

## SHARED READING TO ENHANCE STUDENTS READING SKILLS

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### *Abstract*

*The purpose of this study was to determine that the Shared Reading learning model can Enhance the cognitive learning outcomes of grade VII students in reading comprehension at SMPN 3 Wewewa Timur. Each cycle consists of stages of planning, action, observation, and reflection. The instruments used are student tests, student activities, and teachers using observation sheets, at the end of each cycle. The results showed that the application of the Shared Reading learning model can Enhance students' cognitive competence. The percentage of students' classical achievement in cognitive competence increases over time. In the pre-cycle, the percentage is 46% (not enough), in cycle I it is 50% (not enough) and in cycle II it is 92% (very good). Meanwhile, the percentage of student activity also increased. In the pre-cycle, the percentage is 52% (sufficient), in cycle I it is 64% (good) and in cycle II it is 80% (very good). From the findings, it proves that the application of the Shared Reading learning model can Enhance cognitive competence and student activity in grade VII SMPN 3 Wewewa Timur.*

**Keywords:** *Shared Reading Model, Reading Ability*

### *Abstrak*

*Tujuan dari penelitian ini adalah untuk mengetahui model pembelajaran Shared Reading dapat meningkatkan hasil belajar kognitif siswa kelas VII dalam pemahaman membaca di SMPN 3 Wewewa Timur. Setiap siklus terdiri dari tahap perencanaan, tindakan, pengamatan, dan refleksi. Instrumen yang digunakan adalah tes siswa, kegiatan siswa, dan guru menggunakan lembar observasi, pada setiap akhir siklus. Hasil penelitian menunjukkan bahwa penerapan model pembelajaran Shared Reading dapat meningkatkan kompetensi kognitif siswa. Persentase prestasi klasik siswa dalam kompetensi kognitif meningkat dari waktu ke waktu. Pada pra-siklus, persentasenya adalah 46% (tidak cukup), pada siklus I adalah 50% (tidak cukup) dan pada siklus II adalah 92% (sangat baik). Sementara itu, persentase Aktivitas siswa juga meningkat. Pada pra-siklus, persentasenya adalah 52% (cukup), pada siklus I adalah 64% (baik) dan pada siklus II adalah 80% (sangat baik). Dari hasil temuan, membuktikan bahwa penerapan model pembelajaran Shared Reading dapat meningkatkan kompetensi kognitif dan aktivitas siswa di kelas VII SMPN 3 Wewewa Timur.*

**Kata kunci:** *Shared Reading Model, Kemampuan Membaca*

## INTRODUCTION

Cooperative learning is a teaching strategy that involves students working together in small groups to achieve a common goal. It is based on the idea that learning is enhanced when students interact with each other and share their ideas, perspectives, and experiences (Simbolon, 2017). Cooperative learning can foster academic achievement, social skills, motivation, and positive interdependence among students (Johnson, 1994). Some of the benefits of cooperative learning are:

- It promotes active learning and higher-order thinking skills.

- It increases student engagement and retention of information.
- It develops interpersonal and communication skills.
- It enhances self-esteem and confidence.
- It reduces anxiety and boredom.
- It creates a positive classroom climate and a sense of community.
- There are different types of cooperative learning methods, such as jigsaw, think-pair-share, reciprocal teaching, and group investigation. Each method has its own structure, roles, and procedures. However,

they all share some common elements, such as:

- Positive interdependence: Students depend on each other for their success and support each other's learning.
- Individual accountability: Students are responsible for their own work and contribution to the group.
- Face-to-face interaction: Students communicate directly with each other and provide feedback, encouragement, and assistance.
- Collaborative skills: Students learn and practice skills such as listening, speaking, problem-solving, decision-making, and conflict resolution.
- Group processing: Students reflect on their group work and evaluate their performance and progress.

