

## **THE EFFECTIVENES OF USING PARTNER READING STRATEGY IN TEACHING READING COMPREHENSION AT SMA SWADHARMA WERDHI AGUNG**

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**Abstract:** The purpose of this study is to find out whether the partner reading strategy is effective in teaching reading comprehension in class X SMA Swadharma Werdhiagung. Partner reading strategy is a reading activity carried out by group members consisting of two people which aims to help students understand the reading text so that it feels more effective, fun, and interesting. Researcher use pre- experimental design with one group pre-test and post-test design and the sample of this research is class X MIA 1 student of SMA Swadharma Werdhiagung which consisted of 32 students. Instrument used in research this is a; test multiple choice test and essays test. The data calculated by the results of the student's pre-test is 44 and the post-test is 76. The value of the difference between the students' pre-test and post-test is 32. The results of this study indicated that the mean score of the post-test was higher than that of the pre-test. This means Partner Reading Strategy is very effective in increasing students' reading comprehension.

**Keywords:** *Effectiveness, Partner Reading Strategy, Teaching, Reading Comprehension.*

### **INTRODUCTION**

Language is the most important subject in everyday life because language is a structured means of communication. In addition, (Sudarsono, Samola and Maru, 2016:1) stated that "In other languages to communicate with each other, people include meaning in their language, although sometimes there are languages that have no meaning or no meaning". Meanwhile, according to (Hampp, 2019:1) "Language is a tool for self-expression, a communication tool and a social control tool" based on the above statement, language is the ability that humans have to communicate with other humans by using signs, such as words.

Reading is a very important thing in learning English, where learning to read is not only how students read, how the pronunciation is spoken, but students must also be able to understand and be able to master what they read (Kontu et al, 2022). Comprehension in reading is not easy to do, it all requires a process and students must also be trained in order to achieve an expected goal. According to (Rombejagung, 2019:4) "Reading is an important thing from existing skills, because by having reading skills a person can find out, seek or explore various kinds of knowledge contained in books or real sources". Reading is the main way to learn English (Mokalu et al, 2021). It means a lot to people, and it's not simple. It's not just about reciting printed material or following every line of a written page carefully.

Based on the background above, the research question is: is the partner reading strategy effective in developing students' reading comprehension skills? The purpose of this study after knowing the problem above is to find out whether the partner reading strategy is effective in teaching reading comprehension in class X SMA Swadharma Werdhiagung.

## **RESEARCH METHOD**

The research method used in this research is quantitative research. Quantitative research is experimental research or pre-experimental research where data is collected in a certain amount. The experimental method design that the researcher chose was a pre-experimental design. Researcher used one type of pre-experimental design, namely pre-test and post-test designs. (Hatch and Farhady ,1982:20) stated: "The pre-test was given before the instruction or treatment. So, there are two tests: T1 is the pre-test and T2 is the post-test with X representing the treatment.

### ***One Group Pre Test Design – Post Test***

<b>Pre-test</b>	<b>Treatment</b>	<b>Post-test</b>
T1	X	T2

The subjects of this research is one class X SMA Swadharma Werdi Agung, consist 32 students. Researcher collect data accurately from research using tests. Meanwhile, according to (Zainal Arifin, 2016: 118) the test is a technique used in order to carry out measurement activities, in which there are various questions, or a series of tasks that must be done or answered by students to measure aspects of student behavior. Meanwhile, according to (Arikunto, 2010:198) a test is a set of questions or exercises or other instruments used to measure knowledge, intelligence, abilities or attitudes of groups or individuals. Researchers used pre-test and post-test. The pre-test was be given before the implementation of the Partner Reading Strategy in the teaching and learning process and the pot-test will be carried out after the method is implemented. Pre-test and post-test were used to determine the difference in student improvement (Andries et al, 2019).

