

SHARED READING STRATEGY AND READING COMPREHENSION ABILITY OF PRIMARY ONE PUPILS IN PUBLIC PRIMARY SCHOOLS IN UYO LOCAL GOVERNMENT AREA

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Abstract

This study investigated the effect of shared reading strategy on reading comprehension ability of pupils in public primary school in Uyo Local Government Area. To achieve this purpose, five specific objectives and five corresponding research questions were raised to guide the study. Five null hypotheses were postulated and tested at 0.05 level of significance. The study utilized the quasi-experimental design, called the Non-equivalent control group design. The population of the study will consist of 6,071 primary four pupils in all the 47 public primary schools in Uyo Local Government Area. A sample of 160 primary four pupils from four intact classes was used in the study. They were randomly selected using multi-stage sampling technique. The instrument used for data collection in this study was titled “Reading Comprehension Achievement Test (RCAT)”. The RCAT was administered to 160 pupils and their answers were scored and used for analysis. Mean was used to answer the research questions. While the hypotheses were tested, using Analysis of Covariance (ANCOVA) at .05 level of significance. The study revealed that pupils exposed to shared reading strategy performed better overall in pupils’ reading comprehension skills of ability to answer questions, find main ideas, follow directions, comprehend words and summarize a passage than those exposed to conventional method. Based on the findings of the study, it was recommended among others that teachers should integrate shared reading strategy into reading activity to enhance pupils’ ability to answer questions, find the main ideas, follow directions, comprehend word meanings and make summaries from a passage.

Keywords: Shared Reading, Reading, Comprehension Ability

Introduction

Reading is an activity that is very helpful and very beneficial for all pupils at school. Reading also has a role in improving other abilities. In reading, a reader needs to understand the written information in the text or comprehend the text. Reading is the way to get new information and also some new vocabulary. Through reading, the learners get a lot of knowledge about things happening around them and also get interested in many aspects of life, such as science, technology, industry, politics, as well as social cultural and educational system. Reading also can help pupils learn certain language skills, including listening, speaking, and writing. In addition, reading is very essential for pupils. As a teacher, increasing pupils' motivation to learn is an achievement that must be mastered.

Pupils improve their knowledge by reading. So to make success in learning, the most important thing to do is to read a lot. According to Ricard (2021), one of the objectives in teaching reading is comprehension. Pupils cannot advance academically from one learning phase to the next without knowing the written text. Therefore, pupils must also learn to comprehend written text as a way of extracting information and ideas from the reading text. The comprehension is derived from the connection between the written words and the reading. It is assumed that humans have a fixed reserve, a defined threshold for information attention and absorption, commonly referred to as processing capacity. Because of this, it is generally believed that the ability to recognize words quickly and effortlessly relies on skillful learning.

There are certain reading skills an individual should acquire in order to ensure mastery of comprehension. They should have ability to answer questions from a selection or passage, find more ideas from a passage, follow directions from a passage, comprehend word meanings and ability to summarize a passage. The ability to answer questions directly from a story or a passage is an indication that the child comprehends the story or the passage that he or she has read. Practice that can be of value in developing skill in answering questions can be secured by performing the activities such as reading or answering questions stated by the teacher, answering questions at the end of the selection, answering questions brought about by viewing a film or filmstrip. Answering questions from a passage helps pupils to develop the ability to formulate significant questions for themselves. Finding main ideas from a story or a passage read by the pupils comes as a result of effective comprehension of a story or a passage. Finding the main ideas from a passage involves ability to watch a set of pictures with the passage or paragraphs they illustrate, stating the main idea of a selection, selecting the best title from a list, reading a story a second time in order to determine what scenes should be dramatized, naming a title to fit a given paragraph (Presley and Afflesbach, 2015).