Reading skill is the ability to comprehend, analyze, and evaluate written texts for various purposes. Reading skill is essential for academic success, personal development, and social participation (Suhadi, 2016). Reading skill involves several subskills, such as decoding, fluency, vocabulary, comprehension, and critical thinking. Reading skill can be Enhanced by practicing different types of reading strategies, such as skimming, scanning, summarizing, questioning, and inferencing. Reading skill can also be enhanced by reading a variety of texts from different genres, levels, and sources.

Cooperative learning is an effective and enjoyable way to enhance student learning and development. It requires careful planning, implementation, and assessment by the teacher to ensure its success. Teachers need to design meaningful tasks, form heterogeneous groups, monitor group work, intervene when necessary, and evaluate individual and group outcomes. When done well, cooperative learning can create a positive impact on students' academic and social growth.

The Shared Reading Learning Model is a teaching strategy that involves the whole class and the teacher reading an enlarged text that is beyond the level students can read by themselves (Nunan, 2005). The purpose of this model is to demonstrate reading strategies and behaviors in continuous text, such as fluency, expression, decoding, comprehension, phonics, and phonemic awareness. The teacher initially reads the text to the students, then invites them to join in and read along (Morris et al, 1984). The teacher also asks questions, prompts discussions, and explicitly teaches specific skills using the text. The students are expected to be actively engaged and follow the text as the teacher reads. The Shared Reading Learning Model can promote pleasure and enjoyment with texts, expose students to the complexities of language, and support the development of oral language skills.

The procedure of Shared Reading learning model consists of four main steps:

- Pre-reading, reading, post-reading, and follow-up. In the pre-reading step, the teacher introduces the text and activates the students' prior knowledge and motivation. The teacher also sets the purpose and objectives of the reading activity.
- In the reading step, the teacher and the students read the text together aloud, using a large-print book or a projector. The teacher models fluent reading and pauses to ask questions, clarify vocabulary, or discuss the text. The students are encouraged to participate actively and share their opinions and predictions.
- In the post-reading step, the teacher guides the students to reflect on the text and summarize the main ideas. The teacher also checks the students' comprehension and provides feedback. The students can also engage in various activities to extend their learning, such as writing, drawing, or dramatizing.
- In the follow-up step, the teacher revisits the

text with the students on another day and invites them to read it independently or in small groups. The teacher can also introduce related texts or topics to expand the students' knowledge and interest.

Shared reading is one of the reading strategies that involves four main activities, namely predicting, clarifying, asking, and inferring (Setiani & Razak, 2019). This strategy aims to Enhance students' understanding of the reading text by creating a concept map that illustrates the relationship between the main ideas and details in the text. A concept map is a visual tool that helps students organize and represent their knowledge graphically.

Cooperative learning is one of the constructive learning strategies. According to Sharan & Sharan (1992), cooperative learning is a learning strategy that requires student cooperation in small groups in order to maximize learning situations to achieve learning objectives. In addition, learning through cooperative strategies is also expected to increase student activity (Slavin, 2005).

The problem found in the learning process is that the teacher's method of teaching English is not diverse. He just used the lecture method. Lufri et al, (2010) stated that the lecture method has several disadvantages, namely making students passive in the learning process, boring for students if used for a long time, making students very dependent on teachers, and making student learning outcomes less optimal. In addition, student activities, such as critical thinking, communication and cooperation are not well developed. This can be seen from the madness of students in asking or answering questions in group discussions or presentations. There are only a few students who are actively involved. Most of them didn't pay attention to the discussion.

Based on observations in grade VII of SMPN 3 Wewewa Timur, it was shown that during English learning activities were carried

out by doing Student Worksheets (Students' Work Sheet (SWS)) and teacher lectures. Students' Work Sheet (SWS) contains questions at level C1 and C2, students will easily find Students' Work Sheet (SWS) answers by browsing the internet and writing them in Students' Work Sheet (SWS). Students rarely read and understand English material to find answers from Students' Work Sheet (SWS). This resulted in students' understanding of English is still very low, this can be seen in the data that 50% of students get scores below the Minimum Completeness Criteria (KKM 75). The teacher's focus is only on learning with a low level of thinking so that students can only answer the material that has been memorized. The process of learning English has not been able to grow students' critical thinking skills, even though this ability is useful for achieving a more meaningful and deep understanding and leads to low learning outcomes.