After collecting the data, the next step in this step is to analyze the data and the researcher uses statistical methods to analyze the data. When evaluating the test, the student grade is calculated as follows formula:

- a. Scoring pre-test and post-test, the formula is:

$$S = \frac{r}{n} \times 100$$

S = test score

r = number of correct answers

n = number of items

- b. Average calculation

The mean is a formula to find out the student's average score. The formula is:

Explanation:

$$M = \frac{\sum X}{N}$$

M = Average student score

$X$  = Total student scores

$N$  = number of students

(Sukardi, 2003 p.88)

## **FINDINGS AND DISCUSSION**

The study sample consists of a class of 32 students. This research was conducted using pre-experimental research using a quantitative approach. This study used a single class pretest and posttest class design with 16 groups. The pre-trial provided a test to verify initial skills before treatment, while the subsequent test provided a test to verify outcomes after treatment. Before analyzing the data, the researcher conducted a study on SMA Swadharma Werdhiigung. At the first meeting, the researcher offered a pre-test related to narrative text material consisting of legend stories and was given time to complete the 30-minute pre-test with a total of 30 questions including 25 multiple choice questions and 5 essay question. While working on the preliminary questions, the researcher noted that many students still had difficulty completing the questions.

Then at the second meeting the researchers began to apply the Partner Reading Strategy technique by forming students into 16 groups where each group consisted of 2 people. Where in determining the group of students firstly, they are welcome to read the text one by one to see students who have higher and lower reading abilities, it is intended that the group consists of 2 people who have higher and lower reading abilities, so that later students who have higher and lower reading abilities students who are lower in reading was be motivated or can compensate for students who have higher abilities. After the group formation was completed, the researcher gave a text entitled kebo iwa and malin kundang to each group.

Next, the researcher explained the pair reading procedure to ensure that students understood how to use the strategies to be used. Then directs each member of the selected pair to take turns being "Coach" and "Player." each member of this pair is replaced on a regular basis, over a period of time during which students work together. Thus, all students or members of the pair have the

opportunity to be "coaches" and "players". Then the researcher monitors and directs students when they cooperate. And directs stronger readers to start reading activities as "Players" and read orally. And direct the "Coach" to be able to follow and correct mistakes if necessary. Next Ask pair members to switch roles and ask weaker readers to be "Players." And then "Coach" provides corrective feedback. One point is earned for each sentence correctly read (optional). Good pair members listen to each other and share reading together silently when it is not their turn to read (Tatipang et al, 2021). All pair members can participate at the same time while the researcher was supervise and direct each member of the pair. The researcher saw that each member of the pair had enthusiasm and enthusiasm in reading and understanding the reading text because they could learn by understanding each other between their partners.

After all groups have finished reading in turns and have understood the reading text, at the end of the activity the researcher gave a post-test with the same questions, and the same time for 30 minutes and with the same number of questions as many as 30 questions , namely 25 objective questions and 5 essay questions . In this test, students are seen to quickly understand the questions from the given test. After conducting research at SMA Swadharma Werdhigung, researchers have collected the results of pre-test and post-test data that have been given to students. The data in question is presented below.

***Table 1. The scores of the students in Pre-test and Post-test***

<b>Student Name</b>	<b>Pre-test (T1)</b>	<b>Post- test (T2)</b>	<b>Gained Score</b>
Ayu Radiati Rifai	53	77	24
Gusti Ngurah Werdhiyasa	43	77	34
I Gede Sudarsana Yoga	48	81	33
I Gede Widia Dharma	39	67	28
I Kadek Eka Saputra	51	80	29
I Kadek Ersa Mahendra	43	68	25
I Kadek Kusuma Wijaya	42	60	18

I Komang Adi Wirajaya	52	79	27
I Made Dwi Andika	39	60	21
I Made Satrio F. Mahendra	54	87	33
I Nengah Werdhia Saputra	43	81	38
I Wayan B. Candrawinata	44	84	40
I Wayan Dadi Free Widana	54	75	21
Jikrial Coesation	36	78	42
Moh. Son of P. Mokodongan	45	79	34
Ni Kadek Wulantari	30	83	50
Ni Made Ayu Eklesia	45	77	32
Ni Made Ciliantika	60	79	19
Ni Made Devia Anjani	42	64	22
Ni Made Dewi Anjani	45	80	35
Ni Made Julia Rasmiati	36	80	44
Ni Made Putri Taalana	50	80	30
Ni Nyoman Purniati	50	75	25
Ni Nyoman Satya Widnyani	50	80	30
Ni Nyoma Tricahyani	48	70	22
Ni Wayan Candrika Dewi	39	79	40
Ni Wayan Juliana S. Saputri	35	64	29
Pande Wayan Widnyana	30	68	38
Ramlan D. Usulu	31	76	45
Revalina Ntoi	53	91	38
Aseng Primary Skivo	40	73	33
Yulike Soft	45	75	30
SUM	1.415	2.427	1.009
MEAN	44	76	32
Maximum Score	60	91	
Minimum Score	30	60	