Another aspect of skill a child should acquire for effective reading comprehension is learning to follow directions. Following directions involves repeating directions, observing written directions, drawing a picture from directions given. Words meanings is equal in child's reading ability. This skill involves finding the meaning of words through class discussion, studying the words written in context on the chalk-board, reciting words in a dictionary before reading a story or a passage (Eze, 2017). Ability to summarize a passage or a story is an important reading comprehension skill a child should acquire at an early stage. Making summary involves a child explaining a passage or a story using his/her own words. Berkeley (2017) reports that the

most important skill a reader can engage in is using his words to say briefly, what he or she read or heard. For a child to be able to make a good summary, he/she must be able to answer certain questions from a paragraph of a passage.

All these reading comprehension skills can be developed effectively in the children through the use of appropriate instructional strategies. Instructional strategies are overall plan for the orderly presentation of learning material. It is procedural and in consonance with a particular approach or view/assumptions dealing with the nature of the reading act and the nature of the reading act and the nature of teaching and reading (Omojuwa, 2015). Etuk (2015) blame the inability of pupils to read effectively on the wrong use of instructional strategies by teachers. Omojuwa states that pupils fail to read because of poor teaching methods employed by the teachers in teaching reading. Reading is something that should be the main concern of teachers. It can make pupils think critically and creatively, pupils who read a lot will be easy to solve problems in learning.

There are many methods to increase pupils' comprehension in reading and one of them is through "Shared reading". Shared Reading is an interactive reading experience that occurs when pupils join in or share the reading of a big book or other enlarged text while guided and supported by a teacher or other experienced reader. Pupils observe an expert reading the text with fluency and expression. The text must be large enough for all the pupils to see clearly, so they can share in the reading of the text. Shared Reading is a strategy that provides opportunities for pupils to share a common reading experience with their peers or teacher (Riza, 2016). The teacher will become a model how the pronunciation of each word and then pupils follow what the teacher has said. Through this shared reading method, pupils can also easily memorize vocabulary and also increase understanding the meaning of vocabulary. Using the shared reading method is simple but would trigger pupils' enthusiasm in reading together.

Shared reading is an important part of a balanced literacy framework. Along with reading aloud to pupils and guided reading, shared reading is one of the teaching methods that can be used to help pupils become independent readers (Stanley, Swartz, Rebecca, Shook and Adria, 2021). Creating an environment and atmosphere that can make pupils like to read is an effort that can be done so that pupils are interested in reading. Pupils will get used to reading. Armilia (2016) found that by using shared reading strategy the pupils were able to improve their reading ability. After applying shared reading strategies, it has a very good effect on pupils' reading comprehension. Shared reading strategies make pupils become interested and in completing reading so as to give maximum results after the test. Improving pupils reading skills after implementing shared reading strategies shows very significant progress in increasing pupils reading skills.

In a related study, Gusneli, Kristiawa, Asvio and Hafulyon (2016) investigated on the effect of shared reading strategy on students' reading comprehension at grade VIII of secondary school 6 pariaman, West Sumatera. 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. Armilia (2016) carried out a study on effect of using shared reading strategy toward reading ability of students of SMP N 1 IV Jurai Pesisir Selatan, West Sumatra. It showed that the shared reading strategy gave significant effect toward students' reading ability at SMP N 1 IV Jurai. This statement is supported by the results of t test

with significant value of 2.26. Yogi (2021) investigated on the effect of using shared reading strategy toward reading comprehension of the second year students at State Senior High School 12 Pekanbaru. Based on the writer's findings, the score of students' reading comprehension at the second year at State Senior High School 12 Pekanbaru before using shared reading strategy 2620 with means score 65.5 and can be categorized average to good, while the score of students' reading comprehension score after using shared reading strategy was 3250 with means score 81.25 and can be categorized good to excellent. From these results, the students' reading comprehension score increased 630 with means score 15.75. Finally, based on t-test analysis, it indicated the alternative hypothesis was accepted and null hypothesis was rejected. In other words, there is significant effect of using shared reading strategy toward reading comprehension of the second year students at State Senior High School 12 Pekanbaru. Olaoluwa and Ebey (2022) found a significant difference in the mean reading ability scores of struggling readers exposed to paired reading strategy and those exposed to choral reading strategy. Maghfirah (2021) found that shared reading method could develop students' reading comprehension. It was proven by the improvement of score post-test was shown higher than pre-test ($50.28 > 21.52$). It means that there was a significant difference of achievement in the test result before and after applying this method. Besides, the result of questionnaire proved that using shared reading method is effective in improving students' reading comprehension especially the sixth grade students of MIN 11 Banda Aceh. Rizki (2022) 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.

