# THE COMPARISON BETWEEN SHARED READING AND GUIDED READING BASED ON WHOLE LANGUAGE APPROACH ON STUDENTS' READING COMPREHENSION BY THE SECOND YEAR STUDENTS OF SMP IT CENDIKIA TULANG BAWANG

**(A Thesis)**

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**BANDAR LAMPUNG**
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# ABSTRACT


# THE COMPARISON BETWEEN SHARED READING AND GUIDED READING BASED ON WHOLE LANGUAGE APPROACH ON STUDENTS' READING COMPREHENSION BY THE SECOND YEAR STUDENTS OF SMP IT CENDIKIA TULANG BAWANG


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The study aimed to find out i) the statistically significant difference of reading comprehension between students taught through Whole Language Approach Shared Reading and those taught through Whole Language Approach Guided Reading, and ii) the students' perceptions of the implementation of Whole Language Approach Shared Reading and Whole Language Approach Guided Reading.

The subjects of this research were 24 students of SMP IT Cendikia Tulang Bawang with 24 students for experimental class 1 and 20 students for experimental class 2. The research was Pretest Posttest Experimental Design. Reading tests and questionnaires were used to collect the data. The data were analyzed using Independent Sample T-Test through SPSS for the reading tests and Likert Scale for the questionnaires.

The results showed that there were statistically significant difference of reading comprehension between the students taught through the Whole Language Approach Shared Reading and those taught through the Whole Language Approach Guided Reading. The students had better perceptions of the Whole Language Approach Guided Reading class than those in the Whole Language Approach Shared Reading class.

This suggests that the Whole Language Approach Guided Reading could facilitate students to improve their reading comprehension better than the Whole Language Approach Shared Reading.


***Keywords:*** *Guided Reading, Perception, Reading Comprehension, Shared Reading, Whole Language Approach*

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**By:**

**RIZKI AZIZA**

A Thesis

Submitted in a Partial Fulfillment of
the Requirements for S-2 Degree

in

Master of English Education Study Program
Language and Arts Education Department
of Teacher Training and Education Faculty

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TEACHER TRAINING AND EDUCATION FACULTY
LAMPUNG UNIVERSITY
BANDAR LAMPUNG
2022**

Research Title : **The Comparison between Shared Reading and Guided Reading based on Whole Language Approach on Students' Reading Comprehension by the Second Year Students of SMP IT Cendikia Tulang Bawang**

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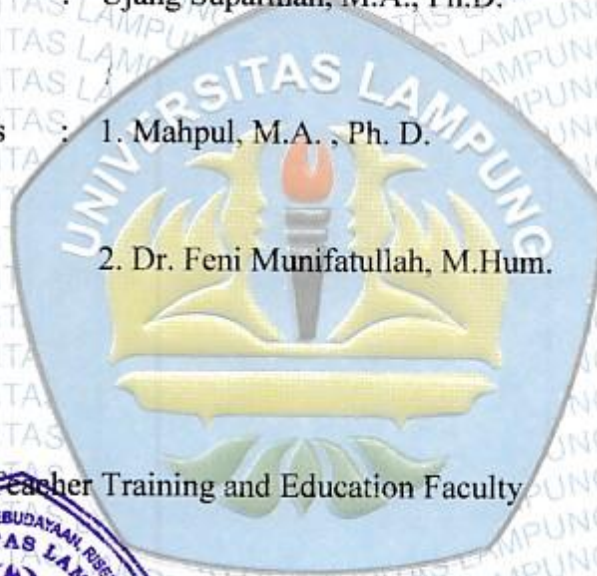
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# LEMBAR PERNYATAAN

Dengan ini saya menyatakan dengan sebenarnya bahwa:

1. Thesis dengan judul "The Comparison between Shared Reading and Guided Reading based on Whole Language Approach on Students' Reading Comprehension by the Second Year Students of SMP IT Cendikia Tulang Bawang" adalah hasil karya sendiri dan saya tidak melakukan penjiplakan atau pengutipan atas karya penulis lain dengan cara tidak sesuai tata etika ilmiah yang berlaku dalam masyarakat akademik atau yang disebut plagiarisme.

2. Hak intelektual atas karya ilmiah ini diserahkan sepenuhnya kepada Universitas Lampung.

Atas pernyataan ini, apabila dikemudian hari ternyata ditemukan adanya ketidakbenaran, saya bersedia menanggung akibat dan sanksi yang diberikan kepada saya, saya bersedia dan sanggup dituntut sesuai hukum yang berlaku.

Bandar Lampung, 24 Agustus 2022
Yang membuat pernyataan,

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# CURRICULUM VITAE

The writer was born on September 10<sup>th</sup>, 1997 in Tulang Bawang, Lampung. She is the last child in her family who has been taken care of Bapak Rakhmat and Ibu Atik perfectly. Her old brother is Brother Fadli Abdul Aziz. She lives in Tulang Bawang, Lampung.

At the age of six, she began her study at SDN 02 Pancakarsa Purnajaya in 2003, and then she continued her study in MTs. Al-Iman in 2009. The next education is MA. Miftahul Jannah in 2012.

Education is very important for her. In 2015, she was registered as one of the students in English Education Study Program at the Faculty of Teacher Training and Education (FKIP) Muhammadiyah University of Metro, and also as one of the Assistants of English Language Institute there, and finished her study in 2019. In 2020, she continued her master degree in University of Lampung.

## DEDICATION

In the name of Allah *SWT.*, this thesis is fully dedicated to:

My greatest inspiration, my beloved parents.

My lovely brother and sister.

My beloved friends in Master of English Study Program in 2020

&

My Almamater, University of Lampung

# MOTTO

إِنَّ مَعَ ٱلْعُسْرِ يُسْرًا ۝ فَإِذَا فَرَغْتَ فَٱنصَبْ ۝ وَإِلَىٰ رَبِّكَ فَٱرْغَب ۝

**"......Indeed, with hardship [will be] ease (6). So when you have finished [your duties], then stand up [for worship] (7). And to your Lord direct [your] longing (8)"**

"…..Sesungguhnya sesudah kesulitan itu ada kemudahan. Maka apabila kamu telah selesai (dari sesuatu urusan), kerjakanlah dengan sungguh-sungguh (urusan) yang lain, dan hanya kepada Allahlah hendaknya kamu berharap."

**Al-Qur'an Surah Al-Insyirah (94):6-8**

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Peace and blessing be upon Prophet Muhammad *SAW*, His families, His companions, and His followers. The aim of this thesis was to fulfill one of the requirements for S-2 degree at Master of English Education Study Program, University of Lampung. The writer absolutely realizes that she could not carry out this work without help of other people either materially or spiritually. Therefore, the researcher would like to express a huge thank you to the following people for their idea, time, and guidance during the writing of this work:

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May Allah *subhanahu wa ta'ala*, bless all of them. The researcher realizes that this research is far from perfect, but it is expected that it will be useful not only for the researcher but also for the readers especially for those who are interested in this topic. Therefore, the researcher would like to accept any constructive suggestion to improve this research.

September, August 24th 2022
Researcher

Rizki Aziza

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## I. INTRODUCTION

This chapter is concerned with the introduction of the research. It includes the Background of the Problems, Identification of the Problems, Limitation of the Problems, Formulation of the Research Questions, Objectives of the Research, Significances of the Research, and Scope of the Research

### 1.1 Background of the Problems

Reading is one of the four skills in English that every student needs to master. Rahman (2015) said reading is a key to getting information. Reading the text means we can gain new knowledge and understanding once a paragraph.

As Brown (2001) has said, "reading ability will be developed best in association with listening, speaking, and writing activities." English teachers must try to make their students enjoy reading. It is because all the teaching materials are present in printed form, and by offering reading materials first, the students can get information and improve their knowledge. Therefore, the students are required to master English reading skills in order to improve their reading achievement. When improving reading skills, a student needs competence and intelligence to comprehend a text's meaning, which is called reading comprehension.

Lems, Miller, and Soro (2010) state that reading comprehension is not a static competency; it varies according to the reading purposes and the text involved. There are three elements in comprehension: the reader doing the comprehending, the text that is to be comprehended, and the activity of which comprehension is a part. It adds to the socio-cultural context, which mediates students' experiences and vice versa.

Reading has grown to be essential because most of the questions on the National Examination are about reading comprehension. In order to extend the

final examination, the student should be able to respond to these reading comprehension questions. According to Shehu (2015), the trouble with reading comprehension happens for numerous reasons: lexicon, working memory, nonattendance to broad reading, and content. On the other hand, comprehending the text is not easy. The students should master the vocabulary, be motivated to read a reader and get information from the written text.

The researcher found that SMP IT Cendikia is one of the favorite schools for the students in Tulang Bawang because SMP IT Cendikia uses a K-13 curriculum as a guide for the English learning process and is based on Integrated Islam. It was located in Banjar Agung, Tulang Bawang, Lampung. This school has six classes consisting of 2 classes for 7th grade, two classes for 8th grade, and 2 for 9th grade. The male and female classes are separated, in this case, the researcher will use 8th grade as the research sample.

Many subjects are taught in this school. English is also trained as the main subject. English has been conducted twice a week with duration of 45 minutes for one hour of the learning process. In the teaching and learning process, the students have been taught many English vocabulary, grammar, and text genres to make them master reading skills as one of the crucial skills in English. Students were asked to fill in the score target. The score target is 68. According to the 2021/2022 syllabus in the second semester, they are required to understand recount text. Based on essential competencies, students can realize contextually meaning related to social functions, text structure, and linguistic elements of spoken and written recount texts, concise and straightforward, especially personal recount texts.

Since English in Indonesia is a foreign language, there is a possibility that the English students may have difficulties comprehending the text. It may be false word identification and recognition, limited special comprehension abilities, or poor oral reading. Reading challenges and the problems that happen in EFL learners, such as learner problems in grammatical knowledge and poor reading strategies, are essential to help them reduce the difficulties, such as vocabulary knowledge and background knowledge (Samad, Jannah, and Fitriani 2017).

Moreover, based on the unstructured interview result with the teacher concerning students' reading test, there were some students' problems with reading comprehension.

The first problem was the students' difficulty getting information from the reading text. It is supported by Nurmala (2018) that it was found that the students had problems with their reading ability. Most of students just had the ability to pronounce and recognize the individual words without conveying the message what the author extends, it automatically influenced their ability to comprehend the text.

