The Effect of Partner Reading Strategy on Reading Comprehension

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Abstract

This research was conducted in investigating whether Partner Reading Strategy affects on students' Reading Comprehension ability in descriptive text. The problem of this research is "What is the effect of Partner Reading strategy significantly for students' reading comprehension at grade eight of SMP N 7 Pematangsiantar. This research was done in SMP N 7 Pematangsiantar. In this research, the researchers conducted an experimental quantitative research. The population of this research was the eight grade of SMP N 7 Pematangsiantar. The samples of this research were two classes, they were 62students The first class was 31 students of experimental class who had been taught by Partner Reading Strategy and the second was 31 students of control group who had been taught by conventional method. The instrument for collecting the data was 20 items of multiple choice test. The data were analyzed by using t-test formula in order to see whether Partner Reading Strategy significantly affect on students' reading comprehension or not. The total score of pre-test in control group is 1065, mean 34.35 and the total score of post-test in control group is 1355, mean is 45,16, meanwhile the total score of pre-test in experimental group is1525, mean is 49.19 and the total score of post-test in experimental group is 2470, mean is79.67. The finding indicates that the value of t-test exceeds the value of t-table (8.77> 1,67), at the level of significant $p = 0,05$ and the degree freedom $df= 60$. The finding implies that the alternative hypo research is accepted. In other words, there is a significant effect of Partner Reading Strategy on the students reading comprehension.

Keywords: *Descriptive, partner reading strategy, reading comprehension, text*

Introduction

English becomes the most important language in the world as an international language and used by the people to communicate or get information around the world. As an international language especially in globalization era, the user of English has increased in our country. It motivates every people to learn English with the aim

so that they can face the globalization era and communicate with another people from many countries in the world like for business, economy, technology, science, etc. Patel and Jain (2008:6) state that "English is the international language. International English is the concept of the English language as a global means of communication in numerous dialects, and also the movement towards an international standard for the language. It is spoken all over the world".

Nowadays, the mastery of English is a must if one does not want to be left out, especially in terms of termination and technology. Meng (2010:501) as cited in Herman, Sibarani and Pardede (2020:86) and WIbowo, et al. (2020) stated that English reading has always been regarded as one of the main aims in English teaching in colleges and universities, because it can objectively reflect the students' abilities to acquire the language. For this reason, we know that English is one of language subject and literature that important to be taught for students in the class. Indonesian students have also learned English for a long time started from kindergarten up to university level. In the process of teaching and learning of English, the students are expected to master four English skills, they are speaking, reading, writing and listening. The reading skill became very important in the education field, where by reading students can improve their knowledge and get information.

Reading will help students to get easy in interpreting language. Reading makes students able to find every message of texts. Reading helps students learn to think. Then, it is a good way to find out new ideas, fact and experiences. Snow and Chair (2002:37) stated Reading is incongruous with their back-ground knowledge or is unclear, then they take action to clarify their under-standing, such as rereading or reading ahead. They may also stop periodically when reading to summarize what they have read as a way to check their under-standing.

Based on Patel and Jail statement (2008:114) :

"Reading is form of experience. Reading brings us in contact with the minds of great authors, with the written account of their experiences Their recorded lines and the advancement made by them ni various fields."

The reading skill becomes very important in the education field, the students need to be exercised and trained in order to have a good reading skill. Therefore, they need to recognize each of them in gaining information. Learning outcomes in this study are the result of reading comprehension. Reading comprehension is the interaction between the readers with the written text to get meaning and message

or information from the text. Snow and Chair (2002:11) defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. One of the most fundamental aspects of comprehension is the ability to deal with unfamiliar words encountered in text. Good readers have a purpose for reading and use their experiences and background knowledge to make sense of the text.

Reading comprehension is a good way to develop and to derive meaning from written language (including books and other forms of written language) and constructing meaning from written language. But, most of the students' reading comprehension skill is difficult even though they have done it for many years. They do not know how to comprehend a text and get some information from the text. So, it becomes the problem for the teacher in teaching reading in the classroom.

Based on the researchers' experience in observation at the grade eight of SMP N 7 Pematangsiantar, the researchers found that the students had many problems in reading comprehension, Some of the students had difficulties to comprehend the main idea of the reading text, some of the students were not able to find the meaning of vocabulary in reading text, and some of students were not able to make inference form the text.