In order to achieve the national objectives of inculcating permanent literacy among primary school children in Nigeria, the teacher of reading should not only know what to teach, but how to teach it effectively. The researcher has noticed that teachers do not use the appropriate instructional strategies in teaching reading in our primary schools, hence the need to investigate the different strategies used in teaching reading in the primary schools with the view to determining or identifying the appropriate instructional strategy that will enable pupils to read with comprehension and cater for the needs, interest and background of the pupils in Uyo Local Government Area.

Statement of the Problem

Reading is a crucial language skill that significantly impacts students' academic achievement. According to Lone (2018), reading shapes an individual's personality, develops proper thinking methods, and fosters creativity. Research has shown that good reading habits positively affect overall achievement, with a significant correlation between English Language reading habits and student achievement (Kim & Anderson, 2019). However, the researcher observed that primary one pupils in Uyo Local Government Area lack adequate reading interest, rarely visiting the school library, which negatively impacts their reading comprehension and academic performance. The poor performance in reading comprehension has been attributed to conventional instructional methods and poor strategies used by instructors (Reutzell, 2015). Parents and society blame teachers' poor instructional strategies for pupils' poor comprehension. Given this, the researcher aims to investigate the effect of shared reading strategy on reading

comprehension ability of primary one pupils in public primary schools in Uyo Local Government Area.

Purpose of the Study

The main purpose of this study was to investigate the effect of shared reading strategy on reading comprehension ability primary one pupils in public primary school in Uyo Local Government Area. Specifically, the objectives were to:

1. Determine the difference in pupils' ability to answer questions from a passage when taught using shared reading strategy and taught using the conventional reading strategy.
2. Examine the difference in pupils' ability to find the main ideas from a passage when taught using shared reading strategy and taught using the conventional reading strategy.
3. Ascertain the difference in pupils' ability to follow directions from a passage when taught using shared reading strategy and taught using the conventional reading strategy.
4. Determine the difference in pupils' ability to comprehend word meanings from a passage when taught using shared reading strategy and taught using the conventional reading strategy.
5. Examine the difference in pupils' ability to summarize a passage when taught using shared reading strategy and taught using the conventional reading strategy

Research Questions

This study answered the following research questions:

1. Is there any difference in pupils' ability to answer questions from a passage when taught using shared reading strategy and taught using the conventional reading strategy?
2. Is there any difference in pupils' ability to find the main ideas from a passage when taught using shared reading strategy and taught using the conventional reading strategy?
3. Is there any difference in pupils' ability to follow directions from a passage when taught using shared reading strategy and taught using the conventional reading strategy?
4. Is there any difference in pupils' ability to comprehend word meanings from a passage when taught using shared reading strategy and taught using the conventional reading strategy?
5. Is there any difference in pupils' ability to summarize a passage when taught using shared reading strategy and taught using the conventional reading strategy?

Null Hypotheses

The following null hypotheses were formulated to guide the study and will be tested at 0.05 level of significance:

- HO₁:** There is no significant difference in the ability to answer questions from a passage by pupils taught using shared reading strategy and taught using the conventional reading strategy.

- HO₂:** There is no significant difference in the ability to find the main ideas from a passage by pupils taught using shared reading strategy and those taught using the conventional reading strategy.
- HO₃:** There is no significant difference in the ability to follow directions from a passage by pupils taught using shared reading strategy and those taught using the conventional reading strategy.
- HO₄:** There is no significant difference in the ability to comprehend word meanings from a passage by pupils taught using repeated reading strategy and those taught using the conventional reading strategy.
- HO₅:** There is no significant difference in the ability to summarize a passage by pupils taught using shared reading strategy and those taught using the conventional reading strategy.

