

AN ANALYSIS OF THE APPLICATION OF THE SHARED READING METHOD IN IMPROVING ELEMENTARY SCHOOL STUDENTS ENGLISH READING SKILLS

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ABSTRACT

This study aims to analyze the implementation of the Shared Reading Method at SDN Parumaan and to identify its impact on students' reading comprehension, motivation, and participation in reading activities. Employing qualitative descriptive methods, the research involves elementary school students in grades 3, 4, or 5 engaged in English class. Data Collection Methods include: Observing shared reading sessions conducted in the classroom. Administering reading ability assessments (pre-test and post-test). Conducting interviews with teachers about their teaching practices. Gathering documentation through photos, videos, lesson plans, and samples of student work. Research Tools utilized are: Observation forms to assess the method's implementation. English reading test items (consisting of short texts with accompanying questions). Guidelines for interviews and field notes. Data Analysis Methods are: Data reduction, presentation, and drawing conclusions. Based on the findings and discussions in this study, it is evident that the Shared Reading Method significantly enhances the quality of reading instruction at SDN Parumaan. This approach positively affects students' reading comprehension, engagement, and motivation. Through shared reading activities, students actively participate in the reading process with the teacher's guidance and support. The findings indicate that shared reading fosters a more interactive and supportive learning atmosphere. Students gain confidence when reading aloud collectively instead of individually, leading to a decrease in anxiety and fear of errors. Teacher modeling of pronunciation, intonation, and comprehension strategies allows students to grasp texts more effectively, resulting in improved understanding of vocabulary, main ideas, and overall text meaning.

Keywords: Shared Reading Method, Reading Comprehension, Elementary School Students, Reading Instruction.

INTRODUCTION

Reading comprehension is a crucial English skill that should be cultivated in schools. This skill is vital for students, as their academic success largely relies on their reading abilities. When students struggle with reading comprehension, they may face significant challenges in their learning and may even risk falling behind (Somadayo, Nurkamto, & Suwandi, 2013).

Reading offers significant advantages as it can expand an individual's knowledge and perspective (MS & Rachmadtullah, 2018). It is crucial to introduce reading to children as early as possible when they begin their formal education (Wigfield, Gladstone, & Turci, 2016). Through reading, students are expected to gain diverse information and comprehend the material. Currently, there is a noticeable lack of reading proficiency among students, largely due to their reluctance to read and a general disinterest in the activity (Hahnel, Goldhammer, Naumann, & Kröhne, 2016).

The shared reading method involves teachers and students reading a text collaboratively. In this approach, the teacher illustrates proper pronunciation, intonation, and reading strategies, while students engage actively in the reading activity. This technique promotes interaction, engagement, and guided reading practice, making it particularly beneficial for early and developing readers.

The shared reading approach is highly beneficial for enhancing students' reading

skills. It fosters improvements in reading fluency, comprehension, vocabulary, and print awareness. By engaging students actively and offering ongoing support, shared reading builds their confidence and proficiency in reading. Hence, this method is an effective strategy for boosting overall reading abilities in students.

Background

Reading is a key language skill that significantly impacts students' academic growth, particularly in elementary education. It enables students to build their vocabulary, enhance comprehension, and cultivate critical thinking abilities. Nevertheless, many elementary students struggle with text understanding due to factors such as limited vocabulary, lack of motivation, and inadequate reading strategies in the classroom.

One effective teaching approach to address these challenges is the Shared Reading Method. In this collaborative technique, teachers and students read a text together, allowing learners to engage actively while receiving guidance and support from the teacher. This interactive method promotes participation, boosts reading fluency, and aids students in grasping the text's meaning through discussion, repetition, and proper modeling of pronunciation and intonation.

At SDN Parumaan, many students encounter difficulties with reading comprehension and show low engagement during reading sessions. Conventional teaching methods that prioritize individual reading and worksheets tend to lead to decreased motivation and passive learning. Consequently, there is a need for a more engaging and student-focused reading approach that can enhance students' reading abilities and involvement.

