The Effect of Partner Reading Strategy to the Students' Ability in Reading Comprehension at Grade Eight in SMP Negeri 9 Pematangsiantar

Irene Stefani Mutiara Purba[1*], Bertaria Sohnata Hutauruk[2], Rudiarman Purba[3]

[1,2,3] University of HKBP Nommensen Pematangsiantar, Indonesia

e-mail: [1] irenestefani44@gmail.com, [2] bertaria.hutauruk@uhnp.ac.id, [3] rudiarmanpurba010587@gmail.com

Abstrak

Tujuan dari penelitian ini untuk mengetahui dampak dari strategi membaca mitra untuk kemampuan membaca siswa dalam memahami bacaan pada teks recount. Strategi membaca mitra dapat membantu meningkatkan pemahaman membaca siswa Kelas VIII di SMP Negeri 9 Pematangsiantar karena siswa mempunyai motivasi membaca yang rendah. Penelitian ini menggunakan pendekatan kuantitatif. Subyek penelitian ini Kelas VIII-8 yang merupakan kelas eksperimen berjumlah 28 orang dan Kelas VIII-7 yang merupakan kelas kontrol berjumlah 28 orang. Penelitian ini mengumpulkan data dengan tes objektif 20 soal untuk pre-test dan post-test. Peneliti menggunakan SPSS versi 24 dan melakukan analisis deskriptif, uji normalitas, uji Wilcoxon, uji homogenitas, dan uji Mann Whitney. Hasilnya rata-rata nilai post-test kelas eksperimen sebesar 76,07, dan rata-rata nilai post-test kelas kontrol sebesar 57,32. Nilai assymp ditemukan dari hasil analisis data menggunakan uji Mann-Whitney. Sig (2-tailed) uji Mann-Whitney adalah 0,000 < 0,05. Berdasarkan hasil penelitian, peneliti mendapatkan hasil hipotesis alternatif (Ha) diterima dan hipotesis nol (H0) ditolak.

Kata kunci: *Strategi Membaca Mitra, Pemahaman Membaca, Teks Recount*

Abstract

The aim of this study was to know the impact of partner reading strategies on students' reading comprehension skills in recount text. Partner reading strategies can help eighth-grade students in SMP Negeri 9 Pematangsiantar improve their reading comprehension skills because students have low reading motivation. This study adopted a quantitative method with a quasi-experimental design. The subjects of this study are VIII-8, an experimental class with 28 students, and VIII-7, a control class with 28 students. The data collection instrument used an objective test (multiple choice) with 20 questions in pre-test and post-test. In terms of data analysis, the researchers used SPSS version 24 to conducted descriptive analysis, normality test, Wilcoxon test, homogeneity test and

Mann-Whitney test. The result is that the average post-test score of the experimental class was 76.07, and the average post-test score of the control class was 57.32. Data analysis results used Mann-Whitney test indicate Assymp values. Sig (2-tailed) in Mann-Whitney test is 0.000 < 0.05. Based on the results of this study, the researchers concluded that the alternative hypothesis (Ha) was accepted and the null hypothesis (H0) was rejected.

Keywords : *Partner Reading Strategy, Reading Comprehension, Recount Text*

INTRODUCTION

English is an invaluable subject, serving as a gateway to a vast realm of knowledge. According to Patel and Jain (2008), English holds the position of being the universal language. Furthermore, Nisa, et al (2018) emphasizes the significance of teaching students the four fundamental skills of listening, speaking, reading, and writing when acquiring English proficiency. Among these indispensable abilities, the art of reading stands as an essential, imperative facet that must be cultivated.

Reading is a very important thing when learning English. Students can utilize reading as a flexible skill because when they read a text, they gain more information and improve their knowledge. Reading helps students easily master explanatory language. According to the 2013 Curriculum (K13), one English ability that needs to be learned and mastered at every school level is reading.

The art of reading comprehension involves engaging with a written piece to unravel its essence, significance, and substance. As Woolley & Wooley (2011) states, it is the act of extracting profound understanding from textual material. According to Westwood & Westwood (2008), there are a number of reasons why people struggle with reading comprehension, including limited vocabulary, poor language skills, unfamiliarity with material, inappropriate use of reading strategies, poor readability, verbal reasoning issues, information processing issues, and memory issues. Following this reading. There are many students who struggle to understand English texts since it is not a simple process to understand English reading texts (Westwood & Westwood, 2008).

According to Jamie (2005), a reading teaching technique known as the "partner reading strategy" might help students become more engaged in class by working together with other students to comprehend reading more rapidly. The partner reading technique is crucial for grabbing students' interest and motivating them to read the material, as well as for professors who want to make it simpler for students to understand the material.