Based on the experimental class value data in Table 4.1, it shows that of the 32 students in the class, the average pre-test obtained was 44 and the post-test average was 76, so the increase in student scores was 32 points. where the smallest score in the pre-test was 30 and the highest score was 60. Meanwhile, the highest score in the post-test was 91 and the lowest was 60. The score was obtained after applying the Partner Reading Strategy as a treatment in teaching narrative text reading. shows that there is a significant difference between the students' pre-test and post-test results.

Based on the score of students on the table above, can be made histogram like in figure 1. Below

**Figure 1. Histogram Result of Study**



The mean score of computation above:

$$n = 32$$

$$\times = 1.415$$

$$M = \frac{\sum X}{N}$$

$$= \frac{1.415}{32}$$

$$= 44$$

The mean score of Pre-test is 44. The mean score of computation above:

$$n = 32$$

$$\times = 2.427$$

$$M = \frac{\sum X}{N}$$

$$= \frac{2.427}{32}$$

$$= 76$$

The mean score of Post-test is 76.

**Table 2. The Mean score of Pre-Test and Post-Test**

	Pre-Test (T <sub>1</sub> )	Post-Test (T <sub>2</sub> )
Mean Score (M)	44	76

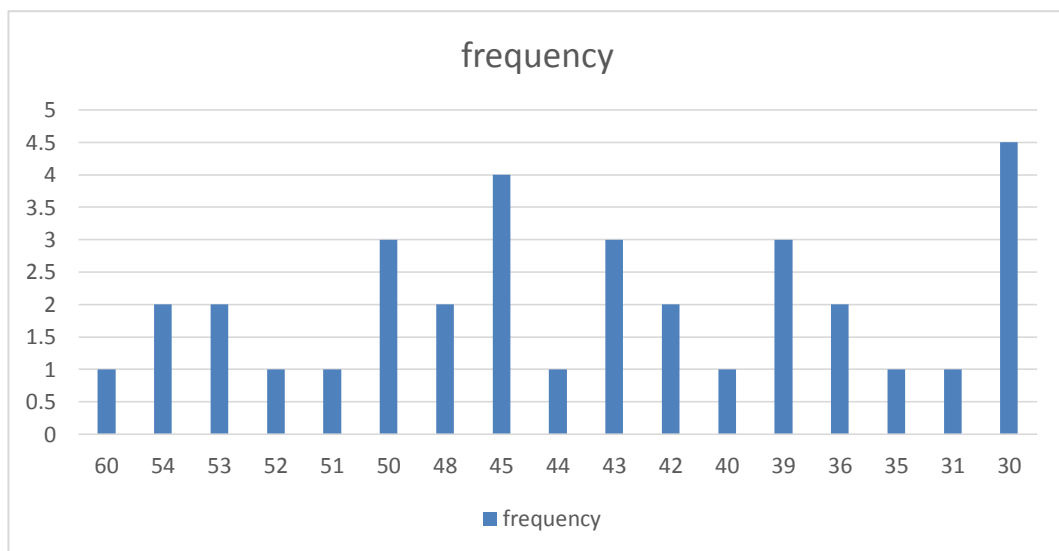
**Table 3. Frequency distribution matrix of Pre-test (T<sub>1</sub>)**

Pre-test Score	Tally	Frequency	Freq%	Cumulative proportion	Cumulative presentation
60	I	1	3.12%	32	100%
54	II	2	6.25%	31	96.88%
53	II	2	6.25%	29	90.63%
52	I	1	3.12%	27	84.38%
51	I	1	3.12%	26	81.26%
50	III	3	9.37%	25	78.14%
48	II	2	6.25%	22	68.77%
45	IV	4	12.5%	20	62.52%
44	I	1	3.12%	16	50.02%
43	III	3	9.37%	15	46.9%
42	II	2	6.25%	12	37.53%



40	<i>I</i>	1	3.12%	10	31.28%
39	<i>III</i>	3	9.37%	9	28.16%
36	<i>II</i>	2	6.25%	6	18.79%
35	<i>I</i>	1	3.12%	4	12.54%
31	<i>I</i>	1	3.12%	3	9.42%
30	<i>II</i>	2	6.25%	2	6.25%

