

THE EFFECT OF USING SHARED READING METHOD ON STUDENTS' READING COMPREHENSION AT GRADE XI OF SMAN 3 LINGGA

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Abstrak

Penelitian ini bertujuan untuk mengetahui efektivitas *metode Shared Reading* dalam pengajaran pemahaman membaca dan respon siswa terhadap pemahaman membaca menggunakan metode *Shared Reading* pada siswa kelas XI SMAN 3 Lingga. Penelitian ini merupakan penelitian eksperimen. Sampel data pada penelitian ini yaitu satu kelas dengan jumlah siswa 40 orang. Berdasarkan hasil statistic data, hasil membaca buku teks siswa sebelum diajarkan menggunakan metode *Shared Reading* secara umum rendah. Klasifikasi persentase frekuensi nilai pre-test siswa adalah 52,75 dalam kategori rendah dengan skor total 2110, distribusi persentase frekuensi nilai pre-test siswa yaitu 4 siswa (15,00%) mendapat kategori cukup baik, 9 siswa (25,00%) mendapat kategori cukup, 17 siswa (30,00%) mendapat kategori buruk, 10 siswa (30,00%) mendapat kategori sangat buruk. Hasil membaca siswa setelah diajar menggunakan metode *Shared Reading* mendapat hasil baik. Hasil skor rata-rata untuk post-test adalah $80,3 = 80$, tergolong kategori Baik dengan total nilai 3215. Klasifikasi persentase frekuensi nilai post-test, yaitu 5 siswa (15,00%) tergolong kategori sangat baik, 26 siswa (65,00%) tergolong kategori baik, 9 siswa (20,00%). Terdapat nilai yang signifikan pada pencapaian siswa, total nilai tes lebih tinggi. Persentase jawaban positif (sangat setuju dan setuju) 90%, sedangkan pada jawaban negatif (tidak setuju dan sangat tidak setuju) 10%. hal itu menunjukkan bahwa jawaban positif lebih tinggi daripada jawaban negatif. Ini membuktikan bahwa menggunakan metode *Shared Reading* dapat mengembangkan pemahaman membaca siswa.

Kata Kunci: *Metode Shared Reading; Pemahaman Membaca; Penelitian Eksperimen.*

Abstract

This study aims to find out the effectiveness of Shared Reading method in teaching reading comprehension and students' response at the grade XI of SMAN 3 Lingga toward using Shared Reading Method. This is an experimental research. Data sample is 40 students. Based on statistical results, before use Shared Reading Method, the students' reading toward the text book is low. The frequency percentage of students' pre-test was 52.75% by scoring 2110, this is poor category, while 4 students (15.00%) got fairly good category, 9 students (25.00%) got fairly category, 17 students (30.00%) got poor category and 10 students (30.00%) got very poor category. The results of mean score for post-test was $80.3=80$ in Good category by total score is 3215. the frequency percentage distribution of students' post test score was 5 students (15.00%) got very good category, 26 students (65.00%) got good category, 9 students (20.00%) got fairly good category. There is a significant score of the students' achievement in give test and questionnaire being taught using the Shared Reading method. The total score of test using Shared Reading method is higher. The percentage of positive answers (strongly agree and agree) were 90%, while in the negative answers (disagree and strongly disagree) were 10%. It means that the positive answers were higher than in the negative answers. It proves that using the shared reading method could develop students' reading comprehension.

Keywords: *Shared Reading Strategy; Reading Comprehension; Experimental Research.*

INTRODUCTION

Reading is one of four skills in English subject. in English learning, reading is receptive skills which is the students do not have produce language but they have to receive and comprehend it. Plenty of reading texts that can be read to make students master reading skill. For English beginners, such as students, recount text is one of simple reading text that is easy to understand. The structure of making a recount text is very simple. This text contains the author's personal experiences. The simple structure text should make it easy for students to understand.

