THE EFFECTIVENESS OF PARTNER READING STRATEGY TO IMPROVE STUDENTS’ READING COMPREHENSION FOR JUNIOR HIGH SCHOOL STUDENTS

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Abstract:
The importance of the reading ability was demonstrated in the educational curriculum. In Junior High School, reading is one of the English skills that should be studied and mastered at every level of school according to Kurikulum 2013 (K13). It was mentioned in presentation of the Deputy Minister of Education and Culture of the Republic Indonesia, one of the points is students required to get used in reading and understand the text. But based on the observation at Junior High School 16 Yogya kart, it was found that the students had low ability and motivation in reading. For that reason, it is necessary to provide strategy in teaching reading, teachers should pay attention to the strategy. So, the researcher conducts Partner Reading Strategy. Using two classes, the experiment class were taught by using partner reading strategy, and control class by using independent reading strategy. The result of the analysis showed that the students’ comprehension of reading text has improved. It was proven by the improvement of the score of students’ pre-test and post-test in the experiment class. It can be seen from the result of paired sample t-test. It is lower than 0.05 or 0.000 < 0.05. So, Ho was rejected and Ha was accepted. Besides that the result of students’ reading comprehension of the control class differs from the experimental class. The control class resulted an average of 66 while the experimental class reached 82. It means that Partner Reading strategy affects the students' reading comprehension of eighth graders of SMP 16 Yogyakarta.

INTRODUCTION

English skills include writing, listening, reading, and speaking. Reading is a fundamental ability that is intertwined with others such as writing, speaking, and listening. In order to gain better results in the learning process, students must read lots and comprehend the reading material. Reading can be taught as a process of extracting information from text and forming an interpretation of it. It indicates that in the educational process, reading is also a gateway for students to obtain information and knowledge (Grabe and Stoller, 2002).
The purpose of reading is to make students are able to read the text effectively, efficiently and enable them to interpret what they are read, and also to gain information or variety existing knowledge, or in order to critique a writer’s idea or writing style. (Gibbons, 1993).

The importance of the ability of reading also be demonstrated in the educational curriculum. In Junior High School, reading is one of the English skills that should be studied and mastered at every level of school according to Kurikulum 2013 (K13). It was mentioned in presentation of the Deputy Minister of Education and Culture of the Republic Indonesia, one of the points that in the K13 students required to get used in reading and understand the text.

Based on the researcher’s observation at Junior High School 16 Yogyakarta when PLP II, it found that the students had a low ability in reading. It was shown when the researcher gave instructions to read the text in the book individually, some students played with their phones and had to be warned twice before they read the text seriously. After reading, researcher asked ten questions and randomly appointed students to answer, but only a few students could answer correctly, some others gave incorrect answer and some even asked their friends. After being given an assignment related to reading, from 17 students who studied offline, there were just 8 students submitted in VIII E and only 5 students in VIII G. This was very bad for ideal conditions. They do not enjoy the reading class because their English skills were weak, they were not motivated to read, resulting in not good outcome. Facts of the case, it is necessary to provide the strategy in teaching reading.

For that reason, teachers should pay attention to the strategy. The researcher conducts Partner Reading Strategy. So that the students can discuss their works among them who are in different partner. It can support the students when they are introduced to a new text that can make the students enjoy reading and know the content of the text easier.

**METHOD**

**Research Design**

This research is quantitative. Which use quasi-experimental to see how effective partner reading strategy is in teaching reading comprehension. This research was conducted in the eighth graders of Junior High School 16 Yogyakarta in the academic year 2021/2022. It is located on Jl. Nagan Lor No.8, Patehan, Kraton, Yogyakarta. The researcher conducted the research for two months. She also collaborated with students and teacher.

**Sample and Population**

The population of this research are the whole students of 8th graders at Junior High School 16 Yogyakarta. There are seven classes, the total of the population is 210 students. Using Simple Random Sampling, VIII C as control class and VIII D as experiment class.

**Technique of Data Collection**

The procedure of collecting the data for experimental group and control group as follows: a) Pre test, the pre-test carried out to determine the students' reading ability. The items used for pre-test consist of 10 multiple choices of recount text. The same text and
questions are given to the control and experiment class. b) Treatment, the students were taught by applying Partner Reading Strategy. While control group, the students were taught by using independent reading. c) Post- Test, post-test was given after the treatment has been completed. It is applied to know the effect of teaching in both groups.

Validity and Reliability
The result of validation showed that each question is valid and can be used in research with revision. The criteria to draw conclusion in the validity test are based on the processing performed by the SPSS program and the results of corrections by experts. To determine the reliability of the device, the researcher used the SPSS program, which is automatically calculated using Cronbach's alpha formula. The result on this test is 0.886, which means it is in the higher category.

RESULTS AND DISCUSSION
The results calculated by the Liliefors test. The numbers of \( L_{\text{count}} \) were 0.1206 in the experimental class and 0.1589 in the control class. Therefore, \( L_{\text{count}} \) less than \( L_{\text{table}} \) 0.161, it can be concluded that the data is a normally distributed. The same situation was shown in the table above at the post-test level of the two classes, 0.155 for the experimental class and 0.16033 for the control class. Given the presentation of the data results, it can be concluded that the pre-test and post-test data as well as both classes are normally distributed samples.

This research is examined to determine the use of Partner Reading Strategy in improve students' reading comprehension skills. After collecting and processing all data obtained, the research results should be discussed to answer all research questions.

