

The Effectiveness Of Partner Reading Strategy On Students Reading Comprehension

 <https://doi.org/10.31004/jele.v8i1.405>

* Khilma Aufifil Izzati 

Universitas Muhammadiyah Jember

ABSTRACT

Reading is considered a crucial skill for English as a second language learners, as it involves the integration of information from a text with prior knowledge to comprehend meaning. However, students often encounter challenges in reading comprehension, displaying varying proficiency levels and difficulties in grasping the content and significance of the material. To address this, the researcher employed a quantitative quasi-experimental design in the study. The findings revealed significant posttest results for both the experimental and control groups, with p-values below the 0.05 threshold. Notably, the experimental group exhibited a more substantial increase in mean posttest scores compared to the control group. As a result, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was supported. Specifically, the experimental group achieved a mean score of 79.06 on the posttests, while the control group attained a mean score of 68.75. These outcomes indicate that the experimental group, which received instruction through the partner reading strategy, outperformed the control group, which utilized the individual reading strategy. Consequently, there exists a significant disparity in reading skills between students instructed using the partner reading strategy and those taught with the individual reading strategy.

Keywords: Reading, Partner Reading Strategy

Article History:

Received 14th May 2023

Accepted 26th June 2023

Published 30th June 2023



INTRODUCTION

Fluent reading, which involves integrating information from a book and prior knowledge to comprehend meaning, is considered crucial for English as a second language learners. However, challenges such as limited background knowledge, lack of student motivation, vocabulary limitations, and difficulties in understanding content hinder reading comprehension. Indonesia's literacy abilities have been ranked low, with the country placed 60th out of 61 participating nations in the World Most Literate Nations survey conducted by Central Connecticut State University in 2017. The 2016 Indonesia National Assessment Program, carried out by the Ministry of Education and Culture's Education Research Center (Puspendik), reveals that the national average for students' reading ability falls into the poor category (46.83%), with a small percentage in the good category (6.06%) and the majority in the sufficient category (47.11%).

Students face multiple challenges when it comes to reading. Firstly, they exhibit varying levels of difficulty in understanding the content and its significance. In the

*Corresponding Author: Khilma Aufifil Izzati, e-mail: khilmatugas@gmail.com

Authors' Contribution: a-Study design; b-Data collection; c-Statistical analysis; d-Manuscript preparation; e-Funds collection.

classroom, students often feel limited in opportunities for active engagement as the teacher leads the activities. Brown (2001, p.53) suggests that students are more likely to be engaged and participate in reading classes when they are provided with interesting activities and topics. Consequently, students find it challenging to comprehend the text. However, it has been found that providing reading materials that are relevant to students' level and interests can improve their reading comprehension skills. The more students read content suited to their abilities and interests, the better and faster their reading comprehension will develop.

In order to effectively facilitate the reading-learning process in the classroom, teachers need to employ specific strategies. This study aims to identify effective tactics for teaching reading and enhancing student engagement. According to Melanie (2008, p.42), partner reading is described as an enjoyable and effective teaching technique for improving reading skills. Creating an enjoyable educational environment is crucial for helping students comprehend the message conveyed in the text. By utilizing appropriate strategies, teaching and learning activities can be conducted effectively, enabling students to achieve the learning objectives.

One of the strategies that educators can employ in teaching English in secondary and higher education is the partner reading approach, as identified by Mardiah (2020). This approach addresses the needs of students who aim to enhance their proficiency in various aspects of the English language. It has gradually replaced conventional methods of improving students' English skills. Jamie (2005) introduced the "Partner Reading Strategy," a teaching approach that actively engages students in the classroom by encouraging collaboration with their peers, leading to improved reading comprehension. Engaging in partner reading can enhance the learning process and generate interest in reading, thus motivating students to learn English. Additionally, students using this strategy benefit from error correction and support from their reading partner during practice sessions.