The second problem was supported by Asty (2013) that the students do not have enough prior knowledge regarding the text because they lack reading activity. They actually had good knowledge of words and sentence meaning but they failed to understand longer reading materials such as stories. Thus, they did not have a chance to analyze the question because they tended to read only a single word.

Considering those problems above, this study did not discuss the whole factors. This study only focused on some factors, in this case, teaching technique and students' perception. Teaching technique is one of important factors in determining students' achievement in reading. The teacher should apply effective and innovative strategies in teaching reading in order to make students to improve the students reading comprehension. The technique itself needs to be confirmed with the condition of the class and the proficiency of the students, because every class has its own condition. It also determines the most convenient technique itself. Therefore, the researcher will use Shared Reading Technique and Guided Reading Technique.

Agreeing to Nation (2009), shared reading is when the learners assemble around the educator and the instructor peruses a story for the learners from an huge blown-up book while showing them the pictures and the composed words. The teacher involves the students in the reading by asking them what they think will happen next and requesting comments on the story. Where they could, the learners studied the words out loud together. By employing the Shared Reading Technique, students can be interested in the text regardless of their reading ability.

In line with the statements above, some previous studies done by the researchers related to applying the Shared Reading Technique.

The first previous research was from Hutabarat, Pohan, and Adam (2017). The objectives of this research were to make the reading activity in the classroom more effective and improve students' reading comprehension. Implementing Shared Reading showed that the use of the Shared Reading Strategy significantly affects students' reading comprehension.

The second previous research was from Gusneli, Kristiawan, Asvio and Hafulyon (2016). In this experimental research, the researchers found the effect of a shared reading strategy on students' reading comprehension. The results revealed that the students' mean score in the experimental class taught by shared reading strategy was higher than the students' mean score in the control class taught by the questioning process.

Riza conducted the third research (2016) that aimed to look at the effect of using the Shared Reading Strategy toward the reading ability of junior high school students. This study used a pretest-posttest design given to the experimental and control groups. The results showed that the experimental group's post-test result was higher than the control group.

Meanwhile, According to Ford and Opitz (2011), guided reading is planned, intentional, focused instruction where the teacher helps students, usually in small group settings, learn more about the reading process. The amount of guidance you, the teacher, vary according to the ability and confidence of the students. Guided reading occurs in a small-group setting because the small group allows for interactions among readers that benefit them all. In line with the statements above, some previous studies done by the researchers related to applying the Guided Reading Technique.

The first previous research was from Puspitawati, Marhum and Wahyudin (2015) examined guided reading. The study's objective was to determine whether the use of guided reading can improve the reading comprehension of junior high school students. The result showed that using guided reading could improve the reading comprehension of eighth-grade students.

The second previous research was from Audira, Gani and Sari (2020). This research aimed to investigate whether or not a guided reading strategy can improve students' scores in reading comprehension at SMPN 16 Banda Aceh. The result of the study showed that a guided reading strategy improved students' reading comprehension; the students had better achievement in reading comprehension.

The third previous research was from Syahputera (2016). The design of this research was Classroom Action Research (CAR) to find out whether it could improve the students reading comprehension or not. From the questionnaire to measure the students' response toward the use of the guided reading, 90% chose "agree or strongly agree", which was considered a positive response; this met the criteria for success in improving the reading comprehension abilities of the sample students.

Some of previous researches reveal which were shared reading and guided reading used on researches and the result showed significant improvement of students' reading comprehension. However, the activities offered by previous studies only deal with presentations, which do not provide comprehensible input and literacy activities will improve students' reading comprehension, in teaching reading in the classroom must also pay attention to aspects of students' understanding in texts. Of course, this must be supported by a communicative environment both from the teacher and from students, because learning reading cannot be separated from other language aspects such as listening, writing and speaking (Norland and Pruett, 2006). Therefore, the procedure might be modified so that the students are more active to follow the reading activities in the class. Some approaches provide a communicative environment in reading activities and offer a stimulus for students to be more creative in their learning. One of them is the whole-language approach. As Baker (2008) recorded, the whole language becomes a comprehensive way to teach reading and other language skills with concrete suggestions for how teachers can deal with instructional, psychological, and institutional factors.

Fauzi and Basikin (2020) have investigated the Whole Language Approach. This study aimed to determine the effect of the whole language approach on the

ability to read and write in English in kindergarten school students. The result showed a significant influence in applying the whole language approach to children's early reading ability in kindergarten aged 5-6 years.

The following previous research was proposed by Saputra, Cendana, Victorynie, and Khaidir (2021); this study aimed to know how the whole language learning approach affects students' writing skills and motivation to excel. The result showed that implementing the whole language approach can improve students' reading ability.

The third previous research was from Koniaturrohmah (2018), this study aimed to find out whether or not the whole language approach could make a difference in improving both students' reading and writing achievements. The findings showed significant progress within each group in both reading and writing. There was also a significant mean difference between the experimental and control groups with the contribution of the Whole Language Approach to students' reading comprehension.

This study will apply the whole language approach with techniques that can improve students' reading comprehension. The technique must confirm the technique with the class's condition and the student's proficiency because every class has its condition. It also determines the most convenient technique using the Shared Reading Technique and Guided Reading Technique. Next, the researcher wants to compare the development of students' reading comprehension between students who are being taught using a whole language approach shared reading and those through whole language approach guided reading by comparing the development percentage of students' scores on the test to know which one technique that more effective toward students' reading comprehension.

Based on the explanation above, it was assumed that using Shared Reading Technique and Guided Reading Technique can affect the student's reading comprehension.

In addition to the teaching techniques used by the teacher in teaching reading, another factor that plays a significant role in improving students' reading comprehension is their perception. According to Arifin, Fuady and Kuswarno (2017), perception is a process of giving meaning and interpreting individuals'

stimuli and sensations. It is strongly influenced by the internal and external factors of each individual. It is indicated that perception is a person's view in his mind about something that can affect the five senses in attitude.

In this research, the researcher also examined the students' perceptions after being taught through the Shared Reading Technique and Guided Reading Technique, which will combine with the Whole Language Approach toward students' reading comprehension. It has become a tool to measure the classroom's successful teaching and learning process. It will prove that when students perceive nicely, they also perform well to achieve the learning objectives in school.

Therefore, the researcher conducted a comparative study to compare both techniques through approach by seeing the percentage of increase or decrease in students' scores after implementing to students to find the most effective technique in gaining students' comprehension in reading. Finally, the researcher entitles this research: "The Comparison between Shared Reading and Guided Reading based on Whole Language Approach on Students' Reading Comprehension by the Second Year Students of SMP IT Cendika Tulang Bawang"

## 1.2 Identification of the Problems

Based on the background of the problem, the researcher identifies the problems as follows:

1. The students had difficulty to get information from the reading text.
2. Students do not have enough prior knowledge regarding the text because they are lack of reading activity.

## 1.3 Limitation of the Problems

In this research, the researcher tried to find out "The Comparison between Shared Reading and Guided Reading based on Whole Language Approach on Students' Reading Comprehension by the Second Year Students of SMP IT Cendika Tulang Bawang" in the recount text at the second semester of the eighth-grade students of SMP Islam Terpadu Cendikia Tulang Bawang in 2021/2022 academic year.

**1.4 Formulation of The Research Questions**

Based on the explanation above, the study intended to answer the following research questions:

1. Is there any statistically significant difference of reading comprehension between students taught through Whole Language Approach Shared Reading and those taught through Whole Language Approach Guided Reading?

2. What are the students' perceptions of the Implementation of Whole Language Approach Shared Reading and Whole Language Approach Guided reading?

**1.5 Objectives of the Research**

The objective of the research was:

1. To find out the significant difference of reading comprehension between students taught through Whole Language Approach Shared Reading and those taught through Whole Language Approach Guided Reading

2. To find out the students' perceptions of the implementation of whole language approach shared reading and whole language approach guided reading.

**1.6 Significances of the Research**

Generally, the results of this study will be expected to improve education quality, here are two significance of this study:

1. Theoretically

   As supporting information that "The Comparison between Shared Reading and Guided Reading based on Whole Language Approach on Students' Reading Comprehension by the Second Year Students of SMP IT Cendika Tulang Bawang" will be used as a technique and approach in teaching learning process particularly in reading and students' perception.

2. Practically

   The result of this research is as information to the English teachers that they are able to use "the whole language approach shared reading and those through the whole language approach guided reading" as a technique and approach in teaching reading to improve the students' reading comprehension and the students' perception.

a.  The result can be implemented as reference for those who want to find out the aspect of reading improves significantly by using "the whole language approach shared reading and those through the whole language approach guided reading"

b.  The result of this research is expected to provide specific procedures of "the whole language approach shared reading and those through the whole language approach guided reading".

**1.7 Scope of the Research**

The scope of the research as follows:

1.  Subject of the Research

    The subject of the research is the students at the eighth-grade of SMP Islam Terpadu Cendikia Tulang Bawang 2021/2022 academic year.

2.  Object of the Research

    The object of the research is the comparison of reading comprehension between the students' taught through the whole language approach shared reading and those through the whole language approach guided reading of recount text and students' perception.

3.  Place of the Research

    The research will be conducted at SMP Islam Terpadu Cendikia Tulang Bawang.

4.  Time of the Research

    The research will be conducted at the second semester in 2021/2022 academic year

## II.    LITERATURE REVIEW

This chapter discusses certain points related to the theories used in this study, such as Reading, Reading Comprehension, Recount Text, Whole Language Approach, Shared Reading Technique, Guided Reading Technique, Perception, Theoretical Assumption, and Hypothesis.

### 2.1    Reading

Based on Supina (2018) there are four skills in English which should be mastered, they are: listening, speaking, reading, and writing. These four language skills are sometimes called the "macro-skills" and it cannot be denied that reading is one of the most important. In teaching of reading, it is crucial to define reading in order to avoid misunderstanding and interpretation about reading the definition. Many experts have defined and analyze it in many dissimilar ways.

One of them is definition suggested by Richards and Schmidt (2010), reading as a process to understand the meaning of a written text. Reading can be seen as an active process of comprehending where students need to be taught strategies to read more efficiently. It is supported by Nunan (2003), he states that reading is a fluent process of readers, combining information from a text and their own frame knowledge to construct meaning. It means that reading is a method of understands meaning from text. In reading a text, the reader should integrate their background knowledge with the text to build the meaning. It can make the reader easier to get main ideas from the text and their reading activity will be successful.

As claimed by Richards and Schmidt (2002) noted reading as a process of discovering a text in written form to understand its contents. It implies that when someone cannot get the meaning from the passage, he or she has not been reading even though he or she pronounces the words correctly. Reading means understanding the meaning of the reading passage not only read the words.