Concept maps are one way of learning that is done to empower higher-order thinking skills, because students must coordinate concepts that have been understood from reading activities by stating meaningful relationships between concepts (Pujiono, 2012). Shared Reading learning carried out in face-to-face activities will make it easier for students to find concepts, because students are trained to observe, ask questions, classify, research, and communicate during the learning process.

Students will play an active role during learning from lesson planning to evaluation activities (Arend, 2008). Enhanced critical thinking skills will be able to achieve deeper and meaningful understanding and lead to Enhanced cognitive English learning outcomes of students.

The researcher formulated the research question as follows: Can the use of Shared Reading learning model Enhance cognitive learning outcomes of grade VII students in reading comprehension at SMPN 3 Wewewa Timur? The researcher only limited: "to find out

the Shared Reading learning model can Enhance the cognitive learning outcomes of grade VII students in reading comprehension at SMPN 3 Wewewa Timur. The limitation of problems in research is an attempt to limit or focus research into one or several problems so that indicators of success can be measured. To make the research more focused, it is limited to students' cognitive learning outcomes.

## RESEARCH METHODS

The design of this study is classroom action research (CAR). According to Darmansah (2009, in Harahap, 2018), CAR is research that aims to Enhance the quality of learning processes and outcomes through cyclical treatment based on teacher observations of problems in the classroom to provide the best solutions for students in the learning process (Cohen et al, 2007). Is a CAR participant because researchers are directly involved from the beginning of research to making reports.

The implementation of this study consists of two cycles. Each cycle consists of Plan, Action, Observation, and Reflection. It is based on the procedure of conducting classroom action research proposed by Kemmis and McTanggart. The study was conducted from May to June 2022. The research instruments used in this study were test sheets and observations. The test is a multiple choice consisting of 25 questions. The test is sent to pre-test and post-test. Meanwhile, researchers used observation guides for student and teacher activities.

Data and data sources in this study came from researchers, students and observers. Data in this study include:

### a. Cognitive

Data on students' cognitive competence are obtained from tests administered at the end of each cycle. Before the test is used as a research instrument, trials are carried out on them.

### b. Observation

In this case, researchers use observation guides to find out events in the learning process. In this study, researchers act as teachers and collaborate with teachers as observers. Researchers provide collaborator observation sheets consisting of student activities in the teaching and learning process through Shared Reading, and teacher activities during the teaching and learning process. It is given every meeting. Collaborators make observations in regular classes and during the teaching and learning process, collaborators sit at the back of the classroom, in the corner of the bar.

Student Completeness Indicators can be seen in Table 1 below;

**Table 1.** Student Activity Assessment Interval

Interval	Category
81-100	Very good
61-80	Good
41-60	Enough
30-39	Not Enough

## RESULTS AND DISCUSSION

### 1. Result

#### a. Student cognitive data

From the test results, it is known that the average score of students increases due to using the Shared Reading learning model in Plant learning materials. The increase is shown by the increasing percentage of student mastery in the learning process starting from Pre-Cycle, Cycle I and Cycle II, as seen in table 1 and graph 1 below;

**Table 2.** Comparison of Student Cognitive Learning Outcomes

Cycle	Average	KKM	%
Pre	60.31	12	46
Cycle 1	74.92	13	50
Cycle 2	81.54	24	92

From Table 2 above, the average score of students in the pre-cycle is 60.31, where students who achieve KKM are 12 students and those who do not reach KKM are 14 students. In Cycle I, the average score of students increased to 79.92, where students who achieved KKM were 13



students and those who did not reach KKM were 13 students. In Cycle II, the average score of students was 81.54, where there were 24 students who achieved KKM and 2 students who did not reach KKM. The percentage of mastery of classical learning in the pre-cycle is 46%, which is included in the category "Not Enough". In Cycle I, it increases to 50%, which falls into the category of "Not Enough". In Cycle II, it increases to 92%, which belongs to the category "Very Good".

