THE EFFECT OF PARTNER READING STRATEGY TOWARD STUDENTS' READING COMPREHENSION

GLADIS ZHELIN[1], SITI SUHARSIH[2], DINA RACHMAWATI[3]

[1,2,3] UNIVERSITAS SULTAN AGENG TIRTAYASA

Abstract

Reading is very important; therefore, a good and interesting teaching reading strategy is necessary. The objective of this study was to find out the effect of the use of partner-reading strategy toward students' reading comprehension. The study used quantitative research with quasi-experimental non-equivalent group design. This study used the tenth-grade students of SMKN 1 Kragilan as the population. The groups were put into control and experimental groups; each group consisted of 30 students. The reading test was used as the instrument of this research (pre-test and post-test). The data were analyzed using normality, homogeneity, and hypothesis tests (t-test). Data analysis revealed that the calculated t was higher than the value of t-table from 0.05 level of significance and degree freedom (df) 58 of two-tailed test. That was $3,87 \geq 2,00$. It means that the null hypothesis (H0) was rejected and the alternative hypothesis (Ha) was accepted. It indicated that there was an effect of the use of partner-reading strategy toward students' reading comprehension. From these findings, it can be concluded that partner-reading strategy can be one of reading strategies that can be implemented by the teacher to help students to improve their reading comprehension.

Keywords: partner-reading, reading comprehension.

INTRODUCTION

Reading is one of the four important language skills. It is important because, one, reading can help students easily interpret language. Two, it can make students able to find every text message. Three, it also helps students learn to think. Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Snow in Dodi, 2013). Reading comprehension is about understanding a text. A writer expresses his or her thoughts, ideas, and feelings through written words. The comprehension strategies and techniques influenced the readers' understanding of the reading material. From the explanation, it can be inferred reading is one of the language skills that students of English as a foreign language must master.

Based on the observation in preliminary research at SMKN 1 Kragilan in 2023, researcher found many students had low achievement in learning reading, especially in finding main ideas, finding factual information, and making interfere. Referring to the problem, there are a variety of teaching techniques that can be used to facilitate learning and aid in student reading comprehension; one of them is Partner-reading Strategy (Isnani, 2019; Nurafni, 2019; Mardiah, 2020; Sumarsono, Hanan, Bagis, & P, 2020; Sinaga, Herman, & Siahaan, 2020; Zulianti & Hastomo, 2022; Wijayanto, Ferdian Syah, & Ishak, 2022). The researcher presents a reading approach called the "Partner-reading Strategy" to address the abovementioned issues. Partner-reading is a way for two people to learn together by reading the text together.

Several studies have shown that the partner-reading technique improves students' reading comprehension. The study by (Isnani, 2019) (Nurafni, 2019) (Mardiah, 2020) (Sumarsono, Hanan, Bagis, & P, 2020) (Sinaga, Herman, & Siahaan, 2020) conduct the research using experimental research design. Another study by (Zulianti & Hastomo, 2022) (Wijayanto, Ferdian Syah, & Ishak, 2022), conduct the research by using Classroom Action Research. However, all of the previous studies which are mentioned above were limited to junior high schools, and research has yet to use vocational high schools as a research site. It concludes, the differences are from the participants and the material.

Based on the occasions mentioned above, the researcher expresses interest in conducting a study with the title The Effect of Partner-reading Strategy Toward Students' Reading Comprehension at SMKN 1 Kragilan.

METHODOLOGY

Quasi-experimental research with non-equivalent group design was used for this research. In this research, the experimental and control groups are not randomly selected (Creswell,

Research Design, 2012). This research was carried out in the tenth grade of SMKN 1 Kragilan which consists of fourteen classes. Therefore, amongst fourteen classes, two classes use as the sample of this research; 10 TKR1 as the control class and 10 TPM4 as the experimental class. Both of classes consisted of 30 students.

Reading tests were employed as research instruments in this study by the researcher. There are three types of tests: tryouts, pre-tests, and post-tests. Try out as a research instrument to assess the test's validity and reliability. The reading test (pre-test and post-test) were used to assess students' reading comprehension before and after treatment.

A reading test used in this research as a research instrument. The test focused on the material report text. The test consists of pre-test and post-test. The pre-test is intended to see the students' reading comprehension before being given treatment, while the post-test is intended to see the students' reading comprehension after being given treatment. The researcher gave the students pre-tests for the experimental and control groups. Pre-test and post-test consist of 20 questions of multiple choice.

This research used validity content and it was assessed by the English teacher. In order to get reliability, this research used *Kuder-Richardson 21 reliability test*. Then, for the data analysis, this research used a graphical method for the Normality test; Homogeneity test; and Hypothesis test using independent t-test.