In other words, reading is an important activity. In reading a text, the readers also need to understand what they read, and what the words mean. It can make the reader easier to get main ideas from the text and their reading activity will be success. Ahmadi and Gilakjani (2012) assumed that reading is a cognitive process that consists of a reader, a text, and the interaction between the reader and the text. It means that reading is a dynamic process relating to identification and understanding skill in order to construct meaning from written text to get the message of the text.

Based on the definition, it can be concluded that reading is an interactive process between readers and the text. The readers mechanically collaborate with the text to get the main information in the text. It can make the readers comprehend the text easier if they are serious in the reading process.

Based on Gilakjani and Sabouri (2016) that in reading, there are various types of reading that should be known by the readers, there are intensive reading and extensive reading.

## 1. Intensive Reading

Erfanpour (2013) claimed that intensive reading has a positive effect on reading comprehension of EFL learners. Intensive study of reading texts can be a way of increasing learners' knowledge of language features and their mastery of reading strategies (Nation, 2009). The classic procedure for intensive reading is the grammar translation approach where the teacher works with the learners.

Furthermore, according to Richards and Schmidt (2002), Intensive Reading is related to further progress in language learning under the teacher's guidance. It provides a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms.

It means that intensive reading is reading with correctness to comprehend the text that should be done with the learners and the teachers. Intensive reading uses translation to check whether the learners understand about the text. It can make the process of comprehend the text easier.

## 2. Extensive Reading

Patel and Jain (2008) define extensive reading is the reading for pleasure. The teacher should regard to special interest of the readers. It means that extensive

reading is a type of reading with regard to special interest of the readers to make readers enjoy in what they are reading. Richards and Schmidt (2010) state that intensive reading was projected to build positive attitude toward reading, to develop good reading habits, to construct vocabulary and structure knowledge. It means that extensive reading is done to get an understanding and sometimes it spends more time.

As believed by Nation (2009) that intensive reading focuses on comprehension of a particular text and it is useful when reading other texts later on. So, one goal of intensive reading activity may be comprehension of the text. Therefore, extensive reading is the activity of reading a lot of materials for enjoyment, information and language improvement.

From the interpretation that we know that there are two kinds of reading: intensive reading and extensive reading. Intensive reading involves reading a short text in order to extract particular information. Moreover, extensive reading includes students reading long texts for comprehensive understanding, with the aim of enjoying the text. Each kind of the reading has been explained above requiring different approaches and techniques in achieving the goal. Therefore a reader using different kinds of reading depends on their purpose.

## 2.2    Reading Comprehension
### 2.2.1   The Definition of Reading Comprehension

As claimed by Snow (2002) defines reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Jayanti, Aunurrahman and Sari (2020) stated that reading comprehension is an ability to comprehend written text with the meaning.

Thus, reading comprehension is an activity or the process to achieve meaning and built understanding from a text.

To come to the point that reading comprehension is a process that affects memory, thinking abstractly, visualization, and understanding vocabulary as well as knowing how to appropriately decode. It means, the reader should comprehend the text by reading a text to get something information, and also it is essential both in the target and the native language.

According to Nuttall (1982) there are five aspects of reading skills that should be mastered by readers to comprehend a text deeply. They have explained as follows:

1) **Main Idea**

As stated by Kamalasari (2017) that main idea is important information that tells more about the overall idea of a paragraph or section of a text. Moreover, Vener (2002) stated that the main idea is usually located in a sentence, it is usually the first sentence but it can be in the middle or in the last sentence. The author often states the main idea in the first or last few sentences of the first paragraph. However, the author may state the main idea anywhere in the passage. Sometimes, the author only suggests the main idea by leaving clues within the passage.

Additionally, as maintained by Ekorini (2020) understanding main idea is important because main idea is like a key of the text so when the readers get the key then they will be easier to grab the information from the whole text. Longer reading passage can have more than one main idea. Sometimes, the main idea of a literary passage is called theme.

2) **Specific Information**

Specific Information are the facts and ideas that explain or prove the topic sentence or main idea. It is supported by Blanchard and Root (1994) that specific information provide the reader with more information about the main idea. Essentially, specific information are the facts and ideas that explain or prove the topic sentence or main idea. They are pieces of information that help the reader to see the big picture in a text.

3) **Inference**

Kopitski (2007) stated that readers need to practice combining clues from the text with their background knowledge in order to make inferences. It means that the clues in the text will help students to build assumption and draw conclusion. So they can answer the questions. Inference is one of comprehension strategies to make conclusion about what is not directly stated in the text based on clues given. As recorded by Moreillon (2007) ordinarily, inference requires that each reader construct a meaning that makes the text a

reflection of her experience, sometimes, the information is not given directly.

**4) Reference**

Reference is antecedent of a pronoun. It supported by Sharpe (2005) that antecedent is a word or phrase to which a pronoun refers. References are words or phrases. They use before or after the reference in the reading material. It also used to avoid unnecessary repetition of words or phrases in a reading text. The references mostly are pronouns or noun phrases, such as I, you, they, that, this, those, himself, herself, etc.

**5) Vocabulary**

According to Machado (2013) child vocabulary is strongly related to his comprehension and ease of learning to read. Reading comprehension involves applying letter sound correspondence to a pretend word and matching it to a familiar word the reader's oral vocabulary. Many studies agree that reading skill and vocabulary size are related.

In this research, the researcher will be used techniques to improve students' reading comprehension. Based on the briefly explanation above, reading comprehension can be defined as a process in which the readers comprehend the meaning of the text, comprehending a text in reading is also essential for students because they can understand information from the English materials if they have the skill of reading comprehension that is able to be developed by practicing reading more and more. In the teaching learning process, students may not find any difficulties when reading a text in the source language, but what happens to the students is the other way when they read texts in the target language.

**2.3    Concept of Recount Text**

**2.3.1 Definition of Recount Text**

As believed by Widyawati (2018), there are some genres or types of the texts, they are story genre that it is a non-factual text (such as narratives, news story, recount, spoof, exemplum, and anecdote) and factual genre that is factual text (such as procedure, explanation, report, exposition, discussion). In this research, the researcher will be used Recount Text to conduct the research in the school. Many experts tried to define the meaning of recount text.

Husna and Multazim (2019) stated that recount text is a text that retells something that already happened. There is no complication among the participants and that differentiates from the narrative. It means that recount is a form of text that retells events or experiences in the past.

Formally, recounts are sequential texts that do little more than sequence a series of events. Every story, no matter how simple, needs an orientation. It means that recount is genre of text that explores the informative fact for the past experiences. In other word the purpose of recount text is to inform the readers about something that has already happened.

Furthermore, Satria (2019) stated that the generic structure of a recount text comprises of orientation, events, and re-orientation. Each aspect of generic structure provides the different information. The explanations of them are explained below:

a. Orientation

Recount begins with telling the reader who was involved, what happened, the location took place and the time of event. Orientation gives the reader the background information needed to understand the text and they would recognize about the scene setting and the context of the text.

b. Events

Event is the main activities that occurred in the story of the text. In writing a recount text, events are ordered in a chronological sequence. Sometimes, additional details are added to give information for the reader.

c. Reorientation

Reorientation is a closing step of statement that includes elaboration. Several recount texts also have a concluding paragraph. In this concluding paragraph, the writer could give the personal comment or statement.

Finally, the researcher concludes that recount text only presents past events or activities. The activities are events that truly happened to the writer and they are told orderly. This text has rhetoric structures: orientation, series of event and re-orientation. In orientation, the writer introduces his experience, in series of event,

the writer tells what happened in a chronological order, and re-orientation, the writer closure of events.

In this research, the researcher will choose the genres based on syllabus and curriculum, when selecting texts for reading, teachers typically look for the recount text that is appropriate for the reading level of the students. That is also cross curricular and relevant in its nature.

### 2.3.2 Types of Recount Text

In exploring how texts work, Sayukti and Kurniawan (2018) assumed that there are three types of recount text. There are personal recount, factual recount and imaginative recount.

**a. Personal Recount**

Personal recount is a recount that retelling of an action that author or speaker has been personally involved in, for example, oral anecdote and diary entry. An example of recount text with the writer personally involved is presented below.

**b. Factual Recount**

Factual recount is a past event text that recording the particulars of an accident, for example, report of a science experiment, police report, news report, and historical event.

**c. Imaginative recount**

Imaginative recount is a past event text that taking on an imaginary role and giving details events. It means that imaginative recount describes an imaginary role and gives details of imaginary events.

### 2.3.3 Language Features in Recount Text

A recount text has linguistic characteristics, or in English terms, language features. This statement is supported by Boardman in Saragih and Pardede (2014). They state that the language features in a recount text are:

1. Identifying things with nouns and pronouns, such as animals, people, and things. (Firstly, my father refused my request and promised that he would educate me two or three years later, but I still whimpered.)

2. Using past action verbs refers to past events. (He just gave me some advice since that accident.)

3. Locating events in relation to experience time using simple past tense. (He began to teach me while riding the motorcycle around a field in my village.)

4. Creating a sequential event with conjunctions and time connectives (Finally, my father surrendered and promised to teach me.)

5. Making use of adverbs and adverbial phrases to indicate location and time. (One day later, when I was alone at home, I intended to try my riding ability.)

6. Adjectives used to describe nouns (I realized my ability to ride a motorcycle.)

## 2.4 Concept of Whole Language Approach

### 2.4.1 Previous Studies of Whole Language Approach

To mention a few, Fauzi and Basikin (2020), this study aimed to determine the effect of the whole language approach to the ability to read and write in English in early stages of children aged 5-6 years in one of the kindergartens in the Yogyakarta Special Region. The population in this study was 43 children who were in the age range of 5-6 years in the kindergarten. Observation is a way to record data in research on early reading and writing ability. The result showed that there is a significant influence in the application of the whole language approach to children early reading ability aged 5-6 years in kindergarten.

Another previous study was proposed by Saputra, Cendana, Victorynie and Khaidir (2021). This study aimed to know the effect whole language learning approach affect students' reading ability. This study uses a classroom action research. This research was conducted at the Sigli 2 Public Elementary School. The results of observations were processed through data analysis techniques with descriptive statistics, namely finding the percentage and average value of the improvement in Indonesian language skills obtained through observation, interviews and discussions, and document review. The results showed that the implementation of the whole language approach which includes can improve students' reading ability.