b. Results of Student and Teacher Activities

Student and Teacher Activity Data In this study, Student Activities focused on Critical Thinking, Communication, and Cooperation Activities during the learning process. The source of student activity data is the Observation Sheet (teacher and student activity). The results of the observation of student activity in the pre-cycle were 52% which were included in the "sufficient" category. In Cycle I, it increases to 64%, which belongs to the "good" category. In Cycle II, it increases to 80%, which belongs to the "excellent" category. The increase in student and teacher activity and on each cycle can be seen in Table 3 below;

**Table 3.** Comparison of Student Cognitive Learning Outcomes

Cycle	Activity %
Pre	52
Cycle 1	64
Cycle 2	80

There was an increase in student and teacher softs killings from pre-cycle 52% to 64% in Cycle I (increase of 12%), and increased to 80% in Cycle II (increase of 16%).

c. Research Findings

Overall, the research findings can be seen in Table 4 and Graph 3 below;

**Table 4.** Research Findings

No	Aspects	Cycle		
		Pre	I	II
1	Student Abilities	46%	50%	92%
2	Student and Teacher Activities	52%	64%	80%

There is an Enhancement in students' cognitive learning outcomes and softs skill after applying the Shared Reading (Shared Reading) learning model.

**2. Discussion**

Cognitive learning outcomes are the result of acquiring an activity or process of knowledge through self-experience. Cognitive-oriented thinking skills or intellectual skills, such as skills that require students to combine previously learned procedures to solve a problem (Yamin, 2006; Setyoko and Indriaty, 2018).

The increase in cognitive competence is caused by increasing student understanding by carrying out various observation activities and data collection during the learning process. This is in line with Dirman and Juarsih (2014, in Suryawati, et al., 2017) who asserts that basically, the development of students' cognitive competence is an effort to Enhance aspects of observation, recall, think, create and student creativity. To create good thinking and remembering, it is necessary to apply a learning model that can Enhance student competence (Suryawati, et al., 2017).

In addition, the Enhancement of student learning outcomes is influenced by learning approach factors, namely strategies or methods used in the learning process (Slameto, 1988). The implementation of the Shared Reading learning model can Enhance students' cognitive learning outcomes. This can be seen from the students' test results that Enhanced from Pre-cycle to Cycle I to Cycle II.

The Shared Reading learning model has several advantages, namely 1) students are provided with additional knowledge obtained from reading tasks and conceptual framework creation, which is the basis of this learning model and 2) students also gain experience in using this as one of the cooperative learning models in the learning process.

The results showed that students' cognitive learning outcomes Enhanced due to the use of the Shared Reading model in the learning process. evidenced by the average score of students in the Pre-cycle is 68.78; then, it increased to 80.82 in Cycle I; next, it increased to 84.41 in Cycle II.

Activity is a skill that a person must possess in life. It is useful to have a good relationship with a group, society, or even God. By having Activitys, a person will be recognized as a good person in society. Communication skills, emotional skills, linguistic skills, cooperation skills, spiritual skills and having good ethics and manners are some examples of Activities (Elfindri, et al., 2011). However, there were only three activities studied in this study. They are critical thinking, communication and cooperation

## CONCLUSION

After conducting classroom action research in grade VII SMPN 3 Wewewa Timur, starting from the pre-cycle, cycle I and cycle II, the results of observation and reflection can be concluded as follows: There is an Enhancement in students' cognitive learning outcomes after carrying out Reading.

Shared Reading learning model. The percentage of student mastery in the pre-cycle is 46%; while, in Cycle I it is 50%; and in Cycle II it is 92%. There was an increase in students' critical thinking, communication, and cooperation activities after applying the Shared Reading learning model. The percentage of student activity in the pre-cycle is 52%; while in cycle I it was 648%; and in Cycle II it is 80%

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