Methodology

This study adopted a quasi-experimental research design, specifically a pretest-posttest non-equivalent control group design. The study was conducted in Uyo Local Government Area, Akwa Ibom State, Nigeria, among primary four pupils. The population consisted of 6,071 primary four pupils in 47 public primary schools. A sample of 160 pupils from four intact classes was used, with two schools assigned to the experimental group (shared reading strategy) and two schools assigned to the control group (conventional method). The instrument used was the Reading Comprehension Achievement Test (RCAT), which was validated by experts and pilot-tested for reliability. The experimental procedure involved administering a pretest, followed by a four-week treatment program, and then a post-test. Data were analyzed using descriptive statistics (mean and standard deviation) to answer research questions and inferential statistics (Analysis of Covariance, ANCOVA) to test null hypotheses at a 0.05 level of significance. The pretest scores were used as covariates to partial out initial differences between the experimental and control groups

Results

Research Question One

What is the difference in pupils' ability to answer questions from a passage when taught using shared reading strategy and when taught using conventional reading strategy?

Table 1: Mean Standard Deviation and mean difference of pupils' ability to answer questions from a passage when taught using shared reading strategy () and when taught using conventional reading strategy

Group	Pretest			Posttest		Mean Difference
	n	\bar{X}	SD	\bar{X}	SD	
Shared Reading strategy	80	3.64	1.86	9.44	2.19	5.80
Conventional Reading strategy	80	3.72	1.82	3.79	1.72	0.07

The result presented in Table 1 shows that pretest mean achievement scores of pupils' ability to answer questions when taught using shared reading strategy (experimental group) was 3.64 with a standard deviation of 1.86 and a posttest mean of 9.44 with a standard deviation of 2.19. The difference between the pretest and posttest mean for the experimental group was 5.80. The conventional reading strategy (control group) had a pretest mean 3.72 with a standard deviation of 1.82 and a posttest mean 3.79 with a standard deviation of 1.72. The difference between pretest and posttest mean for conventional reading strategy (control group) was 0.07. For (experimental group) and (control group), the posttest mean were greater than the pretest with shared reading strategy having higher mean gain. This is indicative that shared reading strategy improved pupils' ability to answer questions from a passage more than those exposed to conventional reading strategy

Research Question Two

What is the difference in pupils' ability to find the main ideas from a passage when taught using shared reading strategy and when taught using conventional reading strategy?

Table 2: Mean, Standard Deviation and mean difference of pupils' ability to find the main ideas from a passage when taught using shared reading strategy and when taught using conventional reading strategy

Group	Pretest			Posttest		Mean Difference
	n	\bar{X}	SD	\bar{X}	SD	
Shared Reading strategy	80	3.12	2.06	10.12	2.35	7.00
Conventional Reading strategy	80	3.94	1.69	4.32	2.89	0.38

The result presented in Table 2 shows the pretest mean achievement scores of pupils' ability to find the main ideas when taught using shared reading strategy (experimental group) was 3.12 with a standard deviation of 2.06 and a posttest mean of 10.12 with a standard of 2.35. The difference between the pretest and posttest mean for the experimental group was 7.00. The

conventional reading strategy (control group) had a pretest mean 3.94 with a standard deviation of 1.69 and a posttest mean 4.32 with a standard deviation of 2.89. The difference between the pretest and posttest mean for conventional reading strategy (control group) was 0.38. For (experimental group) and (control group), the posttest mean were greater than the pretest with having higher mean gain. This is indicative that shared reading strategy improves pupils' ability to find the main ideas from a passage more than those not exposed to this strategy.

Research Question Three

What is the difference in pupils' ability to follow directions from a passage when taught using shared reading strategy and when taught using conventional reading strategy?