This situation occurs because the teaching method or technique used is not appropriate. And as we know many types of methods, techniques and strategy for learning such as: CLT (Contextual Teaching and Learning), CL (Cooperative Learning), DL (Direct Learning), PBL (Problem Based Learning), and others. In this case, teachers can modify their teaching especially in teaching reading to make students interested. This is necessary to improve their reading skills. Teachers can use strategies to make students more easily understand the text. To provide a solution to this problem, the authors have found an appropriate strategy for students' reading comprehension, called the Partner Reading strategy.

According to Melanie (2008:45), Partner reading is another fun and effective pedagogical strategy for promoting the development of reading skill. Partner reading strategy is chosen because it can help the students in their reading comprehension. According to researchers in Melanie book, the researchers suggest that partner reading is effective to several reasons. First, students benefit from practicing the reading of connected text (National Reading Panel, 2000), and this approach ensures that students spend significant amounts of time reading aloud or

following along with their partner. Second, partner reading provides learners with the opportunity to read a text repeatedly, which supports the development of automatic word reading (Samuels, 2004). Third, children receive correction and support from their partner during the reading, they are able to practice a text that they cannot yet read independently (Rasinski, 2004). Taken together, these factors promote accelerated progress in the development of reading comprehension. Based on phenomena above, the researchers are interested to conduct a research entitled Effect of Partner Reading Strategy on Reading Comprehension at Grade Eight in SMP N 7 Pematangsiantar.

Research Methodology

This study is conducted by using Quantitative research. According to Cohen et al (2007:272), experimental research involves a study of the effect of the systematic manipulation of one variable on another variable. There are two variables in this research, they are the effect of using Partner Reading strategy as variable X and reading comprehension as variable Y.

In this design, the writer used two classes as sample; control group and experimental group. The manipulated variable is called the experimental treatment or independent variable. The experimental class is the class which is given the treatment by using Partner Reading Strategy on reading comprehension, while the control class is the group which is given the treatment by using conventional strategy. Both groups got a pre-test and post-test.

Table 1. Research Design

Group	Pre-test	Treatment	Post-test
Experimental class	√	X	√
Control class	√	Y	√

Notes:

X = Teaching using Partner Reading Strategy

Y = Teaching using Conventional Strategy

√ = Pre-test and post-test to experiment and control class

Population

Population is all subjects of the research. Population is a number of people which are going to observe in this research. According to Creswell (2012:381) as cited in Herman, Sibarani and Pardede (2020:88), the population is the group of individuals having one characteristic that distinguishes them from other group. In this study, the population is grade VIII of SMP Negeri 7 Pematangsiantar.

Table2. Population

Class	Number of students
$VIII_1$	31
$VIII_2$	32
$VIII_3$	31
$VIII_4$	32
$VIII_5$	32
$VIII_6$	32
$VIII_7$	32
$VIII_8$	32
$VIII_9$	19
$VIII_{10}$	20
TOTAL	293

Sample

Sample is the smaller group or the subset from the total population to be researched. Cohen et al (2007:100), stated if the total population is less than 100, it is better to take all of them as the sample, but if the total population is more than 100 students, the sample can be taken between 10-15% or 20-25% or more. Technique of taking sample used purpose sampling technique. The sample of the research had divided into two groups. The first group is experimental class, consisted of 31 students, they are class VIII.1 and the other one is control class, that consisted of 31 students, they are class VIII.3The total of the students are 62students.

Instrument of the Research

The instruments of this research are a test, camera recorder, and mobile phone. Test is a method to determine students' ability to complete certain tasks of a skill or knowledge content. A test that the writer will use in this research is multiple choice test. The researcher will use camera recorder and mobile phone to record video when the researcher doing the process of collecting data.

According to Fidalia (2014:89) said "to test reading ability there are many methods of test that the teacher can use, namely Multiple choice questions, short answer questions, cloze test, selective deletion gap filling, C-test, cloze elide,

information transfer and conclusion". In collecting the data, the researcher will give the multiple choice tests which consist of 20 items to measure students reading comprehension. The content of the question is about literal reading comprehension. And based on Fidalia (2014:96) Multiple Choice item is one of the most popular item formats used in educational assessment, or rather it is stated:

> "The multiple-choice test is a very flexible assessment format that can be used to measure knowledge, skills, abilities, values, thinking skills, etc. Such a test usually consists of a number of items that pose a question to which students must select an answer from among a number of choices. Items can also be statements to which students must find the best completion. Multiple-choice items, therefore, are fundamentally recognition tasks, where students must identify the correct response".

They are used in pre-test and post test instrument. Each items of the test consists of four options namely A, B, C and D. Students ask to choose the correct answer by crossing the correct answer.