In the beginning observation toward the students' reading comprehension in SMAN 3 Lingga, researcher found some problems after doing a preliminary research in October 2021 by interviewing English teachers, such as student's' reading comprehension is still low, they have less motivation in reading, the students' have weaknesses in vocabulary, and the scores of reading test are below average of Minimum Learning Mastery Standard (KKM). Moreover, the students got difficulties in learning vocabulary because their English teachers was not enough time to only teach vocabulary to the students. Because of those, the students have difficulties in reading comprehension, especially when they get the reading tests. It is found that the students had limited vocabulary mastery and sentence structure. Their difficulties were also influenced by their weaknesses in mastering a wide range of vocabulary and sentence structures. So, it can be concluded that there were some factors that caused difficulties for the students in answering the tests.

Student's motivation in the learning process can be as a factor that influenced students in reading comprehension. It can be seen from their behavior in learning. Students who have high motivation tend to study hard in doing the task and never get bored of reading the text to understand its meaning. Motivation is something that can, like self-esteem, be global, situational, or task oriented. It also typically examined in terms of the intrinsic and extrinsic motives of the learner (Brown, 2007). It can be concluded that teachers should use some methods to make students interesting in reading text so they get information or knowledge after read them.

Shared reading method is one of effective methods that use in learning process of reading comprehension. The shared reading method is formed based on cooperative learning. In this context, students have a positive dependency relationship. The understanding of the contents of the discourse will not be complete if someone is not actively involved in understanding the reading in the part that is their responsibility (Saeful Anwar, 2020). Shared Reading method is an interactive reading experience that occurs when students join in or share the reading of a book text or other enlarged text while guided and supported by a teacher or other experienced reader. According to Holdaway (1979) cited in (Martia, 2020), shared-reading is the practice of collaborative reading between a teacher and students. Shared-reading is a type of collaborative learning activity that stimulates students' interaction (student – student or student - teacher), promotes analytic talk, and higher order thinking. Thus, the overall understanding of the contents of the reading will depend on the active participation of all students

This research was chosen to apply the Shared Reading method in students' reading comprehension at grade XI of SMAN 3 Lingga. The application of the Shared Reading method aims to determine the activities and abilities of students in reading comprehension when using the shared reading method (Fountas & Pinnell, 2011). Shared reading is a reading method that involves students and teachers together, so that it will make all students active and easily control the class. The purpose of shared reading method is to help students' reading a long text fulfilling an interactive reading activity under the guidance of teacher, and to provide them enjoy reading. It means shared reading can make the student enjoy and easy to read the text together.

METHOD

In this research the researcher used quantitative research. In quantitative research there are three designs: experimental, correlation and survey. The researcher used experimental design. Experimental design is a procedure for testing a hypothesis by setting up a situation in which the strength of relationship between variables can be tasted (Creswell, 2012).The experimental research used in this research is pre-experimental research in form of pre-test, post-test and questionnaire.

There are two variables in this research, they are the shared reading strategy (X) as independent variable and the students' reading comprehension in personal recount text (Y) as dependent variable. According to (Wallen, 2009), independent variables are those that the researcher chooses to study in order to assess their possible effect on one or more other variables. Meanwhile, the variable that independent variable is presumed to affect is called dependent variable.

In this research, the researcher used the purposive sampling technique to take samples. Purposive sampling is a sample selection method based on the aims and objectives determined by the researcher. The sample is determined by someone who is familiar with the population to be studied (an expert in the field to be researched)(Indrawan, Asep, 2017). The sample used in this study is second grade IPS which consisted 40 students. The sample class was selected by using pre-experiment design one group pretest-posttest. One group pretest-posttest is researcher activities that provide a pretest before being treatment, after being given treatment then give a post test.

In collecting the data, the researcher used some steps. First, the researcher was doing pre-test before using shared reading method in learning process. The researcher given pre-test to experimental class. It's used know the students reading comprehension before giving treatment to experimental group. Second, the treatment, researcher tries to see the development of student reading comprehension on recount text. The form of treatment was used shared reading. Third, the researcher was given post-test was conducted after giving treatment to the experiment group in teaching reading to know the used of shared reading students reading comprehension on recount text. The last, Questionnaire was given in the last meeting in order to investigate students reading comprehension. Questionnaire is a number of written questions used to get information from respondent. Questionnaire is used to provide quick and efficient way of obtaining amounts of information from sample. It used to measure the students' perception, motivation, and reading comprehension in the use of shared reading method (Louis Cohen, 2015).

