed; preparing the suitable text and classroom equipment, copying the text to distribute, and preparing himself to be a good model to present the teaching reading, as they said in the excerpt below.

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By giving the students a simple and interesting text, leading them to read the words and the sentences in the text aloud, discussing unfamiliar or difficult words. (T #1)

Preparing everything needed before using shared reading, e.g.: a) classroom equipments such as: laptop, projector, screen, b) making copies of the text and distributing them to students, c) giving a clear explanation of the text and example how to read the words well, d) guiding them in doing exercises, and so on. (T #2)

By explaining the teaching objectives to students, giving them examples how to read the words well, asking them read the text after him, leading them to discuss what happen in the text, guiding them to discuss the exercises. (T #3)

These comments that the teachers could assist the students to understand the reading text indicate that they needed to prepare suitable ways to make the learning process run well and successfully. They could prepare all the needs to be presented in pre-, while-, and post-reading activities (Barnett, 1988; Wallace, 1993; Brown, 2001; Hudson, 2007) by choosing interesting and simple text and making copies of it, preparing instruments needed, explaining the teaching objectives, exemplifying how to read or pronounce the words, giving clear explanation them to the text given, leading for discussing, and guiding them to practice or do the exercises. Harmer (2007) suggests that a good teacher should integrate the reading text into interesting lesson sequences, using the topic for discussion and further tasks, using the language for study and then activating it, and using a range of activities to bring the text to life.

In the meantime, when the teachers were asked the last question about their suggestion towards teaching reading, all of them said that they recommended the use of shared reading strategy. All teachers agreed that shared reading strategy was good and suitable for teaching reading. Therefore, teachers were suggested to prepare themselves better as a good model before teaching. Their comments can be seen in the excerpt below.

Shared reading is one of the best strategies for teaching reading and I think it is more suitable for the beginner readers like grade seven students of a junior high school. The teacher here should be wise to choose the suitable and interesting texts for classes to attract students' interest and increase their understanding. The teacher should prepare himself well to be a good model in teaching reading (T #1).

Shared reading strategy is a good strategy for teaching reading, especially for beginner readers. So, the teacher should prepare himself better since he is a model of teaching and

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learning process. He should be able to pronounce the words correctly, read the sentences or text clearly and fluently, lead the students to discuss the meaning of certain words, and so on. (T #2).

Teachers could also give rewards to motivate the students as suggested by Teacher #3 (T #3).

I think shared reading is very suitable to teach reading. The teacher should be able to understand and apply it in his teaching reading activities well. Perhaps, to attract students, interest in reading, the teacher can give reward for them who are active in discussing the text and answering exercises correctly to motivate others (T #3).

These comments by the teachers suggested that the preparation was very important for the teachers in teaching reading to be conducted in pre-, while-, and post-reading activities (Barnett, 1988; Wallace, 1993; Brown, 2001; Hudson, 2007). The purpose of all their comments is in line with what Taberski (2000 in Erickson & Hanser, 2005) claims that the teacher can teach fundamental concepts strategies that students need to learn, and build background knowledge and experiences that help the students understand the meaning of the text (Herrell & Jordan, 2004).4` `

5.4.2 The Students' Responses towards Shared Reading Strategy

There were six questions presented for the students in the interview. They were related to the students' experience and opinion about shared reading strategy and categorized into: the difference in learning reading, their opinion about the implementation of shared reading, text types used in teaching reading, obstacles faced with the activities, their achievement after reading activities, and their suggestion for learning reading with the use of shared reading strategy.

Almost all students whether high, middle, and low achievers agreed and said that learning with the use of shared reading strategy was different from what they had experienced. They were considered different from learning reading that they had gotten before. Previously, they read the text with small fonts taken from

the book. In shared reading strategy, they read the text with big fonts displayed on the screen. Their comments can be read in the excerpt below.

Of course. Previously, the students read the text with small fonts. But now, we read the text in big fonts displayed on the screen. So, we could see and read the text easily after the teacher. Besides, the teacher was very helpful in explaining and discussing difficult words in the text and in doing the exercises (HAS #1).

Of course, it was different. We usually read the text written in small fonts, but the text in shared reading was written in big fonts displayed on the screen. So, it helped me to see the text clearly (MAS #2).

I think it was different in presenting the text. We usually read the text in small fonts in the book before, but now the teacher displayed the text on the screen. Of course, the fonts became bigger (LAS #1).

These comments support the principle of shared reading strategy, that is, the students read the text in big fonts along with the teacher's guide (Holdaway, 1979; Tierney, et al., 1990; Dahl, et al., 2001; Serravallo, 2010). With the help of the teacher, the students read an enlarged text along displayed on the screen and saw the illustrations given by the teacher to support their vocabulary development, to integrate verbal interactions, and to build their background knowledge and experience to support comprehension (Gibbons, 1993; Dahl, et al., 2001; Herrell & Jordan, 2004; Cunningham, 2009).

