

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

Nur Fitri Anisa<sup>1</sup>, Nafisah Endahati<sup>2</sup>

<sup>22</sup>Universitas PGRI Yogyakarta, Jl. PGRI I Sonosewu No 117, Sonosewu, Kasihan, Bantul 55182 Yogyakarta

Corresponding Author(S): [nurfitriana6@gmail.com](mailto:nurfitriana6@gmail.com)

### 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 Yogyakarta, 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.

### Keywords:

*Partner Reading Strategy, reading comprehension*



Creative Commons Attribution 4.0 International License

## 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 intructions 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 the teacher instructed them to read alone and respond to the teacher's question. 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 Startegy. 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  $L_{count}$  were 0.1206 in the experimental class and 0.1589 in the control class. Therefore,  $L_{count}$  less than  $L_{table}$  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 1** The Result of Paired Sample T-Test

		Paired Samples Test								
		Paired Differences			95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper				
Pair 1	Pre-test--Experiment Post-test Experiment	-14,333	8,584	1,567	-17,539	-11,128	-9,146	29	,000	
Pair 2	Pre-test Control Post-test Control	-6,333	6,687	1,221	-8,830	-3,836	-5,188	29	,000	

Based on pair 1, it got the Sig (2-tailed)  $0.000 < 0.005$  and  $T_{count} (9,146) > T_{table} (3,038)$ ,  $H_0$  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 wil attract and motivated them to know more about what they have read with their friend or partner. So that they easy to understand the material 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 2** The Result of Independent Sample T-Test

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	
Value									Lower	Upper
	Equal variances assumed	.266	.608	6,775	58	.000	16,33	2,411	11,507	21,159
	Equal variances not assumed			6,775	57,6	.000	16,33	2,411	11,507	21,160

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 3** Group Statistics

		<b>Group Statistics</b>			
		<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Std. Error Mean</b>
<b>Value</b>	<b>Post-Test Experiment</b>	30	82,33	9,714	1,774
	<b>Post-Test Control</b>	30	66,00	8,944	1,633

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,  $H_0$  was rejected and  $H_a$  was accepted. Partner Reading Strategy affects to improve students' reading comprehension at eighth graders 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.

## REFERENCE

- Abbot, S.L., Saharon, W., Cheung, K.W., and Janda J.M. (2003). *Biochemical Characteristics, Atypical Reaction, and Phenotypic Identification Schemes*. Microbiol.
- Abdurrahman, M. (2010). *Pendidikan Bagi Anak Berkesulitan Belajar*. Jakarta: Rineka Cipta.
- Anitah, S. (2008). *Media Pembelajaran*. Surakarta: Panitia Sertifikasi Guru Rayon 13 Surakarta.
- Apriani, D. (2020). *The Effect of Partner Reading Strategy on Students' reading Comprehension at SMA N Tuah Kemuning*. Jambi: State Islamic University.
- Ardiana. (2015). *Improving the Students Reading Comprehension in Narrative text*
- Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Astuti, W. (2013). *The Effect of Using Partner Reading Strategy Toward Reading Fluency at The Second Year Students of Junior High School 1 Sungai Pakning Bengkalis Regency*. Riau: University of Sultan Syarif Kasim.
- Bree, E., Evelien, M., Marco, V. (2022). *Predicting Vocabulary, Reading, and Spelling In English As Foreign Language Using Oaired Associate Learning*. Netherland.
- Brown, H. D. (2000). *Teaching by principle: An interactive approach to language pedagogy (4nded)*. New York, NY: Longman.
- Carmen, Z., Evelyn, M. W. (2003). *Helping English Language Learners Succeed*. Huntington Beach, CA: Shell Education
- Carrell, P. L. (1988) *Interactive Approches to Second Language Reading*. Cambridge University Press, Cambridge
- Chen, C.N. (2013). *The Effect of Extensive Reading Via E-Book on Tertiary Level EFL Students' Reading Attitude, Reading Comprehension and Vocabulary*. Taiwan: The University of Science and Technology, Yunlin.
- Cresswell, J. W. (2009). *Research Design-Qualitative, Quantitative, and Mixed Mtehod Approaches (Third Edition)*. USA: SAGE Publications, Inc.
- Dalman. (2014). *Keterampilan Membaca*. Jakarta: Raja Grafindo Persada.
- Farida, R. (2007). *Pembelajaran Membaca*. Jakarta : Bumi Aksara.
- Francina, C., Claire, S., Alive, D. (2018). *Verbal Task Demands Are Key In Explaining The Relationship Between Paired Associate Learning And Reading Ability*. Department Of Psychology, University Of York: Heslington, Uk.
- Gagne and Briggs. (1979). *Principles Of Instrctional Design*. New York: Holt, Rinehart and Winston.
- Gibbons, P. (1993). *Learning to Learn in a Second Language*. Australia: Primary English Teaching Asociation NSW.
- Giovacchini, M. (2017). *Timed Partner Reading and Text Discussion*.
- Grabe, W & Stoller, F. L. (2002). *Teaching and Researching Reading*. England: Greatain.
- Harris. A. J & Sipay, E.R.. (1980). *How to Increase Reading Ability*. New York: Longman.