In analyzing the Data, the researcher used some procedures based on (Karran, 2005) as follows:

- a. To get the student's score of the test.

$$Score = \frac{\text{Student's Answer}}{\text{Total Number of Item}} \times 100$$

- b. Classifying the score of the student's test

Table 1.

The Percentages of Ability Degree

100 – 96	Excellent
95 – 86	Very Good
85 – 76	Good
75 – 66	Fairly Good
65 – 56	Fairly
55 – 46	Poor
45 – 0	Very Poor

- c. To understand the average, the mean was the average or arithmetic mean, the formula is:

$$mean = \frac{\sum x}{N}$$

- d. To know the gap between the highest score between the lowest score, the formula is:

$$R = Hs - Ls$$

- e. Standard Deviation, Steven (2007) cited in (Weir et al., 2018) asserted that the standard deviation was a statistic formula described the total variation in the characteristics of the process being measured.

- f. To get the result of questionnaire, the formula as follows:

$$p = \frac{f}{n} \times 100\%$$

RESULTS

Student's Pre-Test Score

In this research, the researcher gives the students test before applying the Shared Reading Technique to find out the student's score in reading ability dealing with reading comprehension. After the researcher gives the student's pre-test the researcher found the result as follows:

Table 2.

The student Score of Pre-test

NAME	PRE-TEST	
	Score	Category
Student 1	40	Very Poor
student 2	40	Very poor
Student 3	55	Poor
Student 4	60	Fairly
Student 5	50	Poor
Student 6	30	Very Poor
Student 7	40	Very Poor
Student 8	75	Fairy Good
Student 9	70	Fairy Good
Student 10	60	Fairy
Student 11	50	Poor
Student 12	60	Fairy
Student 13	50	Poor
Student 14	50	Poor
Student 15	55	Poor
Student 16	50	Poor
Student 17	40	Very Poor
Student 18	65	Fairy
Student 19	55	Poor
Student 20	50	Poor
Student 21	50	Poor
Student 22	60	Fairy
Student 23	35	Very Poor
Student 24	55	Poor
Student 25	50	Poor
Student 26	70	Fairy Good
Student 27	45	Poor
Student 28	40	Poor
Student 29	60	Fairy
Student 30	60	Fairy

Student 31	55	Poor
Student 32	55	Poor
Student 33	65	Fairy
Student 34	40	Very Poor
Student 35	60	Fairy
Student 36	50	Poor
Student 37	40	Very Poor
Student 38	70	Fairy Good
Student 39	40	Very Poor
Student 40	65	Fairy
TOTAL	2110	
AVERAGE	52.75	Poor
Max Score	75	
Min Score	30	

To continue the result of the content of reading ability the searcher presented the frequency percentage distribution of students' content as follows:

Table 3.

The Students' frequency percentage distribution of Pre-test

PRE-TEST			
Score	Classification	F	%
96-100	Excellent	0	0.00%
86-95	Very Good	0	0.00%
76-85	Good	0	0.00%
66-75	Fairly Good	4	15.00%
56-65	Fairly	10	25.00%
46-55	Poor	17	30.00%
0-45	Very Poor	9	30.00%
		40	100%

Based on the tables above, the students pre-test score in pre-test was 52.75 in Poor category with total score 2110, maximal 75 and minimum score was 30 and the frequency percentage distribution of students' pre-test score on the table above was no students got excellent, very good and student got good category while , 4 students (15.00%) got fairly good category, 9 students (25.00%) got fairly category, 17 students (30.00%) got poor category and 10 students (30.00%) got very poor category

Student's Post Test Score

In the last section, the researcher gives the pre-test to the students, the researcher continues to apply the Shared Reading to the students. Then, researcher gives the post-test to find out the effectiveness of using Shared Reading, the researcher found the result as follows:

Table 4.