The purpose of this study was to find out whether using the Partner-Reading Strategy has an effect toward students' reading comprehension. It required testing the hypothesis. The hypothesis of this research was:

H_0: There is no effect of partner-reading strategy toward students' reading comprehension.
H_1: There is an effect of partner-reading strategy toward students' reading comprehension.
If $t_{count} \geq t_{table}$ = alternative hypothesis accepted
If $t_{count} \leq t_{table}$ = alternative hypothesis refused

FINDINGS

Data analysis of research question showed that Partner-Reading Strategy toward students reading comprehension was have an effect. It was supported by the findings of hypothesis testing that showed tcount ≥ ttable or 3,87 ≥ 2,00.

Validity and Reliability test

The researcher conducted a content validity test with the subject teachers and curriculum teachers to ensure that the tests used for research were valid and appropriate to be research

instruments. Out of the 50 questions that the researcher made in consultation with the subject teacher, it was determined that the 50 tests were valid.

After getting the data from the try-out test, the data were analyzed by using Kuder-Richardson Formula 21 to examine the reliability of the instruments. The calculation of reliability from 50 items showed that the test was reliable with the reliability score 0,8.

Results of Pre-test and Post-test

For further data of discussion or description is presented in the following descriptive statistic table. The data analysis that calculated as follows:

Table 1. Descriptive Statistic Table

No.	Result	Pre-Test		Post-Test	
		C	E	C	E
1.	Mean	55	56	65,3	71,5
2.	Median	55	57,5	65	72,5
3.	Min. Score	35	35	40	55
4.	Max. Score	75	75	80	90
5.	Std. Dev.	10,9	11,7	10,9	10,4

Based on table 1. it turned out that there was a significant difference in students' reading comprehension between the control class that did not receive the treatment and the experimental class that received the treatment (Partner-Reading).

Result of Normality Distribution Test

The normality test was conducted by the researcher to determine whether or not the data was normally distributed. The normality test focuses on two types of analysis (pre-test and post-test) conducted in two classes: control and experimental. Based on the results of normality pre-test and post-test in control and experimental classes, the graphic indicated the distribution of data was normal.

Result of Homogeneity Test

Homogeneity test was used in order to find out the homogeneity or similarity between control and experimental class. The criteria of homogeneity showed as follows:

If $F_{count} \geq F_{table}$: it indicates not homogenous.

If $F_{count} \leq F_{table}$: it indicates homogenous.

The total variation of the students' scores was calculated. The result of sample homogeneity in the pre-test was 1,08, while the result of sample homogeneity in the post-test was 1,05. It was then obtained by comparing the highest and lowest variance values with a significance level of 0.05 (5%) for df = 58 and the Ftable = 4,007. (Table of F distribution).

Table 2. Result of Homogeneity Test in Control and Experimental Class

Group	F_{count} Pre-test	F_{count} Post-test	F_{table}
Control and Experimental	1,08	1,05	4,010

Pre-test   : $F_{count} \leq F_{table} = 1,08 \leq 4,007$

Post-test   : $F_{count} \leq F_{table} = 1,05 \leq 4,007$

It can be concluded that the pre-test and post-test in control and experimental class was homogenous.

Result of Hypothesis Test

This research had two hypothesis: alternative hypothesis (H_a) and Null Hypothesis (H_0). In alternative hypothesis, there was an effect of using partner-reading strategy toward students' reading comprehension. In the null hypothesis, there was no effect of using partner-reading strategy toward students' reading comprehension. The researcher measured the t_{count} and t_{table} and then compare them. The formula of t_{count} as follows:

$$t_{count} = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$= \frac{71.33 - 65.33}{\sqrt{\left(\frac{115.402 + 118.850}{30 + 30 - 2}\right)\left(\frac{1}{30} + \frac{1}{30}\right)}}$$

$$= \frac{6}{\sqrt{\left(\frac{234,252}{58}\right)\left(\frac{2}{30}\right)}} \qquad = \frac{6}{\sqrt{(4,03)(0,6)}}$$

$$t_{count} = \frac{6}{\sqrt{2,41}} = \frac{6}{1,55} = 3,87$$

Calculated the value of t$_{table}$

d.f = (Nx + Ny − 2) = (30 + 30 − 2) = 58

t_{table} with the level of significance 0,05 (5%) was 2,00.

Compared t$_{count}$ and t$_{table}$

The criterion of testing as follows:

If $t_{count} \geq t_{table}$: the alternative hypothesis (H_a) is accepted.

If $t_{count} \leq t_{table}$, : the alternative hypothesis (H_a) is refused.

Based on the result of the test of mean difference significant (independent t-test), it was calculated $t_{count} \geq t_{table}$ or $3{,}87 \geq 2{,}00$. The alternative hypothesis was received. It can be concluded that there was effect of using Partner-Reading strategy toward students' reading comprehension on tenth grade of SMKN 1 Kragilan.

