

THE EFFECT OF PARTNER READING STRATEGY ON THE SECOND YEAR STUDENTS' READING COMPREHENSION IN RECOUNT TEXT AT JUNIOR HIGH SCHOOL 40 PEKANBARU

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Abstract: *This study was aimed at finding out the effect of Partner Reading Strategy on the second year students' reading comprehension in recount texts at Junior High School 40 Pekanbaru. Pre-experimental research design was used for this study. The sample was selected using Cluster Random Sampling. Class VIIIE was chosen as the experimental class. The instrument for pre-test and post-test was in a form of multiple choices. The test consisted of 5 recount texts with 8 multiple choice items for each text. T-test was used to analyze the data. The results showed that there was a significant difference between students' reading comprehension scores before and after being taught by using Partner Reading Strategy. The finding showed that the mean score of pre-test was 45.89 and the mean score of post-test was 59.55. The result also showed that the value of t-test (6.460) was higher than t-table (2.064). It means that the Alternative Hypothesis (Ha) was accepted and Null Hypothesis (Ho) was rejected. Hence, there is a significant effect of Partner Reading Strategy on the second year students' reading comprehension in recount texts at Junior High School 40 Pekanbaru.*

Key Words: *Effect, Partner Reading Strategy, Reading Comprehension*

PENGARUH STRATEGI MEMBACA BERPASANGAN PADA PEMAHAMAN MEMBACA SISWA KELAS 8 DALAM TEKS RECOUNT DI SMPN 40 PEKANBARU

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Abstrak: Penelitian ini bertujuan untuk mengetahui pengaruh Strategi Membaca Berpasangan pada pemahaman membaca siswa kelas 8 dalam teks recount di SMP 40 Pekanbaru. Desain penelitian pra-eksperimental digunakan untuk penelitian ini. Sampel dipilih menggunakan Cluster Random Sampling. Kelas VIIIE dipilih sebagai kelas eksperimen. Instrumen untuk pre-test dan post-test adalah pilihan ganda. Tes terdiri dari 5 teks dengan 8 soal pilihan ganda untuk setiap teks. T-test digunakan untuk menganalisis data. Hasil penelitian menunjukkan bahwa ada perbedaan yang signifikan antara skor pemahaman membaca siswa sebelum dan sesudah diajarkan dengan menggunakan Strategi Membaca Berpasangan. Hasil penelitian menunjukkan bahwa skor rata-rata pre-test adalah 45,89 dan skor rata-rata post-test adalah 59,55. Hasil penelitian juga menunjukkan bahwa nilai t-test (6,460) lebih tinggi dari t-tabel (2,064). Ini berarti bahwa Hipotesis Alternatif (Ha) diterima dan Hipotesis Null (Ho) ditolak. Oleh karena itu, ada pengaruh yang signifikan dari Strategi Membaca Berpasangan pada pemahaman membaca siswa kelas 8 dalam teks recount di SMP 40 Pekanbaru.

Kata Kunci: Efek, Strategi Membaca Berpasangan, Pemahaman Membaca

INTRODUCTION

In English, there are four skill that students should learn. Reading is one of them. According to Sadiku (2015: 29), 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. In addition, Montgomery (2016) stated that reading is a skill many people take for granted, but the act of reading and properly comprehending a text is a complex and interactive process.

In the school based curriculum or “Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006”, reading is one of language skill that should be learned and mastered in any level of education, from elementary up to senior high school level. Moreover, learning reading skill is more focused at senior high school because reading is to get information and knowledge and the 2006 KTSP expects junior high school students to be able to read and to gain knowledge which help them to study at senior high school and also university levels. It means that reading is the most important skills to be mastered by senior high school students.

However, most of the students still face some problems in learning English. They think that English is very difficult to be learnt and understood. These problems have to be solved to make teaching learning process successful. As we know, there are fours kills that must be learned in studying English; that is, listening, speaking, reading, and writing. Based on the researchers’ experience in teaching practice at Junior High School 40 Pekanbaru, the students lacked of vocabulary and had do open a dictionary to find the meaning of words and sentences and the reading activities were slow that made the learning ineffective. It was not only wasting time but also losing the understanding of reading purposes. In order to solve this problem, the researcher was interested in using a strategy that could make the students interested in reading a text. The strategy that the researcher used was Partner Reading Strategy.

According to Meisinger, Schwanenflugel, Bradley, and Stahl (2004), Partner Reading Strategy is a scripted cooperative learning strategy, is often used in classrooms to promote the development of fluent and automatic reading skills. Partner reading is another fun and effective pedagogical strategy for promoting the development of reading fluency and reading comprehension. Katz and Susan (2007) stated during partner reading, students monitor the reading of a fellow student. Partner reading improves fluency, reading rate, and word attack skills, and helps students monitor their own comprehension.