The student Score of Post Test

NAME	POST TEST	
	Score	Category

Student 1	80	Good
student 2	80	Good
Student 3	80	Good
Student 4	75	Fairly Good
Student 5	80	Good
Student 6	80	Good
Student 7	80	Good
Student 8	85	Good
Student 9	85	Good
Student 10	80	Good
Student 11	90	Very Good
Student 12	80	Good
Student 13	75	Fairly Good
Student 14	80	Good
Student 15	80	Good
Student 16	75	Fairly Good
Student 17	80	Good
Student 18	90	Very Good
Student 19	70	Fairly Good
Student 20	80	Good
Student 21	80	Good
Student 22	90	Very Good
Student 23	80	Good
Student 24	75	Fairly Good
Student 25	80	Good
Student 26	80	Good
Student 27	75	Fairly Good
Student 28	80	Good
Student 29	90	Very Good
Student 30	70	Fairly Good
Student 31	80	Good
Student 32	80	Good
Student 33	90	Very Good
Student 34	80	Good
Student 35	75	Fairly Good
Student 36	80	Good
Student 37	80	Good
Student 38	75	Fairly Good
Student 39	80	Good

Student 40	90	Very Good
TOTAL	3215	
AVERAGE	80,40	Good
Max Score	90	
Min Score	75	

Table 5.
The students' frequency percentage distribution of test

POST TEST			
Score	Classification	F	%
96-100	Excellent	0	0.00%
86-95	Very Good	5	15.00%
76-85	Good	26	65.00%
66-75	Fairly Good	9	20.00%
56-65	Fairly	0	0.00%
46-55	Poor	0	0.00%
0-45	Very Poor	0	0.00%
		40	100%

To see clearly about the frequency percentage distribution of students' content in the post-test score we can see the following chart:

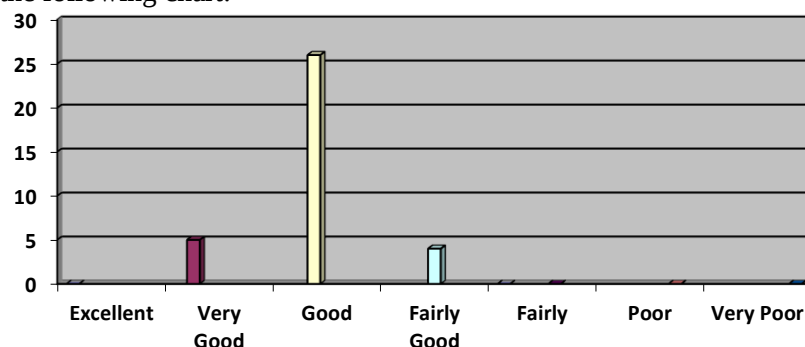


Figure 1. The Students' frequency percentage distribution of post test

Based on the table above the frequency percentage distribution of students' post test score was 5 students (15.00%) got very good category, 26 students (65.00%) got good category, 9 students (20.00%) got fairly good category, and no students fairly category, students got excellent, poor and very poor category, with Minimum score was 75, maximum score was 90, average score was 80,40 and total score was 3215.

Table 6.
Statistic of Pre-Test and Post Test Score

Statistic	Statistic	
	Pre-test	Post-test
Valid	20	22
Missing	0	0
Mean	52.75	80.40
Std. Error of Mean	12.12534	1.004589

Median	50.0000	80.0000
Mode	50.00	80.00
Std. Deviation	1.84656	4.492659
Variance	147.0238	20.18398
Range	40.00	15.00
Minimum	30.00	75.00
Maximum	75.00	90.00
Sum	2115.00	3215.00

Based on the table above we can in the pre-test, the number of students consists of 40 students. It shows that the mean score 55.5, Std. The error of Mean 12.12534, median 50, Std. Deviation 11.84656, Variance 147.0, range 40 minimum score 30, maximal score 75 and total score was 1155. The mode is simply that value which has the lowest frequency. It means that the most frequent score is 50.

It can also look in the post-test the number of students consists of 22 students. It shows that the mean score 80.2 Std. The error of Mean 1.765, median 80, Std. Deviation 4.492, Variance 20.18, range 15, minimum score 75 maximal score 90 and the total score was 1765. The mode is simply that value which has the lowest frequency. It means that the most frequent score is 80.