Enhancing reading comprehension is crucial for effective learning. To achieve this, it is essential for teachers to employ various strategies and techniques. Here are some methods for improving students' reading text comprehension: 1. Determine the purpose of the reading. 2. Use an efficient, silent reading technique for relatively quick comprehension. 3. Scanner. 4. Semantic mapping. 5. Speculation.

Hortatory exposition texts, whether in written or spoken form, belong to the genre of argumentative texts. Their aim is to persuade the audience by presenting logical arguments and supporting evidence, in order to advocate for or against a particular action. Such texts can be commonly found in various sources like medical articles, newspapers, magazines, books, journals, and academic speeches. Due to their prevalence, hortatory exposition texts hold great relevance in academic settings, particularly in secondary education and even at the university level.

Partner reading is a collaborative learning approach where students collaborate to read a text provided by the teacher. The goal is to enhance the time spent by children reading aloud in class and provide support to readers who may have difficulty understanding the content. The process is initiated once students have developed some familiarity with the material through the steps described earlier in this chapter and other chapters.

Partner reading has been widely recognized as an effective element of a comprehensive intervention strategy implemented in schools to address behavioral issues and prevent their occurrence. This approach fosters collaboration among students, empowering them to support one another through peer-assisted learning. During partner

reading sessions, students engage in active discussions about the text they are reading with their assigned partners. This collaborative effort not only enhances their reading confidence and awareness but also promotes positive social interaction and cultivates a genuine enthusiasm for reading. Moreover, partner reading contributes to the development of fluency, reading speed, and word recognition skills, while allowing students to assess their own comprehension. It also facilitates a gradual transition of responsibility, where students progress from heavy reliance on the teacher to reading independently without direct guidance. As referenced in Melanie's book, Meisinger et al. have highlighted the importance of pairing children in partner reading to facilitate oral evaluation of related texts. In this approach, more proficient readers are paired with less experienced ones. The less skilled reader initiates by reading a passage aloud, followed by their partner. They take turns reading until they have completed the text. Against this backdrop, the objective of this study is to examine whether a significant disparity exists in reading comprehension between students instructed using the partner reading method and those engaged in individual reading at SMAN 2 Situbondo.

METHOD

This study utilized a quantitative methodology with a quasi-experimental design. Quantitative research methods, as described by Sugiyono (2013, p.148), involve examining the relationship between variables to test theories. In this research, variables were measured using numerical data and analyzed using statistical procedures. The experimental design was chosen to investigate the effects of implementing the partner reading strategy on students' reading comprehension.

This study incorporated two classes in its research design: the experimental class, where the partner reading strategy was implemented, and the control class, where the individual reading strategy was employed. The researcher utilized a quasi-experimental design to conduct the study, aiming to investigate the effectiveness of the partner reading strategy in enhancing reading comprehension. These groups were assigned different techniques, but both the experimental and control classes underwent the same test.

Table 1. Group Pre-test Treatment Post-test

Group Test	Pre-test	Treatment	Post-test
Experimental test	O ₁	X	O ₂
Control test	O ₃	-	O ₄

Source: (Sugiyono, 2009)

Where:

O₁ : Pre - test of experimental class

O₂: Post - test of experimental class

X : Treatment in the experimental class

O₃ : Pre - test of control class

O₄ :Post - test of control class

Instrument of the Research

The research instrument employed in this study was a reading test consisting of hortatory exposition texts, which was administered as both a pre-test and a post-test. The purpose of the pre-test was to assess students' reading comprehension prior to receiving the

treatment. The pre-test consisted of 25 items related to hortatory exposition texts. For the experimental group, the data collection procedure was as follows:

1. Pre-test

A pre-test was conducted to evaluate the students' initial reading achievement by using the same test as the control group. Treatment: The experimental group received the partner reading strategy as the treatment for three sessions.

2. Post-test

Following the treatment, a post-test was administered to assess the students' reading comprehension. The same test used in the pre-test was used as the post-test.

As for the control group, the data collection procedure involved:

1. Pre-test

The control group also took the pre-test to determine their reading achievement. The test administered to the control group was identical to the one used for the experimental group.