1) Partner Reading Strategy Affect to Improve Reading Comprehension for Junior High School Students
There is problem formula of this research were formulated in the chapter one. The research question is “Does Partner Reading Strategy affect to improve students' reading comprehension at Junior High School 16 Yogyakarta?” This question can be answered according to the tests performed after processing with the paired sample T-test, it was found that there was a significant difference.

<table>
<thead>
<tr>
<th>Table 1 The Result of Paired Sample T-Test</th>
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<tbody>
<tr>
<td><strong>Paired Samples Test</strong></td>
</tr>
<tr>
<td>Mean</td>
</tr>
<tr>
<td>------------------------------------------</td>
</tr>
<tr>
<td>Pair 1</td>
</tr>
<tr>
<td>Pair 2</td>
</tr>
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</table>
Based on pair 1, it got the Sig (2-tailed) \(0.000 < 0.005\) and \(T_{\text{count}} (9, 146) > T_{\text{table}} (3.038)\), \(H_0\) was rejected and \(H_a\) was accepted. It means that there was significant effect of Partner Reading Strategy on students reading comprehension.

Based the data significant results between the pre-test and the post-test in experiment class the different scores obtained before and after treatment showed that partner reading strategy really works and can improve students' reading abilities. It can be concluded that there is a difference between outcomes of students for the pre-test and the post-test in experiment class. In addition, this strategy is easy to use in the classroom and more effective for creating a small group in the reading class.

Before this strategy was used in the reading class, the researcher had previously determined that the students' reading comprehension skills were weak. The results of this research showed that when partner reading strategy was applied in a reading class, students have an opportunity to develop their weak reading skills. With a brief explanation, this strategy can be successfully applied in the classroom. It is a fun way to help students develop their reading skills.

Partner reading strategy as the classroom activities, it can make them interested with the learning process, and make it fun. By giving fun experience it will attract and motivated them to know more about what they have read with their friend or partner. So that they easy to understand the mater and they are not afraid to discuss with friends.

2) The Difference of Using Partner Reading Strategy in Students' Reading Comprehension for Junior High School

The difference of using partner reading strategy in students’ reading comprehension can be explained by the following tables.

<table>
<thead>
<tr>
<th>Independent Samples Test</th>
<th>Levene's Test for Equality of Variances</th>
<th>(t)-test for Equality of Means</th>
<th>95% Confidence Interval of the Difference Lower</th>
<th>Upper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>Equal variances assumed</td>
<td>.266</td>
<td>.608</td>
<td>6.775</td>
</tr>
<tr>
<td></td>
<td>Equal variances not assumed</td>
<td>6.775</td>
<td>57.6</td>
<td>.000</td>
</tr>
</tbody>
</table>

From the independent sample \(t\)-test, the researcher found the average from post-test of experiment and control class. There was mean difference about 16.33 and the value of sig. (2-tailed) is \(0.000 < 0.05\), so it can be concluded that there is a difference in the average student learning outcomes between the experiment class and the control class.
It can be concluded that there is a difference between outcomes of students for the pre-test and the post-test in experiment class (Partner Reading Strategy). Based on the output, the mean difference is 16.33 so it can be said that there was a difference in the average student learning outcomes between the experiment class and the control class.

<table>
<thead>
<tr>
<th>Table 3 Group Statistics</th>
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<tbody>
<tr>
<td><strong>Group Statistics</strong></td>
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<td>N</td>
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<td>---</td>
</tr>
<tr>
<td>Post-Test Experiment</td>
</tr>
<tr>
<td>Post-Test Control</td>
</tr>
</tbody>
</table>

The table above shows that the mean in the test of the experimental class were 82.33 and 66 in the control class of the test. This value can be understood as the mean of the experimental class was higher than the mean of the control class.

Thus, it can be concluded that there is a difference in the average learning outcomes of students after applying Partner Reading Strategy compared with the Independent strategy. The results of the table above shows that the average learning outcomes of students applying PRS is 82.33, and the results of independent learning strategies are 66. It is clear that the mean of the experimental class was higher than the mean of the control class.

The researcher believe that partner reading strategy can improve students reading skills. The data showed that students felt the use of paired reading strategy could help them in understanding the text. The researcher also found that most of the students were interested and motivated in learning reading. This strategy made the students more enthusiastic because it made them feel more curious to continue reading text. It means that most students had positive responses on using partner reading strategy in learning reading.

From the discussion above, and the answer of the hypothesis, the calculation results are all significant, it means that the two research problems that researcher test found the requirement decisions. There are differences and changes in students learning outcomes in reading from Partner Reading Strategy and Independent strategy. Basically, there are many advantages that Partner Reading Strategy learning model has. But, it is not easy thing to change the learning process and unite the learning model. However, this strategy will be followed by most students when the learning can be applied and the teacher chooses to use this strategy.

**CONCLUSION**

There was significant effect from Partner Reading Strategy to improve students’ reading skill, it can be seen from the result from paired sample t-test that the Sig.(2-tailed) value is 0.000. It is lower than 0.05 or 0.000 < 0.05. So, H<sub>0</sub> was rejected and H<sub>a</sub> was accepted. Partner Reading Strategy affects to improve students’ reading comprehension at eighth graderss Junior High School 16 Yogyakarta. The results of students' reading comprehension from the control class have differences with the students' learning.
outcomes from the experimental class. The control class has an average of 66 while the experimental class has 82.33. It is clear that the difference is because the class value using Partner Reading Strategy is higher than the independent strategy. It can be concluded that Partner Reading Strategy effectively improves students' reading comprehension in Junior High School 16 Yogyakarta.

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