Particularly when reading recount texts, students ought to be able to understand the content. English texts that recount an event, story, or set of events from someone's experience are known as recount texts. Recount texts are a type of written text that recounts previous experiences or events, according to Kusuma (2015).

Based on the researchers' experience at SMP Negeri 9 Pematangsiantar, when the researchers completed the internship in the Teaching Practice Program (PPL) for eighth-grade students, the researchers discovered that there were some problems in the

classroom. The problem is that students have difficulty understanding the text, especially in recount text. Students think that English lessons are unimportant and uninterested, due to a lack interest and motivation in learning. In addition, students' English vocabulary is also very minimal, and students' reading comprehension scores are still low.

Table 1. Students' scores in English subject

No.	Initial Names of Students	Score	Percentage
1.	CIG	80	
2.	MA	75	
3.	TD	75	
4.	TOS	74	
5.	NM	72	
6.	SMS	72	
7.	D	72	46,42 %
8.	RA	70	
9.	ASM	70	
10.	AF	68	
11.	DFH	68	
12.	LFP	65	
13.	MLHK	65	
14.	ARK	64	
15.	AOL	62	
16.	ANA	60	
17.	CP	60	
18.	FA	60	
19.	HJS	58	
20.	JS	58	
21.	KAP	58	53,57 %
22.	LAA	58	
23.	MMS	55	
24.	NH	55	
25.	RAS	52	
26.	SKP	52	
27.	VCQ	50	
28.	SPJ	50	
		1778	Average: 63,05

The researchers are interested in using partner reading strategy to enhance students' scores because this strategy is recommended to students' ability in reading comprehension in recount text. Students can improve their comprehension of the book and their reading abilities by reading it aloud to a partner. Students therefore receive higher scores than they did before.

A previous study on a similar topic has already been conducted. The study titled "The Influence of Utilizing the Partner Reading Strategy on Students' Comprehension of Descriptive Text" was carried out by Indha (2022). This thesis utilized a quantitative methodology to gather data. The researcher employed quasi-experimental approach, consisting of pre- and post-test, to examine the effects. According to the findings of this thesis, the use of partner reading strategies has a significant impact on students' comprehension of descriptive text. The researchers implemented a collaborative reading technique with the aim of enhancing students' reading comprehension.

Considering the aforementioned background and the issues at hand, it becomes evident that the utilization of the partner reading strategy yields a favorable outcome. What sets this study apart from previous study is its focus on grade eight students at SMP Negeri 9 Pematangsiantar, the meticulous selection of the population and sample, and the implementation of recount text as the chosen methodology.

The researchers are interested in selecting a topic entitled *"The Effect of Partner Reading Strategy to The Students' Ability in Reading Comprehension at Grade Eight in SMP Negeri 9 Pematangsiantar".*

METHOD
Research Design
This study used a quasi-experimental design with the quantitative method. Additionally, in order to gather data, the researchers gave a pre-test and a post-test to each group to determine each student's performance on a reading comprehension test for grade eight at SMP Negeri 9 Pematangsiantar.

Table 2. Research Design

Group	Pre-Test	Treatment	Post-Test
Experimental	T1	Y	T2
Control	T1	X	T2

Experimental Group	: Using partner reading strategy
Control Group	: Using lecture teaching method strategy
T1	: Pre-test
T2	: Post-test
Y	: Experimental treatment using partner reading strategy
X	: Control treatment using lecture teaching method strategy

Population and Sample
The eight grade students at SMP Negeri 9 Pematangsiantar in the academic year 2023–2024—a total of nine classes—constituted the population of this study. There are 265 students enrolled in grade VIII overall.

Table 3. Population of the Research

Class	Students
8-1	30
8-2	30
8-3	30
8-4	30
8-5	30
8-6	30
8-7	28
8-8	28
8-9	29
Total	265

The classes VIII-7 and VIII-8 were selected by the researchers to serve as the study's sample. The samples consist of 56 students: 28 in class VIII-8, which is the experimental class utilizing the partner reading technique, and 28 in class VIII-7, which is the control class using the traditional strategy. Because there are similarities between the students in the two classes, purposive sampling was utilized in this study to obtain the sample.

Table 4. Sample of the Research

Group	Class	Students
Experimental	VIII-8	28
Conventional	VIII-7	28
Total		56

Instrument of the Research

For both the pre- and post-tests, the researchers employ multiple choice questions. Using the student's reading comprehension test as an example, the researchers conducted a 40-item multiple-choice test with 20 pre- and 20 post-test questions. The objective is to gather data regarding the student's understand text reading comprehension skills.