2. Individual reading

In the control group, the teaching of reading comprehension relied on the individual reading strategy, without the implementation of the partner reading strategy.

3. Post-test

Similar to the experimental group, the control group also underwent a post-test, and the results were analyzed and considered as the final data for the research.

Data were collected through pre-tests and post-tests. During the first session, a pre-test was administered to assess the students' ability to distinguish between the experimental and control groups. The test consisted of reading texts, and the researcher aimed to determine the students' correct answers. The test items were in multiple-choice format, with four options: A, B, C, and D. The texts used were descriptive in nature, comprising a total of 25 passages. The post-test, on the other hand, was conducted to examine whether a significant difference existed between the experimental group, which employed the Partner Reading method, and the control group, which used the conventional method for comprehending descriptive reading material.

Table 2. Specification Of The Test

No	Indicator	Sub-indicator	Number of test item
1.	Identifying the main idea	Students select a statement or sentence that accurately represents the primary concept of the passage.	3, 6, 11, 19, 24
2.	Identifying information of the text and finding details	Students possess knowledge of the information presented in the text as well as specific details contained within it.	5, 7, 13, 16, 22
3.	Vocabulary	The students are familiar with synonyms of words.	1, 9, 12, 17, 25
4.	Identifying reference	Students understand the	4, 8, 14, 18, 21

concept of word reference.		
5.	Making inference	Students are expected to form hypotheses or make conjectures based on their own opinions and thoughts.

Source: (Pardiyono, 2007)

FINDINGS AND DISCUSSION

Finding

The initial assessment results for both groups were very similar. Consequently, a pre-test was administered to determine if there is a notable distinction in reading abilities between students instructed using the partner reading method and those taught using independent reading.

Table 3. Pre-Test Results of The Experimental Group and The Control Group

Group Statistics					
Kelas		N	Mean	Std. Deviation	Std. Error Mean
Hasil	1	32	45.78	7.308	1.292
	2	32	62.03	11.904	2.104

The table above shows that the mean score of pre-tests in experimental group is 45.78 and the mean score of pre-tests in control group is 62.03.

Table 4. Result of the T-test of the Experimental Group and Control Group in the Pre-test

Independent Samples Test									
		Levene's Test for Equality of Variances		Test for t-test for Equality of Means				95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	
Hasil	Equal variances assumed	5.192	.026	-6.581	62	.000	-16.250	2.469	-21.186 -11.314
	Equal variances not assumed			-6.581	51.459	.000	-16.250	2.469	-21.206 -11.294

Table 4 demonstrates that the significance is zero. It was discovered that is less than 0,005, implying that the null hypothesis (Ho) is rejected while the alternative hypothesis (Ha) is accepted.

The post-test findings of both groups were nearly identical. As a result, the final evaluation employs a post-test to determine whether there is significant variation in reading skills between students taught with a partner reading technique and those taught with independent reading.

Table 53. Post-test Result of The Experimental Group and The Control Group Statistics

	Kelas	N	Mean	Std. Deviation	Std. Error
Hasil	1	32	68.75	12.181	2.153
	2	32	79.06	6.891	1.218

Table 6. Result of the T-test of the Experimental Group and Control Group in the Post-test.

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Hasil	Equal variances assumed	7.600	.008	-4.168	62	.000	-10.312	2.474	-15.258	-5.367
	Equal variances not assumed			-4.168	48.996	.000	-10.312	2.474	-15.284	-5.341