Another study of implementation of whole language approach was proposed by Koniaturrohmah (2018). The main purpose of this study was to find out whether or not whole language approach could make a difference in improving both students' reading and writing achievements. The tests were reading comprehension and writing. The findings showed that there was a significant progress within each group in both reading and writing and there was also significant mean difference between the experimental and control groups with the contribution of the Whole Language Approach to students' reading comprehension.

Erlina, Mayuni and Akhadiah (2016) proposed another study. This Research and Development (R&D) aims at developing English reading materials for undergraduate EFL students. Research data were obtained through questionnaires, tests, and documents. The results of the research showed that the existing materials are not relevant to the students' need, so there is a need for developing new materials based on whole language principles. The final product of the materials consists of a course book entitled Whole Language Reading (WLR) and a teacher's manual.

Another research was stated by Wardhani, Inderawati and Vianty (2019). The aims of this study were to find out the significant difference in literacy achievement before and after the treatment by using whole language approach, to find out the significant difference in students' each sub-skill literacy achievement before and after the treatment, to find out the significant contribution of each sub-skill of reading comprehension and writing narrative paragraph. This study applied time series design and involved 30 eleventh graders of SMA Negeri 1 Tanjung Batu as the sample. The researchers used test in collecting the data. The finding of the study revealed that this study showed a significant improvement and contribution to students' literacy achievement.

### 2.4.2 Definition of Whole Language Approach

At the very beginning, the whole language was mainly used to deal with the study of the mother tongue, but since the 1990's, it began to be used in foreign language teaching (Hedgecock and Pucci, as cited in Ling 2011).

In a whole language classroom, all language is used as a whole, it supported by Richards and Rodgers (2001) asserts that the Whole Language Approach emphasizes learning to read and write naturally with a focus on real communication, reading and writing for pleasure. Reading, writing, speaking and listening, which comprise a whole language context, cannot be separated into piece and parcel. Furthermore, Richards and Rodgers (2001) also stated that children' reading and writing activities during whole language lessons are sometimes done individually or in small groups and that a lot of attention is paid to fictional and non-fictional literature.

Besides that Norland and Pruett (2006) explained that the Whole language philosophies or approaches focus on the use of authentic language that is meaningful to students, proceeding from whole to part and integrating development of language modes and domains. Listening, speaking, reading, and writing-the four language modes or skills-are taught as an integrated whole.

Based on the theory presented above, in this study, the researcher will use the whole language approach as an approach that will be combined with the shared reading and guided reading technique, and in practice it will be integrated with listening, speaking, writing and reading activities. In practice, the researcher was added steps in learning that are adapted to the theories that have been mentioned. Because of it can be inferred that the language cannot be apart as a communication tool. The whole language as the concept for teaching English will give the meaningful to the students in English lesson in order to reach the goal of education.

### 2.4.3 The Activities in Whole Language Approach

In using the whole language approach actually Watson (1994) observed that there is no uniformity when teachers teach, the teachers can use the whole language approach in schools based on what they perceive it to be. Moreover, Routman (2014) claimed some activities that can be used in a whole language approach, such as:

1. Reading aloud, which is the activity of reading aloud by the teacher;

2. Journal writing, which is the activity of expressing children's feelings or ideas into written form based on their development;

3. Sustained silent reading which means the activity of reading in the heart when they have gained the ability to read;

4. Shared reading, i.e. reading together from the reported activities;

5. Guided reading, namely the reading activities that children do with facilitated by the teacher;

6. Guided writing is the writing activities that children do with facilitated by the teacher;

7. Independent reading, reading activities and choosing books to be the subject of their reading; and

8. Independent writing, activities that stimulate the ability to write, think critically and improve writing habits by giving children the freedom to write.

**2.5 Concept of Shared Reading Technique**

**2.5.1  Previous Studies of Shared Reading Technique**

There have been several studies that investigated Shared Reading Technique which are relevant to this present research.

One of which is study from Hutabarat, Pohan and Adam (2017). The objectives of this research were to make the reading activity in the classroom more effective and could improve students' reading comprehension. The sample of this research was junior high school students. The method was used in this research is experiment method and focused on Quasi Experimental. The technique of collecting data in this research was test. The result of this research showed that the used of Shared Reading Strategy gives a significant effect in student's reading comprehension. Students can focus and understand aspects of reading, especially in determining the main idea and specific information.

Another study was proposed by Gusneli, Kristiawan, Asvio and Hafulyon (2016). In this experimental research the researchers found out the effect of shared reading strategy on students' reading comprehension. The instrument of this

research was a reading test, the sample of their research was junior high school students, which consists of experimental and control class. The results revealed that the students' mean score of experimental class who were taught by shared reading strategy was higher than students' mean score of control class who were taught by questioning strategy.

Karasu (2020) examined the descriptive and holistic case study; it aimed to investigate the shared reading practices carried out in the Primary 1st Grade literacy studies. The subject of the study is a child with hearing loss who receives auditory-oral education. The data in this study have been collected through the syllabus, classroom observations, documents, the records of the validity and reliability committee, process products and the researcher's log. The findings of this study all of the follow-up activities contribute significantly to the benefits of shared reading practices.

Another study of implementation of Shared Reading was proposed by Ahzarisham and Yasin (2020). This action research aimed to improve reading comprehension among Year 5 pupils through scaffolding by using shared reading and to find out how scaffolding using shared reading can improve reading comprehension among year 5 pupils. The sample of this research was elementary school in Malaysia. Pre and post-tests, formative assessments, field notes and unstructured interview are used as data collection methods. From the data collection methods, it was proved that scaffolding using shared reading helped to improve the pupils' reading comprehension as the pupils showed improvements from pre-test Cycle 1 to post-test Cycle 2.

Riza (2016) claimed the research that aimed at looking at the effect of using Shared Reading Strategy toward reading ability of students of SMP N 1 IV Jurai Pesisir Selatan, West Sumatra. This study used pretest-posttest design given to the experimental and control groups. The results showed that the experimental group posttest result was higher than the control group. It showed that the Shared Reading Strategy gave significant effect toward students' reading ability. Students can understand aspects of reading, especially in vocabulary.

**2.5.2  Definition of Shared Reading Technique**

The shared reading model was developed by Holdaway (1979). It builds from the research that indicates that shared reading is explained as reading a short and simple story aloud to students while providing reading strategy support and opportunities to interact with the text (Hudson and Test, 2011). A few examples she provides are classroom charts, maps, songs, rhymes, and much more. With so many types of texts available for shared reading, the teacher can also connect reading to other subjects across the school curriculum.

Furthermore, Herrel and Jordan (2004) claimed that when using shared reading with English language learners, it is especially important to build background knowledge and experiences that help students understand the meaning of the text.

As believed by Savaskan (2017), the purpose of shared reading technique 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.

It can be inferred that shared reading technique can help the students to comprehend the text and have fun in the process of learning.

**2.5.3  Advantages and Disadvantages of Shared Reading Technique**

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

a.  **Advantages of Shared Reading Technique**
1. Helps students enjoy materials that they are not be able to read on their own.
2. Helps students learn where to look and focus their attention.
3. Helps students remember new vocabulary.
4. Helps students make prediction in reading.
5. Helps students develop a sense of story and increase comprehension.

b.  **Disadvantages of Shared Reading Technique**
1. The students may be left behind when the whole class is reading together, without a particular student being called on to read; there is the danger of

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

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

### 2.5.4 The Steps of Shared Reading Technique

Holdaway (1979) describes the shared reading experience as having three stages: discovery (a new listening experience), exploration (rereading with increased unison participation), and independent experience and expression (rereading and expressive activity surrounding the story). There are as follows:

**a. Discovery**

This involves introducing students to an "enjoyably story experience" that they will want to return to later on, encouraging students to join in on repetitive text, reading commonly used words, predicting what will happen, becoming engaged in the story, and presenting students with a model of appropriate book language and word decoding strategies.

**b. Exploration**

This element includes re-readings of the often predictable books used during shared reading and thus presents opportunities for teaching of new concepts. These re-readings allow the teacher to point out special structures of the stories, provide all students with more chances to practice reading aloud and using word-decoding strategies, and of course, provide more fun listening experiences for all students.

**c. Independent experience and expression**

This means allowing students to further explore and experience the stories on their own. Furthermore, students can participate in expressive activities that help them identify with the stories and internalize the language used. This element also provides children with a chance to practice individual reading, gives them a sense of achievement and self-confidence, and encourages the development of self-monitoring and self-correction.

**2.6 Concept of Guided Reading Technique**

**2.6.1   Previous Studies of Guided Reading Technique**

There have been several studies that investigated Guided Reading Technique which are relevant to this present research.

To mention a few, Puspitawati, Marhum and Wahyudin (2015) examined the use of guided reading. The objective of the research was to find out whether the use of guided reading can improve reading comprehension of the junior high school students. The research used a pre-experimental research design. The instrument of this research is test. The result showed that the use of guided reading can improve the reading comprehension of the eighth grade students. Students can understand aspects of reading, especially in vocabulary.

Another research was proposed by Audira, Gani, and Sari (2020). The aim of this research was to investigate whether or not guided reading strategy can improve students' score in reading comprehension at junior high school. This research belongs to experimental quantitative research. The instrument of this research is test. The aim of this research was to investigate whether or not guided reading strategy can improve students' score in reading comprehension. The result of the research showed that guided reading strategy improved students' reading comprehension, the students had better achievement in reading comprehension. Vocabulary and grammar showed a rapid improvement in students' reading scores after they were given treatment using guided reading technique.

Another study of implementation of guided reading was proposed by Saptarina (2017). The main purpose of this study was to prove whether or not the students who were taught reading by using guided reading technique had significantly different achievement than that of those who were not. In conducting this study a quasi-experimental method was used. The sample was taken by using purposive sampling method. The writer used the written test in the form of multiple choice. The result of this research showed that there was a significant difference in students' reading comprehension between the students who were taught using guided reading technique and that of those who were not.

Hasibuan (2020) proposed another study. He examined the research that aimed to explain the implementation of guided reading in improving students'

ability in reading comprehension and to describe students' respond when a teacher implements guided reading in teaching reading comprehension. The study belongs to collaborative classroom action research design in which the researcher and collaborator worked together. The instruments of this research were observation checklist, field notes, and test for students in learning of reading comprehension to collect the data. The design of this research was qualitative descriptive analysis. The research result indicated that the students have good response and motivation and guided reading implementation improves students' reading comprehension ability. Vocabulary, main idea, and Specific Information showed a rapid improvement in students' reading scores after they were given treatment using guided reading technique.