For the Control Class, the pre-test was conducted; the highest score was 75, the lowest score was 35, and the mean score was 55. Based on the explanation of the pre-test result, many students still need to gain more vocabulary and have difficulty understanding the material. Moreover, the researcher gave the same material in this class using the lecturing method. After conducting the pre-test, the researcher started teaching the students twice using lecturing. The condition in the classroom differed from the experimental class; some students were active, and others looked bored. The students also looked too lazy to read the text and did not focus on the teachers' explanations. Furthermore, after the treatment, the researcher conducted the post-test in the control class; the highest score was 80, the lowest score was 40, and the mean score was 65,3.

For the experimental class, the pre-test was conducted; the highest score was 75, the lowest score was 35, and the mean score was 56. Based on the explanation of the pre-test result, it can be concluded that many students still need to gain more vocabulary and have difficulty understanding the material. In order to find out the effect of the partner-reading strategy, the researcher gave the same material and different treatment from the control class. Moreover, after conducting the pre-test, the researcher taught the students twice by using partner-reading as a treatment. When the researcher gave the treatment, the condition in the classroom was that students were active and enthusiastic in the teaching and learning process. Furthermore, after conducting the treatment, the researcher conducted the post-test in the Experimental class; the highest score was 90, the lowest score was 55, and the mean score was 71,5.

Moreover, the researcher discussed the result of this research and compared it with the theories and the related findings. This research confirm the definition and the advantages of Partner-Reading Strategy which stated by (Kuhn & Schwanenflugel, 2008), "Partner-Reading Strategy is an active learning which all of the students can explain their idea or share their works together with their partner" and "The advantages of Partner-Reading Strategy are students can be more active and braver critics and can improve students' reading comprehension".

Furthermore, for the related findings, the mean score of the experimental class in the pre-test. The first descript of the research by (Isnani, 2019), the mean score of the experimental class in the pre-test was 45,65. In the second descript of the research by (Nurafni, 2019), the mean score of the experimental class in the pre-test was 57,5. The third descript of the research by (Mardiah, 2020), the mean score of the experimental class in the pre-test was 62,68. The last, in this research, got the mean score of the experimental class in the pre-test was 56.

The mean score of the experimental class in the post-test. The first, descript by (Isnani, 2019), the mean score in the experimental class in the post-test was 71,95. The second descript of (Nurafni, 2019), the mean score in the experimental class in the post-test was 80,83. The third (Mardiah, 2020), the mean score in the post-test was 72,39. The last, in this research, got the mean score in the experimental class in the post-test was 71,5. From all of the research, the mean score of the experimental class was more significant than the control class. That means that the effect of the partner reading strategy is better than the conventional strategy.

The result of the research by (Isnani, 2019) was $(2,28 \geq 2,02)$, which means that the effect of the partner reading strategy on reading comprehension was better than the conventional strategy. Next, the result of the research by (Nurafni, 2019) was $(11,4 \geq 2,044)$. Then, the result of the research by (Mardiah, 2020) was $(19,50 \geq 2,48)$. Meanwhile, in this research, the post-test results showed the calculation of the normality test and the homogeneity test that the two classes are homogeneous. So, the t-test used shows that count $3,87 \geq$ table $2,00$.

In conclusion, there was a significant difference in the reading comprehension of students in the experimental class that received treatment and the control class that did not, according to the results of their scores from the pre-test to the post-test. Reading scores were higher for students in the experimental class than for those in the control class. The statistical calculation's result also showed that the value of tcount = 3,87 and the value of df with a significance level of 5% is 2.00. The result revealed that $(3,87 \geq 2,00)$ tcount ttable. This indicates that the t-test did better than the t-table. The alternative hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected since the t-test score in the table goes over the ttable score determined by the calculation results. To conclude, using partner-reading strategy affects students' reading comprehension in the tenth grade of SMKN 1 Kragilan.

In line with that, the study also has been found by (Zulianti & Hastomo, 2022; Wijayanto, Ferdian Syah, & Ishak, 2022), they discovered that implementing the Partner-Reading Strategy increased students' reading comprehension. The participation of students influenced their learning outcomes. Implementing a Partner Reading Strategy assists in engaging students and keeping them participated in order to achieve excellent learning outcomes.

CONCLUSIONS AND SUGGESTIONS

Based on the result of the research analysis, it is found that the student's reading comprehension score after being taught by using Partner-Reading Strategy is better than before being taught by using Partner-Reading Strategy. It can be seen from Data analysis that the calculated t was higher than the value of t-table from 0.05 level of significance and degree

freedom (df) 58 of two-tailed test. That was $3,87 \geq 2,00$. It means that the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted. It indicated that there was an effect of the use of partner-reading strategy toward students' reading comprehension. From these findings, it can be concluded that partner-reading strategy can be one of reading strategies that can be implemented by the teacher to help students to improve their reading comprehension.

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