The results presented in Table 6 reveal that the obtained significance value is 0.000, which is below the predetermined significance level of 0.005. As a result, the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted. This signifies that there exists a significant difference in the post-test reading skills between the control and experimental groups. Additionally, it can be concluded that the experimental group, which was exposed to the partner reading strategy in the teaching of reading comprehension, achieved a higher mean score compared to the control group. According to the data provided in Table 5, the mean score for the post-tests in the experimental group was 79.06, while it was 68.75 for the control group. In summary, the rejection of Ho and acceptance of Ha suggest that the incorporation of the partner reading technique positively enhances students' reading comprehension abilities. The purpose of conducting a hypothesis test is to determine whether the hypothesis is valid. In this study, the hypothesis being tested is "There is a significant difference in reading comprehension between senior high school students who are taught using the partner reading strategy and those who are taught using individual reading at SMAN 2 Situbondo." The T-test formula is employed to calculate the difference and significance level. The null hypothesis (Ho) states that "There is no significant difference in reading comprehension between senior high school students who are taught using the partner reading strategy and those who are taught using individual reading." On the other hand, the alternative hypothesis (Ha) asserts that "There is a significant difference in reading comprehension between senior high school students who are taught using the partner reading strategy and those who are taught using individual reading." To evaluate the null hypothesis, the mean difference between the posttest scores of the experimental and control groups is calculated. The T-test formula is then applied to determine if the difference is statistically significant. If the (t) sig.(2-tailed) value is greater than 0.05, the null hypothesis is accepted, indicating that there is no significant difference in means between the experimental and control groups. Conversely, if the (t) sig.(2-tailed) value is less than 0.05,

the null hypothesis is rejected, indicating a significant difference between the experimental and control groups. The results of the T-test for the posttest scores are presented in Table 4.

Discussion

The research conducted at SMAN 2 Situbondo in classes XI IPA 5 and XI IPA 6 demonstrated a significant discrepancy in reading skills between students instructed with the partner reading strategy and those taught with the individual reading strategy. Prior to the treatment, both groups exhibited similar levels of reading comprehension. These findings are based on the mean scores of the posttests administered to the experimental and control groups. Specifically, the experimental group (XI IPA 6) attained an average score of 62.03. The independent t-test yielded a significant difference of 0.000, which is below the significance level of 0.05. Consequently, the null hypothesis was rejected, indicating a substantial average difference between the experimental and control groups.

The obtained significance level of 0.000, which is below the threshold of 0.05, leads to the rejection of the null hypothesis (H_0) and the acceptance of the alternative hypothesis (H_a). This allows us to conclude that there is a significant difference in the reading skills of the experimental and control groups, as indicated by the posttest results. Furthermore, the experimental group, which was taught using the interactive approach technique, achieved a higher mean score compared to the control group. Specifically, the experimental group had a mean score of 62.03, while the control group had a mean score of 45.78. These findings suggest that implementing the companion reading approach in the teaching of hortatory explanation text contributed to an improvement in students' reading comprehension. Therefore, incorporating the partner reading method can be considered as an effective alternative for addressing students' difficulties and enhancing their reading comprehension abilities.

The utilization of the partner reading approach makes reading the text more manageable for students. They demonstrate attentiveness to their prior knowledge, identify keywords in the questions to guide their search for clues within the text, establish connections between their existing knowledge and the text, and comprehend the meanings of unfamiliar words through contextual hints. Consequently, they are able to effectively address the information presented in the text. As a result, students in the experimental group outperformed their counterparts in the control group on the test items.

Upon reviewing the background of the research, it became apparent that numerous students encounter difficulties when reading texts. Students experience a lack of confidence in their English reading abilities, often feeling hesitant or embarrassed about making mistakes, struggling with memorizing complex vocabulary, encountering pronunciation challenges, and facing difficulties in comprehension. These issues contribute to the need for additional time to respond to questions. Therefore, this research holds significance in addressing the aforementioned background concerns. Several scholars argue that implementing the partner reading technique in teaching reading comprehension yields similar outcomes, as evidenced by Luh Putu Triani Puspawati's (2022) study. The data collected from the students' pre-test resulted in a score of 44, while the post-test yielded a score of 76. The difference between the pre-test and post-test scores for the students amounted to 32. Based on the study's findings, the mean score of the post-test exceeded that of the pre-test, indicating the highly effective nature of the Partner Reading Method in enhancing students' reading comprehension.

Previous studies have indicated the advantages of employing the buddy reading strategy for teaching reading comprehension. Based on the outcomes of the experimental investigation, the researcher concluded that implementing the partner reading technique can be advantageous in enhancing students' reading skills and comprehension.