Table 3. Character of the multiple-choice

No.	Indicator	Number of Items	Score	Kinds of Text
1	Indentifingthe meaning of vocabularies	1,6,8,12,13,16,19,20	40	Multiplechoice
2	Identifing main idea	3,7,9,10,14,17	30	Multiplechoice
3	Making inferences	2,4,5,11,15,18,	30	Multiplechoice
	Total	**20**	**100**	

After the students do the test, the writer then take total score from the result of prior knowledge test. The classification of the students' score is as follows:

Table 4. Students Scoring

SCORE	CATEGORY
80-100	Very Good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

Technique of Collecting the Data

The procedure in collecting data in this case is test. The kind of test is multiple choice question. The test is used to compare the students reading pre-test and post-test.

1. **Pre – Test**

The writer uses multiple choices technique that consisted of 20 items. Multiple choices technique is a technique that will be designed by using four choices and the participant choose one correct answer. After finishing the test, the students collected it to teacher.

2. **Treatment**

The treatment will be conducted after pre-test. In the experimental group, the student teaches by applying Partner Reading strategy while control group was taught by applying conventional method. Both of the groups get the same reading material. The activities during the treatment to the experimental group could be briefly described as follows :

Table 4. Procedure Treatment

Experimental Group (Partner Reading Strategy)	Control Group (Conventional Method)
➢ Teacher opened the class by greeting the students and given the explanation what the class is going to do in the meeting by given some clues about the lesson first. ➢ Students responded the teacher's greeting and listened to the teacher's explanation	➢ Teacher opened the class by greeting the students and given the explanation what the class is going to do in this section. ➢ Students responded the teacher's greeting and listened to the teacher's explanation.
➢ Teacher introduced and demonstrated teaching reading comprehension by applying Partner Reading Strategy. First, teacher explained what was Partner Reading strategy itself ,then, teacher showed a text to students and analyzed it based on Partner Reading's steps. ➢ Students pay attention to the teacher's demonstration of the teaching reading comprehension by using Partner Reading strategy.	➢ Teacher given the text to the students and asked them to read the text. ➢ Teacher explained definition, generic structure,social function, language features and examples of descriptive text. ➢ Students listened to the teacher explanation
➢ Teacher explained about the	➢ Teacher given the copies of reading material test to the

Experimental Group (Partner Reading Strategy)	Control Group (Conventional Method)
descriptive text and asked the students to identify the generic structure of the text.They students explored the text with their group. ➤ Teacher divided students into two parts as student A and student B. Student A will be partner for student B.	students. Students got the copies of reading material and read it.
Pre-Reading ➤ Teacher given a passage for every partner team. Teacher asked students to predict what was the passage about in discussed their team. The students predicted the main point of the text by ning the passage to get a feel for what it would be about. ➤ Teacher given an example of applying this strategy to the students. Firstly, teacher showed a text to the students. Then, teacher explained the main point of the text. After that, teacherask. And finally, teacher made the final revision of the text. Students paid attention to the teacher's explanation.	➤ Teacher asks students to find out the difficult words and asked the students to translate it. ➤ The students may open their dictionary
Reading activity ➤ The teacher given copies of short and interesting texts. ➤ The teacher assign roles to student pairs, with Partner A being the stronger reader and Partner B the lower-performing reader. ➤ Teacher asked students to take turns reading. Partner A reads the text aloud, modeling fluent reading, for one minute. Partner B follows along. Then Partner B reads aloud the same text for one minute.	➤ After that, the teacher asked the students to translate the whole of text.
➤ Teacher given copies of the text and comprehension cue cards to the students. ➤ Partner A asks Partner B the questions on the comprehension cue card	➤ Teacher asked students to answer the reading comprehension tests. ➤ Students answer the tests of reading comprehension individual.

Experimental Group (Partner Reading Strategy)	Control Group (Conventional Method)
Post-Reading ➢ Teacher asked students to make the result summary of the text. Students made their own summary of the text. ➢ Closing. Teacher close the class and greeting the students.	Closing ➢ Teacher closed the class and gave homework.

3. Post – Test

The post-tests are functioning to get the mean score of experimental and control group. Post test is a test conducted after conducting the treatment. After explaining the material, both of the groups are given the same test to know the mean scores of the control group and experimental group. The teacher shared the test that consists of 20 items. The test is exactly same as the pre-test. After finishing the test, the students collected it to the teacher.