The researcher adopted the procedures of Partner Reading Strategy by Simon (2014) because these procedures are simple and very easy to apply in the class. The procedures are described as follow:

1. The teacher pairs (the higher level students reading ability with the lower students reading ability) the students.
2. The teacher gives some time for students to know each other in the first meeting.
3. The teacher contributes the text to each student.
4. The teacher asks the students from the first list to read first while the students from the second list listens and follows along.
5. The teacher asks the second students to pick up where the first students stop.
6. After that the second students can reread what the first students read.
7. The teacher asks the students to give question to each other about the text.

8. The teacher asks the students to write down questions and answers her or his partner.

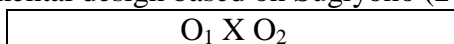
Considering all ideas mentioned above, this study seeks to answer a question: Is there any significant effect of Partner Reading Strategy on students' reading comprehension in recount text at Junior High School 40 Pekanbaru?

METHODOLOGY

This is a pre-experimental research that was aimed to find out whether Partner Reading Strategy could give significant effects to the students' reading comprehension. Sugiyono (2013:119) stated that pre-experimental research involves one group which is experimental group (subject of the study). There was no control group in this research. In this research, the subject of the study was given a treatment by implementing Partner Reading strategy.

The researcher used One-Group Pretest-Posttest Design because the two tests were conducted to the same subject of the study. One-Group Pretest-Posttest was designed using three steps: pretest, treatment, post-test. The treatment was conducted for four meetings. The success of the treatment is determined by comparing pretest and posttest score.

Pre experimental design based on Sugiyono (2013:122)



Where:

- O_1 : Pretest
 X : Treatment by using Partner Strategy
 O_2 : Post-test

The population of this research was the second year students of Junior High School 40 (SMPN 40) Pekanbaru. There were four classes. In order to get the sample, the researcher used cluster random sampling because the sample was large, had similar characteristics and in the form of groups. To know which class as the sample, the writer prepared four pieces of paper with the name of class. Then, the researcher chose one paper randomly and class XIII E was chosen the sample of this research.

In this research, the researcher gave the students a reading test to collect the data. The test was given twice. The first was a pretest and the second was a posttest. The researcher used multiple choices for the test items and the expected answers are A, B, C, and D. According to Harmer (2001) multiple choice questions measure students' knowledge and ability by getting at what lies beneath their receptive and productive skills. The research procedures are as follows:

1. Pre-test

The pre-test was carried out because the researchers wanted to know the prior knowledge of the students in reading comprehension. The pre-test was conducted before the treatment.

2. Treatment

The treatment was in the form of teaching reading recount text by using Partner Reading Strategy. The treatment was conducted by explaining the material and the steps. The treatment was carried out for four meetings with the time allocation of 2x40 minutes per meeting.

3. Post-test

The post-test was given to the sample class after the treatment. The purpose of giving the post-test was to know the ability of the students in reading comprehension after being taught by using Partner Reading Strategy. The post-test was conducted in same way as the pre-test.

The results of the post-test were compared with the results of the pre-test to find out whether using Partner Reading Strategy made any difference in the students' reading comprehension. The data in this research were the data about reading comprehension. In this research, the writer prepared 40 questions in 5 recount texts; each text consisted of eight items of multiple choices for reading comprehension.

RESEARCH FINDING AND DISCUSSION

The objective of the research was to find out the effect of Partner Reading Strategy on the students' reading comprehension. After applying Partner Reading Strategy, the results were found out. The students were assessed in eight aspects: namely, main idea, finding factual information, vocabulary, references, inferences, social function, generic structure and language feature. The following are the description of pre-test and post-test data of each aspect. Consist of reading comprehension aspect and recount text aspect.

Table 1: Students Mean Score in Each Aspect of Reading Comprehension in Pre-test and Post test

No	Aspect of reading	Average score	
		Pre-test	Post-test
1	Finding the main idea in the paragraph	66.3	60
2	Finding the factual information	52.6	69.47
3	Finding the meanings of vocabulary in context	30.5	45.26
4	Identifying references	40	43.15
5	Making inferences	33.1	58.42
6	Social Function	28.4	45.78
7	Generic Structure	57.3	67.89
8	Language features	60	82.10
Average total score		46.02	59

Table 1 shows that the highest score in the pre-test is finding the main idea and the lowest is the social function. In the post-test, language features becomes the highest score and the lowest is identifying references. The score of making inferences is significantly increased and this becomes the highest gained from the other aspect. The mean score in the pre-test is 46.02 and the post-test is 59. It can be concluded that the students' scores in this class increased after the treatment using Partner Reading Strategy.