Another research was stated by Puspitasari and Sari (2019). This study was conducted to find out whether or not there was significant difference in reading comprehension between those students who were taught by using guided reading and those students who were not at the eleventh grade students. The used instrument was in the form of 30 items of multiple choice questions. The results of the test were analyzed by using t-test (paired sample t-test and independent t-test). The research finding showed that there was significant difference in students' reading comprehension between those students who were taught by using guided reading and those who were not. It was found that vocabulary showed a rapid improvement in students' reading scores after they were given treatment using guided reading technique.

Considering the previous researches above, it can be concluded that shared reading technique and guided reading technique can improve student's reading comprehension. There are some similarities between previous studies and this current study, in the first previous research the similarities are the researchers used a shared reading technique, and the instrument of the research is a test, the researchers had the same subject as the one in this study, namely students from junior high school, then the researchers used a test instrument to measure students' reading ability.

However, there are also differences from this study with previous studies, namely in this study the researcher will use two research instruments, namely a

reading test to measure students' reading ability, and a questionnaire to measure students' perceptions after the treatment, and then in this research the researcher will be combined with whole language approach to make the students more active and creative. Then the researcher will compare the two techniques in the two experimental classes, namely the whole language approach shared reading and the whole language approach guided reading, where this has not been done by previous studies.

### 2.6.2 Definition of Guided Reading Technique

According to Ciuffetelli (2018) the guided reading concept was originally developed by Marie Clay et, al in 1960 at New Zealand, and was developed further in the US by Fountas and Pinnell (1996).

Based on Wall (2014), in its optimal form, guided reading is widespread as a small group reading instructional approach. The focus of the lesson is on guiding students to apply reading strategies that have been previously taught and modeled by the teacher.

In other hand, Fountas and Pinnell (2012) suggest that guided reading allows students to develop reading strategies in a socially supported setting as they encounter text at increasing levels of difficulty. Students using similar processes at similar text levels are grouped together for instruction. Holdaway (1962) defines guided reading as a form of group instruction in which we introduce children to the techniques of reading new or unseen material for personal satisfaction and understanding. It means guided reading is a group that introduces new technique of reading to help children to understanding the material in the classroom.

Based on definition above the researcher concluded that guided reading can be defined as small-group instruction for students who read the same text. This process can make the readers get the point and understand the passage of the total meaning of the text. With guided reading, teachers work with small groups of students whom they have assessed to be reading at similar levels, providing them with level-appropriate books and problem-solving guidance. In the process, they

both nurture and promote the skills the child already has and challenge the child to advance to increasingly complex texts.

### 2.6.3   Advantages and Disadvantages of Guided Reading Technique

**a.   Advantages of Guided Reading Technique**

As stated by Mourtzios (2013) that guided reading helps students to:

a.   Practice and monitor their use of strategies in a supportive setting.

b.   Develop confidence in their use of strategies.

c.   Refine their understandings about the text as they read.

d.   Explore the questions, feelings and ideas about the text.

e.   Compare their interpretations of the text with other students.

**b.   Disadvantages of Guided Reading Technique**

According to Graham (2021), although grouping children according to their ability has its advantages, there is a disadvantages aspect to this:

a.   Children develop at different rates and it is unlikely that every child in the group will be at exactly the same stage. So a teacher may have to make compromises and place a child in a group with the best fit, which may not always be ideal.

b.   Time constraints can also have a disadvantageous on guided reading; it is important to allocate sufficient time to ensure that all students have sufficient individual attention during the session.

### 2.6.4   The Steps of Guided Reading Technique

Fountas and Pinnell (1996) as cited in Schirmer and Schaffer (2015) classified step of the Guided Reading into four steps, such as:

**a.   Selection of Level Books**

The teacher selects a familiar text to support the teaching of a specific focus.

**b.   Introducing the Book**

The teacher introduces the book by having the students look at the cover, read the title and author, and talk about the topic. In depth building of background knowledge of the topic may be necessary for struggling readers. Vocabulary words crucial to understanding the story are taught.

**c. Silent Reading**

The students read the book silently in meaningful segments.

**d. Discussing**

After reading, the students discuss the book. The children can then reread a passage independently or with a partner to build fluency.

**2.7 Implementing the Whole Language Approach Shared Reading and the Whole Language Approach Guided Reading**

The researcher wants to compare Shared Reading Technique and Guided Reading Technique based on Whole Language Approach to help students' reading comprehension in two classes. The researcher wants to use the original steps of Shared Reading Technique by Holdaway (1979), and the original steps of Guided Reading Technique by Fountas and Pinnel (1996) that will be modified based on whole language approach, some modifications will be made to meet the research conditions.

Briefly, the major differences between the steps of whole language approach shared reading and the steps of whole language approach guided reading could be seen in the following table:

**Table 2.I.**
**The Major Differences between the Whole Language Approach Shared Reading and the Whole Language Approach Guided Reading**

| Whole Language Approach Shared Reading | Whole Language Approach Guided Reading |
|---|---|
| **1. Discovery** (Based on Whole Language Approach) **2. Exploration** (Based on Whole Language Approach) **3. Independent experience and expression** | 1. **Selection of Level Books** 2. **Introducing the Book** (Based on Whole Language Approach) 3. **Silent Reading** 4. **Discussing.** |

*Note: The bold ones are the original steps of each technique, namely Shared Reading and Guided Reading, which are then explained in more detail based on the Whole Language Approach in the table below:*

**WHOLE LANGUAGE APPROACH SHARED READING**

| STEP | ACTIVITY |
|---|---|
| 1. **Discovery** | a. The teacher gives the materials and worksheet which will be used to study.<br>b. The teacher introduces the picture before giving the text using the projector<br>c. The teacher asks the students to makes story predictions from the picture<br>d. The teacher asks students to write a short story independently based on picture that displayed by the teacher. *(Writing)*<br>e. The teacher encourages the students to talk about the story which has been made *(Speaking)*<br>f. The teacher gives a complete text based on the pictures, and the teacher reads the text aloud |
| 2. **Independent Experience and Expression** | a. The teacher stops to discuss with the students<br>b. The teacher gives a text in the form of a students' worksheet<br>c. The teacher asks students to identify the **main idea, supporting details, reference, inference and vocabulary** independently from the text.<br>d. The worksheet consists of several questions, for example:<br>   🔸 *"What is the main idea from the first paragraph, the second paragraph, etc.",* in this case students must identify the **main idea** from the first paragraph to the end.<br>   🔸 Next is *"Who are the actors in the story?",* this aims to make students more familiar with the **references** in the text.<br>   🔸 Next is *"Make a question based on the text from the first paragraph, the second, etc.",* it is intended that students better understand the **supporting details** in a text, and also it will make students look for the meaning of the **vocabulary** in the text.<br>   🔸 The next question *"What is the important information from the last paragraph?",* it aims to enable students to conclude with their own sentences, namely in terms of **inference**. |

## WHOLE LANGUAGE APPROACH GUIDED READING

| STEP | ACTIVITY |
|---|---|
| **1. Selection of Level Books** | a. The teacher selects a familiar text to support the teaching learning process; <br> b. The teacher will be displayed about personal recount text. |
| **2. Introducing the Book** | a. The teacher gives the materials and worksheet which will be used to study. <br> b. The teacher introduces the picture before giving the text using the projector <br> c. The teacher asks the students to makes story predictions from the picture <br> d. The teacher asks students to write a short story based on picture that displayed by the teacher. *(Writing)* <br> e. The teacher encourages the students to talk about the story which has been made. *(Speaking)* <br> f. The teacher gives a complete text based on the pictures, the teacher asks some students to read the text aloud <br> g. The teacher asks the students about some meanings of the vocabulary, and then the teacher explains about definition, purpose, structure, and language features of recount text based on the text. *(Listening)* |
| **3. Silent Reading** | a. The students read the text silently and independently <br> b. The teacher provides support with word recognition, understanding unfamiliar sentence structures, and comprehension. <br> c. After that, a way for students to understand and be able to answer questions about **aspects of reading comprehension**, then with the following activities are guided and explained by the teacher: <br> ⚓ The teacher asks students to underline sentences that contain important information. <br> ⚓ The teacher asks students to look at the first sentence and the last sentence of each paragraph to find out the **main idea** in each paragraph in the story. <br> ⚓ After students understand about the main idea, the teacher asks students to read all the text of each paragraph to find out and understand the **supporting details**. <br> ⚓ Students are introduced to pronouns in the text, in the form of subjects or objects, to understand |

| | **references.** |
| :---: | :--- |
| | ★ After students have important and specific information, students make conclusions using their own sentences based on the text they have read, using language features in the recount text. |
| **4. Discussing** | a. The teacher will be divided the students into some groups, one group consists of 2 or 3 students<br>b. The students are delivered a text in the form of worksheets, and then each group should identify the main idea, supporting details, reference and inference, and the meaning of the unfamiliar vocabulary.<br>c. The students ask to share their ideas with their friends in the group. The worksheet consists of several questions, for example:<br>★ *"What is the main idea from the first paragraph, the second paragraph, etc.",* in this case students must identify the **main idea** from the first paragraph to the end.<br>★ Next is *"Who are the actors in the story?",* this aims to make students more familiar with the **references** in the text.<br>★ Next is *"Make a question based on the text from the first paragraph, the second, etc.",* it is intended that students better understand the **supporting details** in a text, and also it will make students look for the meaning of the **vocabulary** in the text.<br>★ The next question *"What is the important information from the last paragraph?",* it aims to enable students to conclude with their own sentences, namely in terms of **inference**. |

## 2.8    Concept of Perception

According to Robbins and Judge (2013) Perception is a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment. The results of a person's learning process and interaction will provide experience for him to be able to compare the situation at hand. Moreover, as believed by Hafrizal and Samad (2021) perception is a psychological process to respond, understand or want to understand about certain objects after receiving the stimulants from the outside. It means that a positive or negative attitude is rooted in an individual's perception of certain objects or

matters. Individuals observe things and events around them through their sensory receptors such as eyes, ears, nose, etc.

It can be assumed that the perception as the process of receipt of stimuli through the senses, which is preceded by the attention or awareness that the individual is able to determine, interpret, and appreciate about what is observed, how a person sees, views or defines something.

Human can interpret information in different way even they get same information with others. Robbins and Judge (2013) stated that there are three domains of perception, such as perceiver, target, and situation. Factors in the perceiver (attitudes, motives, interests, experiences and expectations), factors in the target (novelty, motion, sounds, size, background, proximity and similarity), and factors of situation (time, work setting and social setting).