In light of these circumstances, this study seeks to examine the implementation of the Shared Reading Method at SDN Parumaan. The research will explore how this method is utilized in the classroom and its effect on students' reading comprehension and motivation for learning. It is anticipated that the outcomes of this study will offer valuable guidance for teachers in choosing effective reading strategies and improving the overall quality of reading instruction in elementary schools.

METHODS

Employing qualitative descriptive methods, the research involves elementary school students in grades 3, 4, or 5 engaged in English class.

Data Collection Methods include:

- Observing shared reading sessions conducted in the classroom.
- Administering reading ability assessments (pre-test and post-test).
- Conducting interviews with teachers about their teaching practices.
- Gathering documentation through photos, videos, lesson plans, and samples of student work.

Research Tools utilized are:

- Observation forms to assess the method's implementation.
- English reading test items (consisting of short texts with accompanying questions).
- Guidelines for interviews and field notes.

Data Analysis Methods are:

- Data reduction, presentation, and drawing conclusions.

RESULTS AND DISCUSSION

This study's findings were derived from classroom observations, teacher interviews, and documentation collected during the execution of the Shared Reading Method at SDN Parumaan. The results indicate that the Shared Reading Method was implemented in several phases, including teacher modeling, guided reading, student involvement, and

subsequent discussion.

In the shared reading sessions, the teacher read the text aloud while students followed along. To help maintain students' focus, visual aids such as textbooks and printed materials were utilized. The teacher frequently paused to pose questions, clarify vocabulary, and prompt students to make predictions about the text's content. This interactive approach facilitated a deeper understanding of the reading material among students.

The observations further indicated that students exhibited greater activity and enthusiasm during reading lessons. They engaged by reading aloud in unison, responding to questions, and sharing their thoughts on the text. When compared to earlier reading sessions, students displayed enhanced confidence and readiness to participate in reading activities.

Additionally, the teacher noted improvements in students' reading comprehension, particularly in recognizing main ideas, grasping vocabulary, and summarizing the text content. The Shared Reading Method also fostered a more nurturing learning environment, as students felt more at ease reading collectively rather than individually.

Discussion

The findings suggest that the Shared Reading Method effectively enhances students' reading comprehension and engagement at SDN Parumaan. This supports the notion that shared reading offers scaffolding, with teachers guiding students through the reading process until they can understand texts more independently.

The heightened participation from students observed in this study corroborates previous research indicating that shared reading promotes interaction and collaboration between teachers and students. By reading together, students feel less apprehensive about making mistakes, which helps alleviate anxiety and boosts their confidence in reading aloud.

Moreover, the teacher's role as a model for pronunciation, intonation, and comprehension strategies is vital for aiding students in developing essential reading skills. Through consistent exposure to texts and guided discussions, students gradually enhance their vocabulary comprehension and understanding of text structure.

However, the study also identified some challenges in executing the Shared Reading Method. Time management emerged as a primary hurdle, as shared reading activities demand more classroom time compared to traditional methods. Additionally, teachers require proper preparation to choose suitable reading materials that align with students' reading proficiency levels.

In summary, the Shared Reading Method is deemed a suitable and effective strategy for teaching reading at the elementary level. Its implementation at SDN Parumaan reflects positive outcomes on students' reading comprehension, motivation, and class participation. Therefore, this method is recommended for educators seeking to cultivate an engaging and impactful reading learning environment.

Cross-stage factors

The application of the Shared Reading Method at SDN Parumaan is shaped by various factors that impact all phases of the teaching and learning process, including planning, execution, and assessment. These elements are crucial for determining the method's effectiveness.

Firstly, teacher competence and involvement are vital throughout all phases. A teacher's skill in demonstrating proper pronunciation, intonation, and reading strategies significantly affects student comprehension. In the planning phase, teachers are tasked with choosing suitable texts, while in the execution phase, they provide guidance and support to students. During evaluation, teachers assess students' understanding. Ongoing teacher

participation is essential for the success of shared reading activities.