In relation to their opinion about the implementation of shared reading strategy, all the students agreed that shared reading strategy was very interesting, useful, helpful, and enjoyable. It also made them more active and motivated to improve their ability in reading comprehension. Their comments can be seen in the excerpt below.

Yes, I do. Studying using shared reading is enjoyable and attracting our interest to learn English. It helps us to increase our ability in understanding the certain words, in listening, speaking, reading, and writing. It is also useful in helping us to understand the content of the text (HAS #1).

I agree with the use of shared reading in learning reading. It makes us happy and motivated to study English. The students become more active to read the text after the teacher and discuss the words and its content led by teacher (HAS #3).

I agree with shared reading. It makes the students more active and interested to follow the teachers read the text aloud. We can discuss the meaning of words and do the exercises. It is also very enjoyable (MAS #3).

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Besides, by using shared reading strategy, the teacher could give the students other interesting strategies in teaching reading activities and made them begin to understand English well. Their comments can be seen in the excerpt below.

I agree teacher uses it in teaching reading. At least, I begin to understand English well. How to read and pronounce the English words, how to answer the questions, and so on (LAS #2).

I think I agree. It is new for me to study English like this. I can imitate how teacher pronounces the words, and many others (LAS #3).

These comments indicate that shared reading strategy is suitable for beginning readers who get started with English literacy (Taberski, 2000 in Erickson & Hanser, 2005) to engage them with text through shared reading experiences (Honcchell & Schulz, 2012) to support fluency, vocabulary, and reading comprehension (Herrell & Jordan, 2004) since it is presented in relaxed activities, nonthreatening, and motivating setting (Holdaway, 1979; Tierney, et al., 1990; Musthafa, 2008).

When the students were asked about the appropriate text used in reading activities, almost all of them from high, middle, and low achievers said that they agreed with the use of descriptive and procedure texts and also gave their reasons. Some of their comments were presented in the excerpt below.

Yes, I do. I like descriptive and procedure texts. I am interested in text which describes certain people or something and how to make or to do something, e.g.: how to make orange juice, fried rice, etc. (HAS #1).

Yes. I like descriptive and procedure. It makes me interested to know more about certain people and how to make or to do something (MAS #1).

Yes, I do. I like descriptive and procedure texts. They make me interested to read (LAS #3).

Two students, one from the middle and one from low achievers, said that they were not concerned with the text given by the teacher as long as they understood it. Their excerpts can be read below.

For me, it does not matter what kind of text it is, as long as the teacher explain it easily and clearly to be understood by the students (MAS #1).

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It is up to the teacher, any kinds of text. It is okay for me (LAS #2).

From the above comments which were related to the text types used in shared reading activities, from the students, seven of them agreed with the use of descriptive and procedure texts to be taught in reading lesson and two of them did not give specific answers about the text they chose. It indicates that almost all students liked reading the descriptive text about the description of particular things or individuals and the procedure text about how to carry out actions in a particular order (Emilia, 2012; Emilia & Christie, 2013; Suherdi, 2013). It is in line with what KTSP (2006) states that descriptive and procedure texts are taught at grade seven of junior high school.

Related to the obstacles faced during shared reading activities, most of the interviewees from high, middle, and low achievers said that there were too many students in the classroom (40 students). It made them uncomfortable during the teaching and learning activities. Their comments can be seen in the excerpt below.

I think there are too many students in the classroom, 40. Sometimes, it becomes noisy when reading the text together. Sometimes, the text is not clear enough when displayed on the screen (HAS #1).

The class is crowded. It is noisy, especially when listening to the teacher and doing the exercise (MAS #1).

There are too many students. It is uncomfortable (LAS #1 and LAS #2).

These comments show that the students did not feel comfortable during the teaching and learning activities since the class was crowded and noisy. This condition happened because there were too many students in the classroom. It made the classroom atmosphere uncomfortable. This condition is not in line with the principle of shared reading that is similar to the bed time story situation (Holdaway, 1979; Tierney, et al., 1990) wherein it should be presented in interesting, enjoyable, the nonthreatening classroom atmosphere (Holdaway, 1979; Musthafa, 2008). It also should be presented in relaxed activities and motivating setting (Tierney, et al., 1990).

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In relation to the students' achievement after the reading activities, all interviewees (all achievers) said that they made some improvements in learning English in their language skills (listening, speaking, reading, and writing), vocabulary, and grammar. They also said that they became more motivated and spirited to do the exercises and to learn English in general. See the excerpt of the interview below.

I have learned a lot how to pronounce the English words and translate them. With shared reading, the teacher has taught us a lot to improve our English ability, for example: listening, speaking, reading, writing and grammar. I become more motivated and spirited to learn English (HAS #1).

I think by shared reading It become easier to understand the English text since the teacher exemplifies how to pronounce the words and translates them into Bahasa Indonesia. I can add more new words. I can also answer the questions in the exercises more easily (HAS #3).

I can improve my vocabulary and how to pronounce English words. I feel happy to learn English reading text (LAS #1).

I feel my English lesson is better now since the teacher taught us an English text using shared reading. There are some improvements, such as: my vocabulary, grammar, and how to understand the words and the content of the text (MAS #3).