Table 3: Mean, Standard Deviation and mean difference of pupils' ability to follow directions from a passage when taught using shared reading strategy and when taught using conventional reading strategy

Group	Pretest		Posttest		Mean Difference	
	n	\bar{X}	SD	\bar{X}		SD
Shared Reading strategy	80	3.79	1.78	9.32	1.92	5.53
Conventional Reading strategy	80	4.11	2.59	4.04	1.82	- 0.07

The result presented in Table 3 shows the pretest mean achievement scores of pupils' ability to follow directions from a passage when taught using shared reading strategy (experimental group) was 3.79 with a standard deviation of 1.78 and a posttest mean of 9.32 with a standard of 1.92. The difference between the pretest and posttest mean for the experimental group was 5.53. The conventional reading strategy (control group) had a pretest mean 4.11 with a standard deviation of 2.59 and a posttest mean 4.04 with a standard deviation of 1.82. The difference between the pretest and posttest mean for conventional reading strategy (control group) was - 0.07. The mean gain of (experimental group) 5.53 was greater than the mean gain of (control group) - 0.07. This implies that pupils exposed to shared reading strategy performed better in their ability to follow directions from a passage than those exposed to the conventional reading strategy.

Research Question Four

What is the difference in pupils' ability to comprehend word meanings from a passage when taught using shared reading strategy and those taught using conventional reading strategy?

Table 4: Mean, Standard Deviation and mean difference of pupils' ability to comprehend word meanings from a passage when taught using shared reading strategy () and when taught using conventional reading strategy

Group	Pretest		Posttest		Mean Difference	
	n	\bar{X}	SD	\bar{X}		SD
Shared Reading strategy	80	2.74	3.01	11.51	3.60	8.77
Conventional Reading strategy	80	2.89	3.01	4.01	3.55	1.12

The result presented in Table 4 shows the pretest mean achievement scores of pupils' ability to comprehend word meanings from a passage when taught using shared reading strategy (experimental group) was 2.74 with a standard deviation of 3.01 and a posttest mean of 11.51 with a standard deviation of 3.60. The difference between the pretest and posttest mean for the experimental group was 8.77. The conventional reading strategy (control group) had a pretest mean 2.89 with a standard deviation of 3.01 and a posttest mean 4.01 with a standard deviation of 3.55. The difference between the pretest and posttest mean for conventional reading strategy (control group) was 1.12. The mean gain of (experimental group) 8.77 was greater than the mean gain of (control group) 1.12. This implies that pupils exposed to shared reading strategy performed better in their ability to comprehend word meanings from a passage than those exposed to the conventional strategy (look and say).

Research Question Five

What is the difference in pupils' ability to a passage when taught using shared reading strategy and those taught using conventional reading strategy?

Table 5: Mean, Standard Deviation and mean difference of pupils' ability to summarize a passage when taught using shared reading strategy and those taught using conventional reading strategy

Group	Pretest		Posttest		Mean Difference	
	n	\bar{X}	SD	\bar{X}		SD
Shared Reading strategy	80	2.88	3.22	11.58	3.52	8.70
Conventional Reading strategy	80	2.96	3.23	3.38	3.25	0.34

The result presented in Table.5 shows the pretest mean achievement scores of pupils' ability to summarize a passage when taught using shared reading strategy (experimental group) was 2.88 with a standard deviation of 3.22 and a posttest mean of 11.58 with a standard deviation of 3.52. The difference between the pretest and posttest mean for the experimental group was 8.70.

The conventional reading strategy (control group) had a pretest mean 2.92 with a standard deviation of 3.23 and a posttest mean with a 3.38 standard deviation of 3.25. The difference between the pretest and posttest mean for conventional reading strategy (control group) was 0.34. The mean gain of (experimental group) 8.70 was greater than the mean gain of (control group) 0.34. This implies that pupils exposed to shared reading strategy performed better in their ability to comprehend word meanings from a passage than those exposed to conventional strategy.

Hypothesis One

There is no significant difference in pupils' ability to answer questions from a passage when taught using shared reading strategy and when taught using conventional reading strategy.