Therefore, it can be concluded that perception is a process of response to a stimulus or surrounding which may be influenced by way of experience and will be interpreted as meaningful information, moreover, the perception is a set of process by a person becomes aware of and interprets information about certain object which may be by way of experience, exposure or any other interaction.

Furthermore, evaluating the teaching technique used in the classroom can result in students' perception about the application of the teaching technique including the enjoyment of the learning process. Enjoyment can be defined as the feelings of pleasure, and happiness that people experience when participating in an activity. Teimouri (2016) explained L2 enjoyment as positive emotions that language learners experience in the process of learning or using the target language. Therefore, the students will give their perception about each process of Shared Reading Technique and Guided Reading Technique based on Whole Language Approach which relates to their perception of it.

### 2.8.1  Forms of Perception

According to Budiman and Apriani (2019) state forms of perception is the view that based on the assessment of an object that happens, anytime, anywhere, if the stimulus aspect. Meanwhile, according to Putri and Tanau (2018) there are two forms of perception, namely positive and negative.

a. **Positive perceptions**

It is a perception that is shown into the all of knowledge (whether or not it is known or not), and the responses are followed by efforts to utilize it. The statement of students can say that 'positive perceptions', if the students choose 'Strongly Agree' and 'Agree' on questionnaire.

b. **Negative Perceptions**

It is perception of view of an object and refers to circumstances in which the subject perceives the object captured tend to reject because it does not correspond to his personal. Perception is describing all knowledge (whether or not he knows it or not) and responses that are not in line with the object being perceived. The statement of students can say that 'negative perceptions', if the students choose 'Disagree' and 'Strongly Disagree' on a questionnaire.

It can be said that the positive perception or negative perception will always affect a person in taking an action. Meanwhile, in this study the researcher will examine students' perceptions; there is the students' response through a questionnaire prepared by the researcher regarding the whole language approach shared reading and the whole language approach guided reading.

**2.9 Theoretical Assumption**

In the process of teaching and learning English, students were expected to be able to master four language skills, namely reading, listening, speaking, and writing. English teaching must be communicated; it is useful to make students able to use English in everyday life. This means students must have a lot of knowledge of English. Reading is a very important skill that students need to master, so they must be able to understand the text because reading will not take place without understanding. However, lower students have difficulty following the learning process to understand a text.

In accordance with the theories that have been stated previously, this study focuses on investigating whether whole language approach shared reading and whole language approach guided reading can improve students' reading comprehension or not. However, the application of these two techniques will have different impacts and results for students in reading comprehension, because the

two techniques have different stages of teaching, so the results will have significant differences. Therefore, in this study, the researcher will compare the effectiveness of the two techniques in improving students' reading skills by comparing the final scores of the students.

**2.10 Hypothesis**

In relation to the previous frame of theories, the hypotheses are formulated as follows:

1. $H_0$ : There is no statistically significant difference of reading comprehension between the students taught through the Whole Language Approach Shared Reading and those through the Whole Language Approach Guided Reading at the second semester of the eighth grade of SMP IT Cendikia in 2021/2022 academic year.

2. $H_1$ : There is statistically significant difference of the reading comprehension between the students taught through the Whole Language Approach Shared Reading and those through the Whole Language Approach Guided Reading at the second semester of the eighth grade of SMP IT Cendikia in 2021/2022 academic year.

# III.   RESEARCH METHODOLOGY

This chapter deals with the research design and procedures; this refers to the study's research design, population and sample, variables, data collecting technique, research instrument, research procedures, try-out of the instruments, data collecting technique, data analysis, and hypothesis testing.

## 3.1 Research Design

This study employed quantitative research to answer the research questions. It intended to find out (1) the statistically significant difference of reading comprehension between students taught through Whole Language Approach Shared Reading and those taught through Whole Language Approach Guided Reading and (2) the students' perceptions of the implementation of Whole Language Approach Shared Reading and Whole Language Approach Guided Reading.

To answer the first research questions, reading pre-test and post-test was implemented based on a theory from Nuttal (1982) of reading comprehension. Meanwhile, to answer the second research question, the researcher implemented the questionnaire constructed by Gentry and Gable (2001).

In addition, this study took two classes; all of the classes were experimental classes. Experimental class 1 was taught reading using Whole Language Approach Shared Reading, and experimental class 2 was taught reading using Whole Language Approach Guided Reading.

The researcher gave the pre-test to the students to see their reading achievement before getting treatment. In contrast, post-test and questionnaires were given to the students to see their reading achievement and their perception after getting a treatment.

According to Setiyadi (2018), the design of the research is as follow:

| K1 | T1 | X1 | T2 |
| K2 | T1 | X2 | T2 |

Where,
K1        : Experimental $Class_1$
K2        : Experimental $Class_2$
X1        : Treatment (Whole Language Approach Shared Reading)
X2        : Treatment (Whole Language Approach Guided Reading)
T1        : Pre-test
T2        : Post-test

The method of this research was quantitative method. According to Creswell (2002) claimed that quantitative research is where the investigator presents detailed information about the specific results of the descriptive and inferential statistical analyses.

## 3.2 Population and Sample of the Research

### 3.2.1   Population

A population can be defined as the whole subjects of the research. Setiyadi (2018) states research population is all individuals which are being targeted in research. Population, in other words, is the groups of interest to the researcher, the group to whom the researcher would like to generalize the results of the study (Fraenkel, Wallen, and Hyun 2012).

Arikunto (2002) argues if the population of the research less than 100 participant, it is better to take all the population becomes the sample, if the population is more than 100 numbers, the researcher can take around 10%-15% or 20%-25% or 50% of them. It means that if the total population is more than 100, the researcher is not available to analysis all the data. Thus, the researcher used total sampling to collect the data sample.

According to Priyono (2008), the total sampling is a technique to collect the data which is the total number sample is similar with the total population, it is also used if the population of a study is not too large. Since the total of students at eight grade of Islamic Junior High School Cendikia Tulang Bawang were 44 students and it was less than 100 in number, the researcher selected all the

population became the sample of this study. Thus, the total of population became the sample of this current research.

### 3.2.2 Sample

Kothari (2004) state that sample design is a definite plan for obtaining a sample from a given population. It refers to the technique or the procedure the researcher would adopt in selecting items for the sample. Sample design may as well lay down the number of items to be included in the sample.

The sample of this research was the eighth-grade students at Islamic Junior High School Cendikia Tulang Bawang in the academic year of 2021/2022 which consisted of 44 students aged fourteen until fifteen years old. The total numbers of female students were 24 students and the male students were 20 students.

Furthermore, all of classes were taken as the experimental classes; it was VIII Asma Binti Abu Bakar as the experimental class 1 and it was VIII Abu Hurairah as the experimental class 2.

However, the social statuses of the students in SMP IT Cendikia Tulang Bawang are high. This research was conducted in eighth grade since based on syllabus for eighth grade of Integrated Islamic Junior High School students in the second semester. According to the curriculum, the eighth-grade students of Integrated Islamic Junior High School at the second semester have to be able to comprehend short text in form of recount text.

### 3.3 Variables

As claimed by Sugiyono (2011) that research variable is an attribute or a trait or value of a person, object, or activity that has a certain variation determined by the researcher to be studied and then drawn conclusions. In this study, the researcher has used independent and dependent variables. The independent variable is the variable that affects or is the cause of the change or the appearance of the dependent variable, while the dependent variable is the variable that is affected or is the result of the independent variable (Sugiyono, 2011).

1. Whole Language Approach Shared Reading as independent variable.
2. Whole Language Approach Guided Reading as independent variable.
3. Reading Comprehension as dependent variable.

**3.4 Data Collecting Technique**

In this research, the researcher used two kinds of data collecting techniques such as non-test and test.

1. Test

   The researcher gave the students reading comprehension test which consisted of pre-test and post-test. Pre-test was to find out the students' reading comprehension before they are given the treatment. Next, the researcher gives the student post-test at the end of the treatment in order to find out the effect of Whole language approach shared reading Technique and Whole language approach guided reading toward Students' Reading Comprehension. The test consists of 25 multiple choices and 5 essays.

2. Non-Test

   The researcher distributed the questionnaire in order to know students' perception. Moreover, the aim of this questionnaire is to find outthe students' perception and reading comprehension after being applied Whole language approach shared reading and Whole Language Approach Guided Reading. The questionnaire consisted of 31 items.


**3.5 Research Instrument**

According to Wilkinson and Birmingham (2003) instruments of the research are simply devices for obtaining information relevant to research project, and there are many alternatives from which to choose.

In this research, the researcher was used reading comprehension test and questionnaire as the instrument to collect data

**1. Reading Comprehension Test**

   The test was administrated two times, pretest, and posttest. The test was contained information about student's reading comprehension before treatment and after treatment. The test was an objective test and subjective test which were 25 multiple choices, 5 essays.

   All of the questions of multiple choice items are direct question type; this type was suitable to the samples who were junior high school students. Oermann and Gaberson (2009) stated that multiple-choice formats which have one correct

answer may be used for assessing learning at the recall, comprehension, application, and analysis levels, making them adaptable for a wide range of content and learning outcomes.

Meanwhile, the essay test consisted of 5 questions. Its entire question items' type is a restricted-response essay due to this type required testees to give the specific answers limited to the topics that had been discussed. In this research, the samples had to answer the question items in the essay test according to the reading texts provided. According to Oermann and Gaberson (2009) the restricted-response question gives an opportunity for students to select content to discuss, present ideas in their own words, and develop an original and creative response to an item. The content is usually restricted by the scope of the topic to be discussed.

The tests were made based on the aspects of reading comprehension. The researcher was examined it by referring to the theory of aspects of reading proposed by Nuttal (1982) which were main idea, specific information, references, inference, and vocabulary. Furthermore, the researcher also used the scoring rubric as a reference in providing assessments for the test questions; the researcher was adapted the scoring rubric for multiple choice and essays from Heaton (1990).