Based on the table 3, Frequency distribution of Pre-test is presented in polygon figure 2 below:

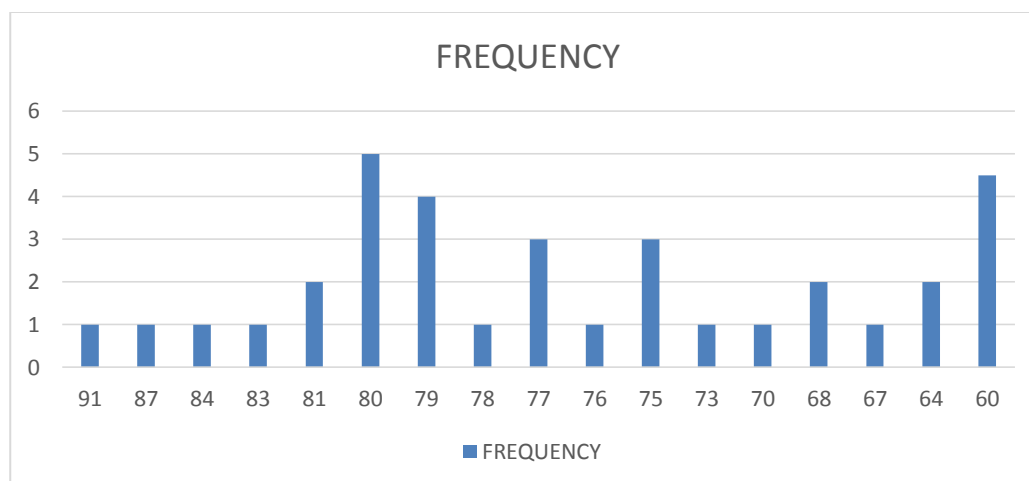


**Table 4. Frequency distribution matrix of Post-test ( $T_2$ )**

Post-test Score	Tally	Frequency	Freq%	Cumulative proportion	Cumulative presentation
	<i>I</i>	1	3.12%	32	100%
87	<i>I</i>	1	3.12%	31	96.88%
84	<i>I</i>	1	3.12%	30	93.76%
83	<i>I</i>	1	3.12%	29	90.64%
81	<i>II</i>	2	6.25%	28	87.52%

80	<i>V</i>	5	15.62%	26	81.27%
79	<i>IV</i>	4	12.5%	21	65.65%
78	<i>I</i>	1	3.12%	17	53.15%
77	<i>III</i>	3	9.37%	16	50.03%
76	<i>I</i>	1	3.12%	13	40.66%
75	<i>III</i>	3	9.37%	12	37.48%
73	<i>I</i>	1	3.12%	9	28.11%
70	<i>I</i>	1	3.12%	8	24.99%
68	<i>II</i>	2	6.25%	7	21.87%
67	<i>I</i>	1	3.12%	5	15.62%
64	<i>II</i>	2	6.25%	4	12.5%
60	<i>II</i>	2	6.25%	2	6.25%

Based on the table 4, Frequency distribution of Post-test is presented in polygon figure 3 below:



From the data analysis, the researcher explained about the research findings that it was found that the total score of students in the pre-test was 1,415 with an average score of 44. On the other hand, after being given treatment by teaching reading narrative texts using the Partner Reading Strategy. of 32 research samples, the total score on the post-test was 2,427 with an average score of 76. This score indicates that the students' performance on the post-test is better than the pre-test. The second interval

average score is  $76 - 44 = 32$ . This means that there is a difference in the pre-test and post-test scores after receiving treatment. In this study, after the pre-test and post-test, there were two treatments. In all these meetings the researcher taught about reading narrative texts using the Partner Reading Strategy technique. There was progress in student learning outcomes, from pre-test and post-test after treatment. Increased from 44 (bad) to 76 (good). This shows that the treatment taught with the Partner Reading Strategy technique has an effect on students' reading ability. It can be said that there is a significant effect in increasing the ability to read narrative texts with the Partner Reading Strategy for the tenth graders of SMA Swadharma Werdhiagung. This shows that the use of the Partner Reading Strategy method in teaching reading comprehension of narrative texts is very effective.

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