The significant difference between the students' reading ability before and after being taught by using Shared Reading. There are differences data presentations between before and after taught by using Shared Reading Method. The data present that the score after taught by using Shared Reading Method better than higher before taught by using Shared Reading Method The statistical tests as follows:

Table 7.

Mean Score and Standard Deviation		
Test	Mean Score	Standard Deviation
Pre-Test	53.75	1.846
Post-Test	80.5	4.492

Based on the table.4.8, output paired samples statistic shows mean of pre-test (53.575) and mean of post-test (80.5), while N for cell there are 40. Meanwhile, the standard deviation for the pre-test (1.846) and standard deviation for post-test (4.492).

Table 8.

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	pretest & posttest	40	.360	.672

Based on the table 4.9, output paired samples with total 40 students correlation shows the large between pretest and posttest, where can be seen numeral pretest and posttest mean is (0.360) and numeral significance for pretest and posttest (0.672).

Student's Questionnaire Score

Table 8.

Student Score of Questionnaire					
No	Statement	SA	A	DS	SDS
1	I like to add new vocabulary in reading short stories (<i>Saya suka menambah kosa kata baru dalam membaca teks cerpen</i>)	1	13	8	

2	I read to improve my ability to understand the text (Saya membaca untuk meningkatkan kemampuan dalam memahami teks)	11	11		
3	If I discuss something interesting, I will be very enthusiastic about reading (Jika membahas sesuatu yang menarik, saya akan sangat antusias dalam membaca)	14	8		
4	I like reading books that make me think (Saya suka membaca buku-buku yang membuat saya berpikir)	6	16		
5	I like reading recount text book (Saya suka membaca teks book bebrbentu recount)	1	16	5	
6	I will improve reading with the given method (Saya akan meningkatkan meembaca dengan metode yang telah diberikan)	4	17	1	
7	If a text book is very interesting, I don't care how lazy it is to read (Jika sebuah teks book itu sangat menarik, saya tidak peduli betapa malsanya dalam membaca)	4	11	7	
8	I'm trying to draw conclusions from friends and teacher (Saya mencoba mendapatkan kesimpulan dari teman dan guru)	7	13	2	
9	I often have discussions when I encounter difficult words in reading the text (Saya sering berdiskusi ketika menjumpai kata-kata yang sulit dalam membaca teks)	7	14	1	
10	I have a favorite topic that I like to read (Saya memiliki topic favorit yang suka saya baca)	8	13	1	
11	I want to improve reading with encouragement from the teacher (Saya ingin meningkatkan membaca dengan dorongan dari guru)	8	13		
12	I learned a lot of knowledge from various text books that I read (Saya banyak mempelajari pengetahuan dari berbagai text book yang saya baca)	4	18		
13	It is very important for me to be a good reader in English text (Sangat penting bagi saya untuk menjadi pembaca yang baik dalam teks bahasa inggris)	10	12		
14	I read to get the right information without any lies (Saya membaca supaya mendapatkan informasi yang benar tanpa ada kebohongan)	12	10		
15	Compared to other activities, it is very important for me to be a good reader (Dibandingkan dengan kegiatan yang lain sangat penting bagi saya untuk bisa menjadi pembaca yang baik)	5	15	2	
16	I like learning to read when the teacher is also participating (Saya suka belajar membaca ketika guru juga ikut partisipasi)	9	13		
	Total	111	186	25	
	Percentace	35%	55%	10%	

The questionnaires were distributed in order to gain information of the students' responses on the use of the shared reading method in the experimental class. The questionnaire was distributed to the students. It consisted of 16 close ended questions related to the use of shared reading method.

Based on the table presented above, it was found that 40 students that were taught in the class XI IPA of SMAN 3 Lingga could be seen in the frequency of their answer, they are Strongly Agree (35%), Agree (55%), Disagree (10%), Strongly Disagree (0%).

Furthermore, the result of students' answer above shown that the percentage of positive answers (strongly agree and agree) were 90%, while in the negative answers (disagree and strongly disagree) were 10%, it means that the positive answers were higher than in the negative answers. This proved that using the shared reading method could develop students' reading comprehension.