**Table 3.1.**

**Specification of Students' Reading Comprehension Test**

| NO | Aspects | Number of Items | |
|----|---------|-----------------|---|
| | | **Multiple Choice** | **Essay** |
| 1. | Main Idea | *1, 6, 11, 16, 21* | *1* |
| 2. | Specific Information | *2, 7, 12, 17, 22* | *2* |
| 3. | References | *3, 8, 13, 18, 23* | *3* |
| 4. | Inferences | *4, 9, 14, 19, 24* | *4* |
| 5. | Vocabulary | *5, 10, 15, 20, 25* | *5* |

**Table 3.2.**
**Scoring Criteria of Students' Reading Comprehension Test**

| Point | Indicator |
|---|---|
| Multiple Choice | |
| 1 | Correct Answer |
| 0 | Incorrect Answer |
| Essay | |
| 3 | Correct answer in a sentence containing only a minor error |
| 2 | Correct answer in a sentence containing one or two minor errors (but causing no difficulty in understanding) |
| 1 | Correct answer but very difficult to understand because of one or more major errors |
| 0 | Incorrect answer in a sentence with or without errors |

*Adapted from Heaton (1990)*

**2. Questionnaire**

The aim of giving questionnaire is to find out the students' perception after they are being taught by using Whole language approach shared reading and Whole language approach guided reading Technique. The questions that used in this study is closed-question, it means that the respondents just choose available options.

a. In this research, the questionnaire about students' perception was adapted from Gentry and Gable (2001), there was thirty-one questions with four indicators, such as interest, challenge, choice and enjoyment, some modifications were made in this research conditions. The researcher was translated it into Indonesian to help participants fill the questionnaire easily.

**Table 3.3.**
**Specification of Students' Perception Questionnaires**

| No | Indicators | Number of Items |
|---|---|---|
| 1. | Interest | *1, 2, 3, 4, 5, 6, 7, 8* |
| 2. | Challenge | *9, 10, 11, 12, 13, 14, 15, 16, 17* |
| 3. | Choice of Activity | *18, 19, 20, 21, 22, 23, 24* |
| 4. | Enjoyment | *25, 26, 27, 28, 29, 30, 31* |

b. The result of questionnaire was scored based on Likert's scale. The 5-point Likert scales questionnaire which includes the items as follows:

**Table 3.4.**
**Scoring Criteria of Questionnaire**

| No | Statements | Score |
|---|---|---|
| 1. | "Strongly Agree" (Sangat Setuju) | 5 |
| 2. | "Agree" (Setuju | 4 |
| 3. | "Neither Agree nor Disagree" (Tidak Yakin) | 3 |
| 4. | "Disagree" (Tidak Setuju) | 2 |
| 5. | "Strongly Disagree" (Sangat Tidak Setuju) | 1 |

Radia and Wulandari (2021) were indicated the scale to classify the level of percentage questionnaire as follows:

**Table 3.5.**
**Percentage of Questionnaire**

| NO | Percentages | Meaning |
|---|---|---|
| 1. | 81% - 100% | categorized into very high level |
| 2. | 61% - 80% | categorized into high level |
| 3. | 41% - 60% | categorized into high enough level |
| 4. | 21% - 40% | categorized into low level |
| 5. | 0% - 20% | categorized into very low level |

### 3.6 Research Procedures

The researcher had prepared the steps or procedures in collecting data. The research procedures were as follows:

a) **Selecting the Materials**

Selecting the material is the first way that the researcher should do. Selecting the reading materials was determined by the levels of the students. Therefore, the researcher was used the syllabus of the second year of junior high school students based on school curriculum of K13 which is the curriculum used by the school. The material should cover the goal of teaching recount text as the target of the achievement.

b) **Determining the Instrument of the Research**

The instruments in this research were reading test and questionnaire. The researcher conducted reading test for pretest and posttest which covers five aspects of reading namely main idea, specific information, reference,

inference, and vocabulary. The purpose of these tests is for gathering data that are the students' reading score before and after treatment. The researcher also addressed students' perception questionnaire for both of the groups (experimental class 1 and experimental class 2) to know the students' reading perception of the use of WLASR and WLAGR.

c) **Making the Group**

The researcher needed a group consisting of 20-30 students to conduct this research. It was taken from two classes in the eighth grade students. Therefore, the researcher replaced the teacher's teaching time in the school and focused to teach two classes, namely experimental class 1 and experimental class 2.

d) **Conducting Try Out**

The researcher conducted the try out in order to make sure the reliability of the reading test. The items of the try out class were not addressed to the experimental class 1 and experimental class 2, but addressed to different class in order to be valid and reliable.

e) **Conducting Pre-test**

The pretest was given for both of experimental class 1 and experimental class 2 before the treatment. The test was reading test in the forms of multiple choices and essays, the topic of the test is recount text. Pretest is administered to students before the treatment in attempt to measure students' initial recount text reading ability and to make sure whether the students in the experimental class 1 and experimental class 2 have same initial ability in reading or not. Besides that, questionnaire was addressed to know the students' reading perception of the use of WLASR and WLAGR in the experimental class 1 and experimental class 2.

f) **Giving treatment**

The teacher guided the students how to apply WLAGR model in the experimental class 1 and WLASR in the experimental class 2. Students were taught based on the five aspects of reading namely main idea, specific information, reference, inference, vocabulary.

g) **Conducting Post-Test**

Posttest was administered after treatment. It was to found out the progress of students' recount text reading comprehension ability after being taught by WLAGR for the experimental class 1 and WLASR for the experimental class 2. Furthermore, it was to observe whether there was a difference between the experimental class 1 and the experimental class 2. Posttest was related to the material that has been discussed in the class during treatment so the students will not be confused.

h) **Analyzing, Interpreting, and Concluding the Data**

After collecting the data which were students' answers, in both of reading test and students' perception, the researcher scored the pretest and posttest of the experimental groups. Then, those would be put into a table of the test result. Moreover, Independent sample T-test was utilized to analyze the pretest mean of experimental class 1 and experimental class 2.

## 3.7 Validity and Reliability

In this research, the researcher was used validity, reliability. It will be conducted in order to determine whether the 30 items of test and 31 items of questionnaire have a good quality or not.

### 3.7.1 Validity of Reading Comprehension Test

According to Brown (2004) validity is a complex concept, yet it is indispensable to the teacher's understanding of what makes a good test. In the other word, validity is the important part for the researcher to cogitation in selecting instrument.

### A. Content Validity

According to Hughes (1989), a test is said to have content validity if its content constitutes a representative sample of the language skills, structure, etc. with which it is meant to be concerned. It was correlated the test with the educational goal stated on 2013 English curriculum and the syllabus for the eighth grade students of junior high school. In pretest and posttest, the material was suitable with their level in eighth grade of junior high school. Then, the content

validity was measured based on core competences and basic competences in English syllabus of Curriculum 2013 for the eighth grade of junior high school.

**B.  Construct Validity**

Construct validity deals with the test that whether the test is in line with the theory of what is measure to the language skills is being measured or not. It means that construct validity is determining kind of test based on the theoretical which measure reading comprehension. This research made a reading test that can measure students' reading comprehension. The researcher examined it by referring to the theories of aspects of reading by Nuttal (1982) there are: main idea, specific information, references, inference, and vocabulary.

To determine the validity of reading test, two raters were used to check the validity. The two raters were English lecturers in the *Politeknik Negeri Lampung* and *STKIP PGRI Metro*, the results as follow;

**Table 3.6**
**Validity of Reading Comprehension Test**

| Questions | 1$^{st}$ Rater | | 2$^{nd}$ Rater | |
|---|---|---|---|---|
| | Yes | No | Yes | No |
| Do the materials include recount text? | | | | |
| Do the items number 1,6,11,16,17,21, and essay number 1 measure main idea? | | | | |
| Do the items number 2,7,12,17,22 and essay number 2 measure specific information? | | | | |
| Do the items number 3,8,13,18,23, and essay number 3 measure reference? | | | | |
| Do the items number 4,9,14,19,24, and essay number 4 measure inference? | | | | |
| Do the items number 5,10,15,20,25, and essay number 5 measure vocabulary? | | | | |

Table 3.6 showed that the two raters answered "yes" for each question. It can be inferred that the reading test was valid.

**3.7.2  Reliability of Reading Comprehension Test**

To fulfill the reliability aspects which is concerned with the consistency of a measurement of a research, or the ability of a measurements to measure the same research subjects in a different time and gives consistent results (Setiyadi,

2018). To measure the coefficient of the reliability between odd and even group, this research was used Pearson Product Moment formula:

$$r_{xy} = \frac{N(\sum xy) - (\sum x)(\sum y)}{\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}}$$

Where:
rxy : coefficient of reliability between odd and even numbers item
x : odd number
y : even number
$x^2$ : total score of odd number items
$y^2$ : total score of even number items
xy : total score of odd and even number

Here was the computation of reliability results of reading test:

$$r_{xy} = \frac{28(4682) - (361)(352)}{\sqrt{[28(4881) - 130321][28(4918) - 123904]}}$$

$$r_{xy} = \frac{131096 - 127072}{\sqrt{[6347][5400]}}$$

$$r_{xy} = \frac{4024}{5854,38}$$

$$r_{xy} = 0,69$$

After getting the reliability of half test, the researcher was used Spearman Browns Prophecy formula (Sugiyono, 2011) to determine the reliability of the whole test as follows:

$$rk = \frac{2rxy}{1 + rxy}$$

Where:
rk : the reliability of the whole tests
rxy : the reliability of half tests

Here was the computation of Spearman Browns Prophecy formula;

$$rk = \frac{2rxy}{1 + rxy}$$

$$rk = \frac{2(0.69)}{1 + 0.69}$$

$$rk = \frac{1.38}{1.69}$$

$$rk = 0.82$$

The criteria of reliability as follows (Hatch and Farhady in Putri, Suparman, and Ginting 2015):

0.90 – 1.00 : high
0.50 – 0.89 : moderate
0.00 – 0.49 : low

Based on the criteria of reliability, it was found that the test items have moderate reliability since the value of rk is 0.82. It can be said that the reading test was reliable.

### 3.7.3 Item Analysis

In this research, the researcher was found level of difficulty, and discrimination power of the reading test by using try out test. It was conducted in order to determine whether the 30 items of reading test have a good quality or not before being conducted pre-test and the post-test.