Secondly, students' reading skills and motivation are influential at every stage. With diverse reading levels, student motivation becomes key during shared reading. Motivated students are typically more engaged during reading sessions, discussions, and follow-up activities, which positively impacts their learning experience and outcomes.

Thirdly, the availability of learning materials and media acts as a cross-cutting factor. Having accessible, engaging, and appropriately leveled texts enhances the shared reading experience throughout the lesson. Visual aids like textbooks and printed materials assist students in concentrating on the reading and grasping the content more effectively.

Fourthly, the classroom environment and interaction play a role in the success of shared reading across all phases. A nurturing and interactive classroom setting fosters student participation in reading aloud, asking questions, and sharing thoughts without fear of error. Positive interactions between teachers and students help maintain engagement during lessons.

Lastly, effective time management is key to all phases of shared reading activities. Ample time is necessary for collaborative reading, discussions, and comprehension checks. Poor time management could hinder the effectiveness of the method.

In summary, factors such as teacher competence, student motivation, learning materials, classroom environment, and time management significantly impact the implementation of the Shared Reading Method at SDN Parumaan. Consistently addressing these factors across all phases can improve the effectiveness of reading instruction in elementary settings.

Future research

This study examines the implementation of the Shared Reading Method at SDN Parumaan using a qualitative approach. While the results are promising, there are several avenues for future research to enhance understanding of this method.

It is suggested that future studies adopt a quantitative or mixed-method approach to more objectively assess the effectiveness of the Shared Reading Method. For instance, researchers might compare reading comprehension scores of students before and after implementing shared reading or look at the outcomes for classes utilizing shared reading versus those employing traditional reading techniques.

Additionally, future research could explore the long-term effects of the Shared Reading Method on students' reading development. Conducting longitudinal studies would provide valuable insights into the sustainability of improvements in reading skills and motivation over time.

Research could also investigate the application of the Shared Reading Method across different grade levels or schools, which would help ascertain its effectiveness for students of various ages, reading abilities, and educational settings.

Furthermore, it would be beneficial for future researchers to consider incorporating digital media or technology into shared reading activities, such as using digital storybooks or interactive reading platforms, to boost student engagement and adapt shared reading to contemporary learning environments.

In summary, future research on the Shared Reading Method is anticipated to broaden the analysis, enhance empirical evidence, and contribute to developing more effective reading instruction strategies in elementary education.

CONCLUSION

Based on the findings and discussions in this study, it is evident that the Shared Reading Method significantly enhances the quality of reading instruction at SDN

Parumaan. This approach positively affects students' reading comprehension, engagement, and motivation. Through shared reading activities, students actively participate in the reading process with the teacher's guidance and support.

The findings indicate that shared reading fosters a more interactive and supportive learning atmosphere. Students gain confidence when reading aloud collectively instead of individually, leading to a decrease in anxiety and fear of errors. Teacher modeling of pronunciation, intonation, and comprehension strategies allows students to grasp texts more effectively, resulting in improved understanding of vocabulary, main ideas, and overall text meaning.

Additionally, the Shared Reading Method promotes active interaction between teachers and students. The incorporation of questioning, discussions, and predictions during reading enhances students' critical thinking skills and deepens their comprehension. This method also encourages collaborative learning, enabling students to learn from both their teacher and peers.

However, this study also highlights challenges in implementing the Shared Reading Method, including limited instructional time and the necessity for careful selection of suitable reading materials. These challenges suggest that successful execution hinges on teachers' competencies, effective time management, and access to appropriate learning resources.

In summary, this study concludes that the Shared Reading Method is a valuable and effective approach for teaching reading at the elementary level, particularly in enhancing student engagement and comprehension. The insights gained from this research are intended to contribute to the advancement of effective reading instruction strategies and to provide a reference for teachers and future researchers in elementary education.

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