DISCUSSION

Calculating of T-Test Score

Table 9.
Paired Samples Test

		Paired Differences			95%Confidence Interval of the		t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	Pretest-posttest	27.72727	11.31026	2.411356	14.000565	41.44889	-11.498	20	.000

Based on the table 4.10, the output paired samples test shows the result of comparative analysis with using the T-test. Output shows mean pre-test and post-test are (27.72727)-standard deviation (11.31026), mean standard error (2.411356). The lower different (14.000565), while the upper different (41.44889). The result test $t = (-11.498)$ with df 20 and significance 0.000.

Assessment of Category

The hypothesis testing of this study is as follow:

- If the significant value $<$ significant level, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. It means that there is a different score on the students' reading recount text before and after being taught by using Shared Reading The difference is significant.
- If the significant value $>$ significant level, the null hypothesis (H_o) is accepted and the alternative hypothesis (H_a) is rejected. It means that there is not different score on the students' reading recount text achievement before and after being taught by using Shared Reading Technique. The difference is not significant.

Based on a statistical calculation using SPSS 16.0, the researcher gave interpretation to significant value. The significant value of the research is 0.000, significant level 0.5 and the t-table 0.685 the df : 20 whereas the t-count 2.085. When the significant value (0.000) $<$ significant level (0.5) the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. While significant value (0.000) $>$ significant level (0.5) the null hypothesis (H_o) is accepted and the alternative hypothesis (H_a) is rejected. Because significant value (0.000) is smaller than the significant level (0.05), it can be concluding that alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. It means that there is a different score on the students' reading comprehension before and after being taught by using Shared Reading.

There is different on Sample Statistic that the mean before taught using the shared reading 52,75 and after taught using Shared Reading 80.40, it means that the mean before taught using Shared Reading is lower than after taught using Shared Reading. Thus, it can conclude that by using the Shared Reading the students' reading comprehension is effective at the second-grade students of SMA NEGERI 3 Lingga.

The second research question asked the students' perceptions after they learn reading comprehension and reading motivation through the shared reading method. The researcher, distributed the questionnaire to the experimental class who were taught by using shared reading method to know specifically their opinions, whether the shared reading method helped them in improving their understanding of the text or not. The questionnaire was formed in 16 questions starting from general to specific questions. The percentage of positive answers (strongly agree and agree) were 90%, while in the negative answers (disagree and strongly disagree) were 10%, it means that the positive answers were higher than in the negative answers. the researcher found that most of the students were interested and motivated in learning reading with the shared reading method.

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

The result of the research relates to research conducted by (Andi Waliyyan, Sulfasyah, 2021) about the effect of shared reading methods on reading comprehension in elementary school, that the use of the shared reading method in the teaching and learning process makes students feel happy to follow the lesson, as evidenced by students listening to the learning well, taking the time to study at home, students asking questions when the teacher's explanation in learning is lacking or cannot be understood.

CONCLUSION

Based on the result of data analysis, the students' reading text book before being taught using Shared Reading Technique is generally low. It can be seen from the score obtained by students before taught using shared Reading Technique from 40 students. The frequency percentage distribution of students' pre-test was 52.75 in Poor category with total score 2110, maximal 75 and minimum score was 30 and the frequency percentage distribution of students' pre-test score on the table above was no students got excellent, very good and student got good category while , 4 students (15.00%) got fairly good category, 9 students (25.00%) got fairly category, 17 students (30.00%) got poor category and 10 students (30.00%) got very poor category.

Next, the students' reading after being taught using Shared Reading Technique is better than before. It is shown from the score obtained by the students after taught using Shared Reading Technique. The frequency percentage distribution of students' post test score was 5 students (15.00%) got very good category, 26 students (65.00%) got good category, 9 students (20.00%) got fairly good category, and no students fairly category, students got excellent, poor and very poor category, with Minimum score was 75, maximum score was 90, average score was 80,40 and total score was 3215.

There is a significant score of the students' achievement in give test and questionnaire being taught using the Shared Reading Technique. The total score test being taught using Shared Reading Technique is higher. The percentage of positive answers (strongly agree and agree) were 90%, while in the negative answers (disagree and strongly disagree) were 10%, it means that the positive answers were higher than in the negative answers. This proved that using the shared reading method could develop students' reading comprehension.

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