Table 6: Analysis of Covariance (ANCOVA) on difference in pupils' ability to answer questions from a passage when taught using shared reading strategy and when taught using conventional reading strategy

Source	Type III Sum				
	of Squares	df	Mean Square	F-cal	P-value.
Corrected Model	1197.601 ^a	2	598.801	167.842	.001
Intercept	843.357	1	843.357	236.391	.001
Pretest	48.766	1	48.766	13.669	.001
Method	1158.018	1	1158.018	361.428	.001*
Residual	503.038	157	3.204		
Total	8074.000	160			
Corrected Total	1700.639	159			

a R Squared = .704 (Adjusted R Squared = .700)

* = significant at P < .05 alpha level

The result in Table 6 shows that an F-ratio (calculated value) 361.428 with associated probability value (P-value) of 0.001 was obtained with regard to the difference in pupils' ability to answer questions from a passage when taught using shared reading strategy and when taught using conventional reading strategy. Since the p-value (0.001) was less than 0.05, the null

hypothesis (H_{01}) which states that there is no significant difference in pupils' ability to answer questions from a passage when taught using shared reading strategy and when taught using conventional reading strategy was rejected. This implies that there was a significant difference in pupils' ability to answer questions from a passage when exposed to shared reading strategy.

Hypothesis Two

There is no significant difference in pupils' ability to answer questions from a passage when taught using shared reading strategy and when taught using conventional reading strategy.

Table 7: Analysis of Covariance (ANCOVA) on difference in pupils' ability to find the main ideas from a passage when taught using shared reading strategy and when taught using conventional reading strategy

Source	Type III Sum				
	of Squares	df	Mean Square	F-cal.	P-value
Corrected Model`	1325.117 ^a	2	662.559	107.770	.001
Intercept	974.834	1	974.834	158.564	.001
Pretest	114.585	1	114.585	18.638	.001
Method	1315.920	1	1315.920	328.348	.001*
Residual	866.855	157	5.521		
Total	9790.000	160			
Corrected Total	2191.972	159			

a R Squared = .605 (Adjusted R Squared = .580)

* = significant at $P < .05$ alpha level

The result in Table 7 shows that an F-ratio (calculated value) 328.348 with associated probability value (P-value) of 0.001 was obtained with regards to the difference in pupils' ability to find the main ideas from a passage when taught using shared reading strategy and when taught using conventional reading strategy. Since the p-value (0.001) was less than 0.05, the null hypothesis (H_{02}) which states that there is no significant difference in pupils' ability to find the main ideas from a passage when taught using shared reading strategy and those taught using conventional reading strategy was rejected. This implies that there was a significant difference in pupils' ability to find the main ideas from a passage when taught using shared reading strategy and those taught using conventional reading strategy in favour of experimental group.

Hypothesis Three

There is no significant difference in pupils' ability to follow directions from a passage when taught using shared reading strategy and when taught using conventional reading strategy.

Table 8: Analysis of Covariance (ANCOVA) on difference in pupils' ability to follow directions from a passage when taught using shared reading strategy and when taught using conventional reading strategy.

Source	Type III Sum of Squares	df	Mean Square	F-cal.	P-value
Corrected Model`	808.182 ^a	2	509.091	149.813	.001
Intercept	1247.239	1	1247.239	367.031	.001
Pretest	17.482	1	17.482	5.145	.025
Method	804.613	1	804.613	263.364	.001*
Residual	479.144	157	3.052		
Total	7801.000	160			
Corrected Total	1419.326	159			

a. R Squared = .680 (Adjusted R Squared = .675)

* Significant at $P < .05$ alpha level

The result in Table 8 shows that an F-ratio (calculated value) 236.364 with associated probability value (P-value) of 0.001 was obtained with regards to the difference in pupils' ability to follow directions from a passage when taught using shared reading strategy and when taught using conventional reading strategy. Since the p-value (0.001) was less than 0.05, the null hypothesis (H_{03}) which states that there is no significant difference in pupils' ability to follow directions from a passage when taught using shared reading strategy and when taught using conventional reading strategy was rejected. This implies that there was a significant difference in pupils' ability to follow directions from a passage when taught using shared reading strategy and when taught using the conventional reading strategy (look and say) in favour of experimental group.

Hypothesis Four

There is no significant difference in pupils' ability to comprehend word meanings from a passage when taught using shared reading strategy and when taught using conventional reading strategy.