Scoring of the Test

To score the test, the researcher used score ranging from 0 to 100 by counting the correct answer and applying the formula:

$$S = \frac{R}{N} \text{x } 100\%$$

Notes:

S= the score

R= the right answer

N= number of test items

Technique of Analyzing the Data

To test the data hypo research, the following step will be administered as follows :

1. Scoring the sample's answer
2. Listing the students' score in two score tables :for experimental group as X variable , and for control group as Y variable.
3. Measuring the mean of variable X and Y by using the following formula :

   $$M = \sum \frac{fx}{n}$$

4. Comparing the mean of the two groups.

5. Measuring mean deviation of variable X and Y

$$M_x = \frac{\Sigma d}{N} \qquad\qquad M_y = \frac{\Sigma d}{N}$$

6. Measuring standard deviation of variable X and Y by using the following formula :

$$SD = \sqrt{\frac{\Sigma d^2}{N}}$$

7. In this research, the writer uses a quantitative data analysis technique. The writer will use t-test in order to find out the difference mean of the scores between experimental and control group as following:

$$t = \frac{Mx - My}{\sqrt{\left[\frac{Dx^2 + Dy^2}{Nx + Ny - 2}\right]\left[\frac{1}{Nx} + \frac{1}{Ny}\right]}}$$

Notes:

t   : the effect

Mx   : the mean of experimental group

My   : the mean of control group

∑dx   : the sum of standard deviation of experimental group

∑dy   : the sum of standard deviation of control group

Nx   : the total sample of experimental group

Ny   : the total sample of control group

8. Making the conclusion from the result of t-observed and t-table.'

Finding

After collecting and analyzing the data, the researchers found that Partner Reading Strategy gave the significant effect on students' reading comprehension. It is proved from the result of the t-test (8.77) exceeds the value of t-table (1.67), So hypo research alternative is accepted. It also could be proven from the difference score between the students. As it is stated before, the mean score of pre-test of experimental group is 49.19 and the mean score of post-test is 79.67 while the mean score of pre-test of control group is 34.35 and the mean score of post-test is 45.16. This finding shows that hypo research is really true in this research. It indicates that the students' reading comprehension taught by using Partner Reading Strategy is higher than those taught by using conventional method.

Discussion

After conducting the data analysis, the researchers would like to discuss some phenomena depicted when doing the data analysis. This discussion was in line with the research objective or research question of this study. The result showed that students' reading comprehension taught by using Partner Reading Strategy is higher than those taught by using conventional method. It means that the partner reading strategy has a significant effect on students' reading comprehension. Besides, because of statistical calculation, partner reading strategy also can give a positive effect on students reading comprehension because of this elaboration as follows.

1) Identify Inferences Question (specific and general application)

Reading for specific and general information involves understanding what information, or what kind of information, you are looking for. Sometimes, reading should able to distinguish between specific and general information in inferences question. For inferences question specific application answer you must check one by one the answer choices available and make sure the answer is in the paragraph or not. And for Inferences question general application answer, you may read the first sentence in each paragraph and the last one sentence in the last paragraph.

2) Identify Main Idea

A paragraph is a group of sentences about one main idea. Topic sentence which contains the main ideas, and one or more detailed sentences that support, prove, provide further information, explain, or give examples. And in identify the main ideas students are still difficult and they choose to read the entire text. They should identify main ideas in the first line if the text consists of only one paragraph and if there are 2 or more paragraphs, the main idea comes from each first line in the paragraph and concludes it or before it you may look for a command theme / idea in every first lines.

Therefore, partner reading strategy could improve students' reading comprehension. This is confirmed with the previous studies which also researched about reading comprehension and the theory of partner reading strategy which could enhance students' reading comprehension(Samuels, 2004; Rasinski, 2004; Wibowo, et al. 2020).

Conclusion

Based on the research finding, the researcher concludes that there is a significant effect of applying Partner Reading Strategy on students' reading comprehension, since students taught by applying Partner Reading, t-observed (8.77) is higher than t-table (1.67) at the level of significance 0.05 of two tailed test and degree of freedom (df) is 62. It means that Partner Reading Strategy significantly affect on students' reading comprehension. Thus,null hyphothesis (Ho) is rejected and the alternative hyphothesis (Ha) is accepted. From the conclusion of the research above, it is known that using Partner Reading strategy can give significant effect toward students' reading comprehension. Because of that, Partner Reading strategy can be one of the choices for the English teacher inorder to help students' comprehension in reading. Therefore, English teachershould know how to teach reading by using Partner Reading strategy. For other researcher, who are interested in doing the related this research, they can make other research on reading other text by using Partner Reading Strategy in other skills (speaking and writing).

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