The above comments indicate that by the use of shared reading in learning the students could improve their ability on vocabulary and language skills (Coyne, et al., 2004; Department of Education and Early Childhood Development, Victoria, Australia, 2008; Farrant & Zubrick, 2011, 2013), engage students with text (Mustapha, 2008; Honchell & Schulz, 2012; Shared Reading: Learn What Works, n.d) and to support fluency and comprehension of the text (Herrell & Jordan, 2004). Besides, they said that the teacher's example and guidance, as well as the exercises helped them understand English and became more confident to speak English. It can be seen in the excerpt below.

It is really helpful for my English lesson. I can add more English new words and pronounce them better. I become more confident to speak English (HAS #2).

When I was in elementary school, I did not understand English at all. But now, I begin to understand English (LAS #3).

I can pronounce some English words better than before. Now, I can speak English, though it is just a little. I like reading a lot now (MAS #2).

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The above comments also show that all students became more confident to speak English and like reading a lot. It is in line with what Herrell and Jordan (2004) said that shared reading give a chance for students to practice oral language or verbal interactions among them and Musthafa (2008) said that shared reading engage students in reading-like behaviors and to develop and internalize their own learning style.

When the students were asked about their suggestion or recommendation about the implementation of shared reading strategy for future lessons, all the students said that they recommended it to be frequently used in teaching reading and in all reading lessons. This fact was obtained from the interview with high, mid, and low achiever's excerpts, below:

Shared reading is very useful and interesting. I think the teacher should often use it in teaching reading (HAS #1).

It is okay. It helps me to know how to pronounce English words and also their meaning more easily. I hope the teacher often uses it to teach reading (HAS #3).

I like it. It makes me excited and interested in reading English text. It should be used frequently (MAS #1).

It is a good way to teach reading. I feel my English become much better now. Continue (MAS #2).

Good. I like it. I want all reading lessons to use it (LAS #1).

It is good. I like it. I want the teacher to do it again (LAS #3).

These comments show that all the students from high, mid, and low achievers indicate that they got some benefits from shared reading strategy in reading activities in the classroom. They felt excited and interested in reading English text with it (Holdaway, 1979; Tierney, et al., 1990; Musthafa, 2008). Here, they had an opinion about the benefits of shared reading strategy (Musthafa, 2008; Department of Education and Early Childhood Development, Victoria, Australia, 2008; Shared Reading: Learn What Works, n.d) that the use of shared reading strategy should be implemented in all reading lessons.

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5.4.3 Summary of Discussion of Data from Interview

To summarize the data obtained from the teacher interview, it was found that the teachers knew the principle of shared reading strategy. They said that it was done by a mother with her kid(s) or a teacher with his students wherein she/he read a big book or text aloud in front of them who sat around her/him in reading activities. They also said that they had experiences in implementing shared reading strategy in the teaching reading since they knew the benefits of it for the students in reading comprehension. Personally, two teachers said that most students liked reading about the description of particular things or individuals and got entertainment from the story. They had an opinion that the suitable texts for seven grade students were descriptive and narrative. Only one teacher suggested the procedure text since it was stated in KTSP 2006. Related to the obstacles faced in the implementation of shared reading strategy in the classroom, they said that there were too many students in the classroom, which had 40 students. They also said that the school library did not have any big books to support the teaching reading. In facilitating the students in reading activities, they said that they could assist the students to understand the reading text by preparing suitable ways to make the learning process could run well and successfully. Lastly, they said that the preparation was very important for the teachers in teaching reading to be conducted in pre-, while-, and post-reading activities so that they could teach fundamental concepts strategies that students need to learn, and build background knowledge and experiences that helped the students to improve their reading comprehension.

To summarize the data obtained from the students' interview, it was found that the students knew the principle of shared reading strategy. They read the text in big fonts along with the teacher's guide and help, and saw the illustrations given by the teacher to support their vocabulary development, to integrate verbal interactions, and to build their background knowledge and experience to support comprehension. They agreed that shared reading strategy was very interesting,

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useful, helpful, and enjoyable. It also made them more active and motivated to increase their ability in reading comprehension. Here, they said that they liked reading the descriptive text about the description of particular things or individuals and the procedure text about how to carry out actions in a particular order. However, they said they did not feel comfortable with reading activities since the class was crowded and noisy because it had a large number of students. In relation to the students' achievement after reading activities, they said that they made some improvements in learning English in their language skills, vocabulary, and grammar. They also said that they became more confident to speak English and liked reading a lot. Therefore, they said that they recommended shared reading strategy to be used in teaching reading and reading lesson activities.

5.5 Concluding Remarks

This chapter has presented and analyzed the data collected from pre-test and post-test scores of the experimental group and the control group and the data from the questionnaire and interview given to the experimental group regarding to the effect of shared reading strategy on the students' reading comprehension.

The following chapter will present the conclusion, the limitation of the study, and recommendations. It will summarize the findings and arguments of the previous chapter and describes probable future research either to replicate or complement this study.