- Keith, J. T. (2014). *Paired reading and related methods for improving fluency*. *Journal of Elementary Education*, 7(1), 57-70.
- Melanie, R. K., Paula, J. S. F. (2008). *Fluency in the Classroom*. New York: The Guilford Press.
- Meng, C. (2019). *A Longitudinal Actor-Partner Interdependence Mediation Model of Storybook Reading: Children's Word Use as a Mediator*, *Scientific Studies of Reading*. Wisconsin: Routledge.
- Meyenpeter, C. (2014). *A Comparison of Individual and Partner Reading in a K-2 Classroom: An Emphasis on Comprehension and Focus*. Southern Adventist University.
- Oshima. Jun. Ritsuko. Oshima, Shizuoka. Johoku, Naka-ku, Hamamatsu-shi,. (2012). *Collaborative Reading Comprehension with Communication as Learning Partners*. Tokyo: ICLS.
- Pang, E.S., Muaka, A., Bernhardt, E. B., & Kamil, M. L. (2003). *Teaching Reading*. Brussel: The International Academy of Education (IAE).
- Pratiwi, D.U.I., et.al, (2014). *The Effect of using Partner Reading strategy toward Students' Reading Achievement at Junior High School (A Study at Eighth Grade Students of SMP Negeri 4 Muara Bungo/Jambi 2013/2014 Academic Year)*: STKIP PGRI Sumatera Barat.
- Pringgawidagda, S. (2002). *Strategi Penguasaan Berbahasa*. Yogyakarta: Adicita Karya Nusa.
- Pulkkinen, J., Tuire, K., Riikka, H. (2022). *Cognitive Skills, Self-Beliefs And Task Interest In Children With Low Reading And Arithmetic Fluency*. Department Of Education, University Of Jyvaskyl, Finland.
- Rahim, F. (2011). *Pengajaran Membaca di Sekolah Dasar*. Padang: Bumi Aksara.
- Renandya, A., Willy, H., & Puji, W. (2016). *English Language Teaching Today: Linking Theory And Practice*. Switzerland: Springer.
- Smith, R. (2009). *Learning How To Learn*. Chichago: Follett Publishing Company.
- Snow, C. (2002). *Reading for Understanding: Towards a R&D Program in Reading Comprehension*. Washington, DC: RAND Reading Study Group.
- Somadayo, S. (2011). *Strategi dan Teknik Pembelajaran Membaca*. Yogyakarta: Graha Ilmu.
- Sugiyono. (2013). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Sumarsono, D.H, Bagis, A., Kadir, A.P.P, & Ayumaryani. (2020). *Partner Reading; Pumping Up the Students' Reading Comprehension?*. *Journal of Languages and Language Teaching*.
- Supeno, Suseno, I., & Alhamidi, L. A. (2017). *Reading Strategies as Development Model English Cognition of Senior High School Students*. *IJEE (Indonesian Journal of English Education)*.
- Susan, R. (2000). *National Reading Panel Research*. Reading Specialist Jefferson County Schools.
- Tarigan, H.G. (2008). *Membaca Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa.
- Vaughn, S., Sylvia, L.T. (2004). *Research-Based Methods of Reading Instruction, Grades K-3*. Alexandria: Association for Supervision and Curriculum Development.

Villiger, C., Erich. Hartman, S., & Hauri, (2022). *Paired Reading With Parent or Volunteer Tutors: Do Implementation, Procces Features, or Tutor Characteristics Explain Differential Effects?*. Switzerland.