In this research, t-test formula was used to compared the pre-test and the post-test results to determine whether the hypothesis could be accepted and also measure whether the instrument in the treatment could give an effect to the students' reading ability or not.

The pre-test and post-test were calculated by using t-test formula with the assumption as follows:

1. If $t\text{-test} > t\text{-table}$, the Null Hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted.
2. If $t\text{-test} < t\text{-table}$, the Null Hypothesis (H_0) is accepted and alternative hypothesis (H_a) is rejected.

Table 2. Paired Samples Test

		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PreTest – PostTest	13.658	13.033	2.114	17.942	9.374	6.460	37	.000

$$T\text{-table} = n-1: \alpha/2 = 2.062$$

Table 2 shows that the result of t-test is 6.460 which is higher than t-table (2.062). Therefore, it could be concluded that there was a significant difference between the pre-test and the post-test. In other words the alternative hypothesis of this research, "there is a significant effect of students' reading comprehension ability after Partner Reading Strategy is applied in the class" was accepted and null hypothesis was rejected.

Discussion

The research focused on finding the effect of Partner Reading Strategy on the second year students' reading comprehension in recount text at Junior High School 40 Pekanbaru. Partner Reading Strategy is one of many learning strategies is that can be used by the teacher in teaching English especially in reading.

This research proved that Partner Reading Strategy was effective to be used in teaching reading especially recount text. It can be seen from the difference between the results of the pre-test and the post-test. The improvement happened because the

application of Partner Reading Strategy could help stimulate students' thinking in learning reading in recount text, so it easy the students to determine the main idea of the text.

The result showed that the students improved their reading comprehension in recount text. The students' score was getting better from the first meeting until the fourth meetings in the test. It was proven by students' mean score in the pre-test (45.89). It was low because only 2 students got the score of 75 and more students got the lower scores. The mean score in the post-test was 59.55 which was higher than that in the pre-test. The improvement of the students' mean score from the pre-test to the post-test was 13.66 point. Then, the data analysis showed that t-test was higher than t-table ($6.460 > 2.062$). Therefore, it can be concluded that Partner Reading Strategy could improve the students' reading ability especially in recount text.

Based on the results of the data which was taken from the observation sheet, it was found that the class ran effectively. The students paid attention to the teacher during the teaching learning process. They were also motivated and enjoyed the learning process. The data also showed the improvement of the teacher's and the students' activities during the teaching learning process where the application of Partner Reading Strategy could motivate the students became more enthusiastic in learning reading in recount text.

Based on explanations above, this research was related to a research done by Astuti (2013) who focused on Partner Reading Strategy and students' reading fluency. The result showed that there was a significant effect of using Partner Reading Strategy on reading fluency. Another related research was conducted by Ardiana (2015), the research was aimed to investigate the effect of Patterned Partner Reading on the students reading comprehension in narrative text. The result of this research showed that the null hypothesis was rejected and the alternative hypothesis was accepted. This means that Partner Reading Strategy could give a significant effect to students' reading comprehension in recount text.

CONCLUSIONS AND SUGGESTIONS

Conclusions

After the writer conducted post-test, the writer found that the effect of Partner Reading Strategy on the second year students' reading comprehension in recount text at junior high school 40 Pekanbaru in pre-experimental class increased. It means that the result of students' scores in the post-test was better than that the pre-test.

Based on statistical calculation, it was that the mean score of the pre-test was 45.89. After giving the treatment, it was found that mean score of the post-test was 59.55. In other words, the mean score of the post-test was higher than that of the pre-test. According the result of t-test, it was found out that value of t- test was 6.460 and t-table was 1.480. it means that t-test was higher than t-table. This means that Partner Reading Strategy had a significant effect on the students' reading comprehension in recount text.

Suggestions

Based on research result and conclusion the writer would like to give some suggestion as follows:

1. Suggestion for the Teacher

English teachers are suggested that they use interesting strategies, methods, or techniques to make teaching and learning process become enjoyable and effective. So, the teacher also can apply Partner Reading Strategy in teaching to make students motivated in learning English.

2. Suggestion for the Students

The students are suggested that they study in pair like in Partner Reading Strategy to become engaged in the reading texts, learn a lot of materials quickly, and share information with other friends in the class.

3. Suggestion for the other researchers

The researcher gives suggestion to the other researchers to conduct similar research by using the appropriate strategies.

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