Table .9: Analysis of Covariance (ANCOVA) on difference in pupils' ability to comprehend word meanings from a passage when taught using shared reading strategy and when taught using conventional reading strategy

Source	Type III Sum				
	of Squares	df	Mean Square	F-cal.	P-value
Corrected Model`	2235.781 ^a	2	1117.890	98.504	.001
Intercept	3333.405	1	3333.405	293.728	.001
Pretest	215.076	1	215.076	18.952	.001
Method	2025.152	1	2025.152	198.700	.001*
Residual	1600.157	157	10.192		
Total	12625.000	160			
Corrected Total	3835.937	159			

a. R Squared = .583 (Adjusted R Squared = .577)

* Significant at $P < .05$ alpha level

The result in Table 9 shows that an F-ratio (calculated value) 198.700 with associated probability value (P-value) of 0.001 was obtained with regards to the difference in pupils' ability to comprehend word meanings from a passage when taught using shared reading strategy and when taught using conventional reading strategy. Since the p-value (0.001) was less than 0.05, the null hypothesis (H_{04}) which states that there is no significant difference in pupils' ability to comprehend word meanings from a passage when taught using shared reading strategy and when taught using conventional reading strategy was rejected. This implies that there was a significant difference in pupils' ability to comprehend word meanings from a passage when taught using shared reading strategy and when taught using conventional reading strategy in favour of experimental group.

Hypothesis Five

There is no significant difference in pupils' ability to summarize a passage when taught using shared reading strategy and when taught using conventional reading strategy.

Table 10: Analysis of Covariance (ANCOVA) on difference in pupils' ability to summarize a passage when taught using shared reading strategy and when taught using conventional reading strategy

Source	Type III Sum				
	of Squares	df	Mean Square	F-cal.	P-value
Corrected Model`	2425.362 ^a	2	1212.681	105.258	.001
Intercept	4146.658	1	4146.658	359.921	.001
Pretest	8.103	1	8.103	.703	.403
Method	2420.415	1	2420.415	233.946	.001*
Residual	1624.465	157	10.346		
Total	12225.000	160			
Corrected Total	4049.826	159			

a. R Squared = .580 (Adjusted R Squared = .593)

* Significant at $P < .05$ alpha level

The result in Table 10 shows that an F-ratio (calculated value) 233.946 with associated probability value (P-value) of 0.001 was obtained with regards to the difference in pupils' ability to summarize a passage when taught using shared reading strategy and when taught using conventional reading strategy. Since the p-value (0.001) was less than 0.05, the null hypothesis (H_{05}) which states that there is no significant difference in pupils' ability to summarize a passage when taught using shared reading strategy and those taught using conventional reading strategy was rejected. This implies that there was a significant difference in pupils' ability to summarize a passage when taught using shared reading strategy and those taught using conventional reading strategy in favour of experimental group.

Discussion of Findings

The result of data analysis revealed that the pupils exposed to shared reading strategy performed better in their ability to answer question from a passage than those exposed to the conventional reading strategy. Further analysis indicated that there was significant difference in

pupils' ability to answer questions when exposed to shared reading strategy. The difference occurred because the posttest mean scores for shared reading strategy was higher than the posttest mean score of the conventional reading strategy. The findings is supported by Gusneli, Kristiawa, Asvio and Hafulyon (2016) who found 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. Furthermore, the study supports that of Raphael (2016) who found that through Question –Answer Relationship (QAR), pupils develop a language for talking about the strategy they use to answer questions. Therefore, QAR assists pupils' in differentiating among questions based on where the answer can be found, either in the book or in the head.

The result showed that pupils exposed to shared reading strategy performed better in their ability to find main ideas from a passage than those exposed to conventional reading strategy. The mean gain score of the experimental group was also higher than that of the control group. This confirmed that pupils exposed to shared reading strategy performed better in their ability to find main ideas from a passage than those exposed to conventional reading strategy. The reason for the observed results might be that drill on the shared reading strategy was effective in helping the pupils find main ideas from a passage. This indicated that the pupils were able to match a series of pictures with the passage or paragraph that illustrate the main idea with a paragraph that is illustrated. The present findings is supported by Armilia (2016) who carried out a study on effect of using shared reading strategy toward reading ability of students of SMP N 1 IV Jurai Pesisir Selatan, West Sumatra and found that shared reading strategy gave significant effect toward students' reading ability This ability is an indication that the reader has understood what was read, and that he has been able to get the main idea from a passage.