1. **Level of Difficulty**

Level of difficulty related to the ease and difficulty of the items from the point of view of the students taking the test. It is important as test items are too easy and can be answered correctly by all students or the test item is too difficult and cannot be answered by all students. If this happens, it showed that the test items do not work properly. Moreover, Heaton (1990) stated that level of difficulty is how easy or difficult the particular item proved in the test.

$$LD = \frac{U + L}{N}$$

Where:
LD : level of difficulty
U : the number of upper group who answer correctly
L : the number of lower group who answer correctly
N : the total number of students in upper and lower groups

The criteria are as follows:
<0.03 : difficult
0.03–0.07 : average
>0.07 : easy

(Heaton, 1990)

2. **Discrimination Power**

Discrimination power refers to the extent to which the items can be distinguished between the students at the high and low level of the test. Discrimination power is used to differentiate between the students who have high ability and those who have low ability.

$$DP = \frac{U - L}{1/2\,N}$$

Where:
DP    : discrimination power
U      : the number of students from the upper who answer correctly
L      : the number of students from the lower group who answer correctly
N      : the number of the students

(Heaton, 1990)

The criteria are:
DP: 0.00 - 0.19          : Poor items
DP: 0.20 - 0.39          : Satisfactory items
DP: 0.40 - 0.69          : Good items
DP: 0.70 - 1.00          : Excellent items
DP: - (Negative)         : Bad items, should be omitted

(Heaton, 1990)

Based on the computation or results of level of difficulty and discrimination power for 25 items multiple choice of reading test in appendix, the results showed that there were 5 items are dropped because did not fulfill the criteria. The results as follow;

**Table 3.7**
**Results of Dropped Items**

| Items | Aspect of Reading | Criteria | Decision |
|-------|-------------------|----------|----------|
| 1 | Main Idea | Bad | Dropped |
| 17 | Specific Information | Poor | Dropped |
| 3 | Reference | Poor | Dropped |
| 9 | Inference | Poor | Dropped |
| 15 | Vocabulary | Bad | Dropped |

Based on table 3.7, items number 1, 17, 3, 9, and 15 were dropped. Therefore, the reading test of multiple choices for pretest and posttest became 20 items of multiple choices, from 25 items of multiple choices.

### 3.7.4 Validity of Questionnaire

In assessing the questionnaire validity, the construct validity was applied in order to enhance the validity of questionnaire.

A. Construct Validity concerns with the theory applied in the items. It means that the test measured certain aspects based on the indicator. The researcher examined it by referring to the theory of the students' perception adapted from Gentry and Gable (2001), there was thirty-one questions with four indicators, such as interest, challenge, choice and enjoyment. To measure the validity of the questionnaire whether it is in line with the theory from Gentry and Gable (2001), two raters were used. The results as follow *(See on Appendix 6)*. It can be seen that the two raters answered "agree" in checking the validity of questionnaire. Therefore it can be inferred that the questionnaire was valid as the statements were in line with the used indicators.

### 3.7.5 Reliability of Questionnaire

In order to find whether the question was reliable or not, Cronbach Alpha in SPSS was used by the researcher in this research. The alpha ranged between 0 and 1. The higher Alpha, the more reliable the questionnaire adapted on (Setiyadi, 2018).

According to Arikunto (1998), the standards of reliability of the instrument are described as follows:

a. Value the reliability between 0.80 - 1.0 refers to very high reliability

b. Value the reliability between 0.60 - 0.79 refers to high reliability

c. Value the reliability between 0.40 - 0.59 refers to moderate reliability

d. Value the reliability between 0.20 - 0.39 refers to low reliability

e. Value the reliability between 0.0 - 0.19 refers to very low reliability

**Table 3.8**
**Reliability Result of WLAGR Class**
**Reliability Statistics**

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|---|---|---|
| .901 | .901 | 31 |

Table 3.8 was the result of reliability testing through cronbach's alpha in SPSS for the scales of questionnaire in Whole Language Approach Guided Reading Class. It can be seen that the values of cronbach's alpha is 0.901. Based on the used standard from Arikunto (1998), value the reliability between 0.80-1.00 refers to very high reliability. It can be concluded that the questionnaire results of Whole Language Approach Guided Reading Class had a very high reliability.

**Table 3.9**
**Reliability Result of WLASR Class**

**Reliability Statistics**

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|---|---|---|
| .742 | .729 | 31 |

The table 3.9 is the result of reliability testing through cronbach's alpha in SPSS for the scales of questionnaire in Whole Language Approach Shared Reading Class. It can be seen that the values of cronbach's alpha is 0.742. Based on the used standard from Arikunto (1998), value the reliability between 0.60-0.79 refers to high reliability. It can be concluded that the questionnaire results of Whole Language Approach Shared Reading Class had a high reliability.

### 3.8 Normality and Homogeneity Test

### a) Normality Test

The normality test was used to measure whether the data in the data is normality distributed or not. In this research, the researcher was used statistical computation by using Saphiro Wilk in SPSS (Statistical Package for the Social Science) for normality of test. In order to test the normality, the following hypotheses are used:

$H_1$ = The data have normal distribution

$H_0$ = The data do not have normal distribution

While the criteria acceptance or rejection of hypothesis tests are: $H_1$ is accepted if Sig.> = 0.05, $H_0$ is accepted if Sig.< = 0.05. Here were the results of normality testing of pretest and posttest in both classes;

**Table 3.10**
**Results of Normality Test**

| Reading Score | Class | Shapiro Wilk | | |
|---|---|---|---|---|
| | | Statistic | df | Sig. |
| Pre-Test | WLAGR Class | .927 | 20 | .137 |
| | WLASR Class | .938 | 20 | .216 |
| Post-Test | WLAGR Class | .907 | 20 | .055 |
| | WLASR Class | .906 | 20 | .053 |

Table 3.10 illustrated that the significant value of shapiro-wilk in WLAGR class for the students' reading comprehension in the pre-test was 0.137, whereas the significant value of shapiro-wilk in WLASR class for the students' reading comprehension was 0.216. Meanwhile, the significant value of the WLAGR class for the students' reading comprehension in the post-test was 0.055, whereas the significant value of the WLAGR class for the students' reading comprehension was 0.053. It can be inferred that the data were normally distributed since the significant value is higher than 0.05.

**b) Homogeneity Test**

Homogeneity test is used to determine whether the data obtained from the sample homogeneous or not. Independent Sample T-Test in SPSS is used to analyze the homogeneous of the data from both classes. In order to test the homogenity, the following hypotheses are used:

$H_0$        = The variance of the data is homogeneous

$H_1$        = The variance of the data is not homogeneous

While the criteria acceptance or rejection of hypothesis tests are:

$H_0$ is accepted if t-value is lower than t-table with the significance level of higher than 0.05 (t-value>t-table) (p<0.05).

$H_1$ is accepted if t-value is higher than t-table with the significance level of less than 0.05 (t-value<t-table) (p>0.05).

**Table 3.11**
**Results of Homogeneity Testing**

**Group Statistics**

| | Class | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| Score | WLAGR Class | 20 | 64.0000 | 6.24526 | 1.39648 |
| | WLASR Class | 24 | 63.0952 | 5.04930 | 1.03068 |

**Independent Samples Test**

| | | 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 |
| Score | Equal variances assumed | 1.902 | .175 | .532 | 42 | .598 | .90476 | 1.70212 | -2.53026 | 4.33979 |
| | Equal variances not assumed | | | .521 | 36.412 | .605 | .90476 | 1.73565 | -2.61391 | 4.42343 |

Based on table 3.11, it can be seen if the value of sig (2-tailed) is 0.598, which means it is higher than 0.05. Then, the value of t-value is 0.532, meanwhile the t-table for df 42 is 2.01808 *(See on Appendix 29),* it means t-value is lower than t-table. It can be inferred that there is no significant difference of pretest scores in whole language approach guided reading class and whole language approach shared reading class. Therefore, the variance of the data is homogeneous.

**3.9 Data Analysis**

In this research, the researcher analyzed the data of questionnaire and reading comprehension test. The explanations are as follows:

**a. Questionnaire**

In this study, the data obtained from the questionnaire were analyzed by using a Likert scale formula. The students' answers were counted by changing their answer into the form of score based on the Likert scale.

**b. Reading Comprehension Test**

1. The researcher was calculated the total correct answer of pretest and posttest. There were 25 correct answers of the multiple choice and 5 essays. The students' work was scored manually by the researcher. Students' reading comprehension was converted into 0–100 interval by using the following formula.

$$100 = \frac{\text{Correct Answers}}{\text{Total Score}}$$

2. Then, the score of the students' reading comprehension test were tabulated using Independent Sample T-test in SPSS.

**c. Hypothesis Testing**

The writer used independent sample t-test to test the hypothesis that whether there was a significant difference on students' reading comprehension between the students who taught by using Whole Language Approach Shared Reading and those through Whole Language Approach Guided Reading.

The writer used the criteria below to analyze the test hypothesis:

1. If t-test (t0)　t-table (tt) in the significance degree of 0,05, $H_0$ (null hypothesis) is rejected.

2. If t-test (t0)　t-table (tt) in the significance degree of 0,05, $H_0$ (null hypothesis) is accepted.

　Where:

$H_0$ : There is no statistically significant difference of reading comprehension between the students taught through Whole Language Approach Shared Reading and Whole Language Approach Guided Reading.

$H_1$ : There is statistically significant difference of reading comprehension between the students taught through Whole Language Approach Shared Reading and Whole Language Approach Guided Reading.

# V.    CONCLUSIONS AND SUGGESTIONS

## 5.1 Conclusions

Based on the findings of the data analysis, some conclusions can be drawn as follows:

Firstly, the two techniques used in this study can improve students' reading comprehension. However, there was a statistically significant difference in students reading comprehension those have been taught through WLAGR and WLASR. Then, WLAGR is better than WLASR in improving students' reading comprehension because the procedures or steps in guided reading class help students comprehend and analyze a text more efficiently by working in a group with friends. Therefore it can help students to explore themselves by exchanging ideas and answering the reading test.

Secondly, students in WLAGR had better perceptions than students in WLASR. The students in WLAGR class had a positive perception of interest and enjoyment aspect. It happened because students felt more interested in the learning process while working in a group to discuss the topic. After all, they can interact with other friends. When students' interests were improved automatically, their enjoyment also can be enhanced because they felt comfortable with the environment.

## 5.2 Suggestions

Based on the weaknesses of the current research, the researcher recommends some suggestions as follows;

- **Suggestions for Further Researchers**
  1. The first one, since learning materials are relatively limited in number, future researchers should provide more materials as students like, so the students can independently develop their own reading material desires.
  2. The second one, given that the number of samples in this research is relatively limited, future researchers recommend adding more samples to do the research properly.
  3. The third one is that since this research was conducted at a junior high school' level. So, further researchers can try to find out the effectiveness at different levels.
- **Suggestions for Teachers**
  1. The teachers of English should consider appropriate materials based on students' reading levels and interests to make this approach practical.

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