CONCLUSIONS

Based on the results of the study, the posttest scores in both the experimental and control groups were found to be statistically significant with a p-value below 0.05. The experimental group demonstrated a greater improvement in their average posttest scores compared to the control group. As a result, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. The mean score for the posttests in the experimental group was 79.06, while the mean score in the control group was 68.75. These findings suggest that the experimental group outperformed the control group in terms of comprehension abilities. Therefore, it can be concluded that there is a significant difference between students who were taught using interactive methods and those who were taught using student worksheets, indicating the effectiveness of interactive teaching approaches in enhancing reading comprehension.

ACKNOWLEDGEMENTS

My thanks go to Allah SWT, the almighty God, who has benefited me so much that I am able to conclude my notebook. On this occasion, I'd want to convey my heartfelt gratitude to the following kinds of people:

1. Dr. H. Mochammad Hatip, M.Pd as the first advisor who has taken the time, motivation and attention order to provide guidance and direction for the completion of the preparation of this thesis.
2. Indri Astutik S.Pd, as the second advisor who always support, patiently guided me, and give me a great advice in writing my thesis.
3. Didik Nursamsi S.H, M.Si and Jamilah my beloved parents who always support and give me motivation to finish my thesis.
4. The Headmaster, teachers, staff and the XI IPA 5, XI IPA6 students of SMAN 2 Situbndo, for helping and giving permission to conduct this research.

Finally, I hope that this thesis will benefit both the writer and the readers.

REFERENCES

- Chu, C. S.-S. (2017). Translanguaging in Reading Comprehension Assessment: Implications on Assesing literal, Inferential, and Evaluative Comprehension among ESL Elementary Students in Taiwan. *NYS TESOL Journal*, 20-34.
- Dwigustini, R. .. (2020). Think Pair Share Technique to Promote Students' Reading Comprehension. *Jurnal Ilmu Pendidikan (JIP) STKIP Kusuma Negara*, 12(1), 25-34. doi:<https://doi.org/10.37640/jip.v12i1.270>
- Haerazi, H. &. (2020). The effectiveness of ECOLA technique to improve reading comprehension in relation to motivation and self-efficacy. *International Journal of Emerging Technologies in Learning (IJET)*, 61-76.
- Hastomo, H. Z. (2022). Partner Reading Strategy: An Effective Strtegy for Omproving Student's Reading Comprehension. *Premise: Journal of English Education and Applied Linguistics*, 175-189.
- Johnson, D. W. (2013). Cooperative Learning: Improving University Instruction By Basing Practice On Validated Theory. *Journal on Excellence in University Teaching*, 85-118.
- Maulida, F. (2017). The Use of Think-Pair-Share in Teaching Reading Comprehension. *ELT Forum: Journal of English Language Teaching*, 49-58.

- Pranowo. (2018). Developing students' reading culture for academic reading level through metacognitive strategies. *Lingua Cultura*, 67-75. doi:<https://doi.org/10.21512/lc.v12i1.2997>
- Rita, R. M. (2021). The Application of Partner Reading Strategy in Improving Reading Comprehension. *e-Journal of ELTS (English Language Teaching Society)*, 17-28. doi:<https://doi.org/10.22487/elts.v9i3.1877>
- Sri Rejeki, R. .. (2020). The Implementation of Partner Reading Strategy in Improving Students' Reading Comprehension. *English Language Teaching Methodology*, 53-61. doi:<https://doi.org/10.22219/jpbi.vxiy.xxyy>
- Sumekto, D. R. (2018). Investigating the influence of think-pair-share approach toward students' reading achievement. *Lingua Cultura*, 195-202.
- Yanti Kristina Sinaga, H. &. (2020). The Effect of Partner Reading Strategy on Reading Comprehension. *Journal of English Education and Teaching (JEET)*, 206-218. doi:<https://doi.org/10.33369/jeet.4.2.206-218>