The findings in the present study indicated that pupils exposed to shared reading strategy performed better in their ability to follow direction from a passage than those exposed to the conventional reading strategy. The mean gain score of the experimental group was also higher than that of the control group The result of the study reveals that the use of shared reading strategy had a significant effect on the achievement of pupils' ability to follow direction from a passage.

The findings of the study is consistent with several research findings which showed that pupils exposed to shared reading strategy performed significantly better than those taught using the conventional reading strategy. Studies conducted by T Yogi (2021) and Olaoluwa and Ebey (2022) agree with the findings of the study that the use of shared reading strategy is far more effective as a method of instruction in reading comprehension than the conventional reading strategy.

Result of the study indicates that pupils taught using shared reading strategy are better in ability to comprehend word meanings from a passage than those taught using conventional reading strategy. This finding concurs with study conducted by Maghfirah (2021) conducted a study on the use of shared reading method to develop students' reading comprehension. And found that using shared reading method could develop students' reading comprehension. It was proven by the improvement of score post-test was shown higher than pre-test. It means that there was a significant difference of achievement in the test result before and after applying this method.

The findings of the study indicated that pupils taught using shared reading strategy performed better in their ability to make summaries of a passage than those taught using the conventional reading strategy. The ability to summarize a passage is developed when the pupils are able to explain a passage using his or her own words. The intention is to make use of the ideas of other people. This finding is in line with Rizki (2022) who conducted a study on the comparison between shared reading and guided reading based on the whole language approach on students' reading comprehension and found that there was a statistically significant difference in 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.

However, each of the two strategies differs by strength. This fact was proved by further analysis; findings indicated that there was a significant difference in pupils' ability to summarize a passage when taught using shared reading strategy. This result did not occur by chance. It is clearly supported by the descriptive data which shows that the posttest mean scores of pupils exposed to shared reading strategy differed to a great extent from the posttest mean scores of pupils exposed to the conventional reading strategy, hence the difference.

Conclusion

Based on the findings of this study, the conclusion reached was that pupils exposed to shared reading strategy performed better overall in reading comprehension skills of ability to answer questions, find the main ideas, follow directions, comprehend word meanings and make summaries from a passage than those exposed to the conventional reading strategy. Pupils exposed to shared reading strategy performed better in their ability to answer questions from a passage than those exposed to the conventional reading strategy. There was a significant difference in pupils' ability to answer questions from a passage when exposed to shared reading strategy. The pupils exposed to shared reading strategy performed better in their ability to find the main ideas from a passage than those exposed to the conventional reading strategy. Above all, there was a significant difference in pupils' ability to answer questions, find the main ideas, follow directions, comprehend word meanings and make summaries from a passage.

Recommendations

On the basis of the findings of this study, the researcher therefore makes the following recommendations:

1. Since this study has revealed the effectiveness of shared reading strategy, teachers should integrate shared reading strategy into reading activity to enhance pupils' ability to answer questions, find the main ideas, follow directions, comprehend word meanings and make summaries from a passage.
2. Institutions responsible for teacher preparation in early childhood education, should incorporate the use of shared reading strategy into their reading and language curriculum so as to equip the pre-service teachers the competencies needed in the use of this method.

3. State Ministries of Education, Universal Basic Education Boards and relevant professional associations interested in improving the literacy problems of the younger generations, should organize workshops and in- service training for teachers to make them conversant with the proper and regular use of shared reading strategy in reading.
4. Reading intervention classes should be inaugurated in every school where pupils could be intervened for, by providing appropriate shared book reading and activities which serves as a support base to boost their performance in reading comprehension.
5. Periodic monitoring of teachers to ascertain the compliance with shared reading strategy should be carried out by school administrators.

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