Technique of Data Collection

Data is gathered before, during, and after the examination process, all of which serve to elucidate the outcomes. The examination is comprised of a series of multiple-choice inquiries, while pre- and post-test findings are utilized to evaluate the students' aptitude in reading comprehension. This indicates that one of the guidelines that will be helpful to determine how well the students have understood the subject is a test.

Findings and Discussions

Within this comprehensive study, the erudite researchers seamlessly demonstrated the profound impact of utilizing recount texts on the discerning minds of both the experimental class (VIII-8) and the control class (VIII-7), comprising a collective total of 56 intellectually inclined students. Impeccably designed pre-test and post-test inquiries were administered, consisting of a total of 20 meticulously crafted multiple-choice questions.

Table 5. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest Experimental	28	10	60	41,25	13,514
Posttest Experimental	28	65	90	76,07	6,434
Pretest Control	28	10	60	39,82	12,582
Posttest Control	28	40	65	57,32	7,635
Valid N (listwise)	28				

According to the data, the Pretest Experimental scores ranged from 10 to 60, with an average of 41.25 and a standard deviation of 13.514. The lowest possible score for the pretest control was ten, while the highest was sixty, with an average score of 39.82. Remarkably, both the Experimental and Control classes had the same scores in the pretest. However, it is worth noting that the Experimental class had a slightly higher standard deviation of 13.514 compared to the Control class's standard deviation of 12.582. Based on the available data, the Pretest Experimental class demonstrates a wider range of scores compared to the Pretest Control class. Additionally, the average score in the Pretest Experimental class surpasses that of the Pretest class as a whole.

The Posttest Experimental yielded impressive scores ranging from 65 to 90, with a mean score of 76.07 and a standard deviation of 6.434. In contrast, the Posttest Control showcased scores ranging from 40 to 65, with a mean score of 57.32. Notably, the Experimental class outperformed the Control class on the posttest, as evident from the lower standard deviation of 6.434 compared to the Control class's 7.653. According to the statistics, the Posttest Experimental class result has the lowest standard deviation point, as opposed to the Posttest Control class point, but the total of average the score in Posttest Experimental has the highest point rather than the total of average the score in class.

Research Findings

Following the data analysis procedure, a number of conclusions that could address the problem were obtained:

Upon careful analysis of the data, it becomes evident that partner reading had a significant impact on the students' comprehension of recall texts when reading aloud. The experimental class displayed remarkable improvement, with the pre-test average of 41.25 soaring to an impressive post-test average of 76.07. It is noteworthy that not a single student experienced a decline in their grades or a decrease in their statistical score. The cumulative rank of 406.00 and Asymp, along with a mean rank of 14.50, highlight the undeniable progress observed in both classes. The Wilcoxon test's sig (2 tailed) value of 0.000 further reinforces the superiority of the experimental class, as their post-test mean score surpasses that of the control class. Specifically, the experimental class achieved a mean score of 29.30 on the learning outcomes (post-test), resulting in a remarkable total score of 820.50.

The data analysis reveals that the students' capacity to read comprehension on recount texts is affected in multiple ways by the samples that employ the lecture teaching method strategy. The pre-test average for the control class is 39,82, while the post-test average is 57,32. With a sum of rank 406,00 and Asymp, and a mean of rank 14,50, both experience classes saw a gain in value. In the Wilcoxon test, Sig (2 tailed) is 0.000. With a sum of rank of 416,00, the mean rank on learning outcomes (post-test) for the control class is 14,86.

Based on the information presented, it is evident that the utilization of the partner reading strategy yields a more pronounced enhancement in students' reading comprehension skills, particularly in the context of recount texts, in comparison to the lecture teaching method. Notably, the experimental class, which implements the partner reading strategy, exhibits a significantly more substantial influence on students' abilities than the class employing the lecture teaching method.

RESULT AND DISCUSSIONS

As a result of this study, which was motivated by the problem, the researchers were able to find a solution. In particular, they were able to determine whether or not partner reading strategies had a significant impact on students' comprehension of recount texts and how using or not using partner reading strategies affected students' reading comprehension at SMP Negeri 9 Pematang Siantar.

The findings of this study demonstrate the significant benefits that students receive when instructed in partner reading approach. Through the utilization of rigorous quantitative techniques, a quasi-experimental study design, and thorough data analysis, researchers have been able to arrive at this compelling conclusion. The data revealed that mean pre-test score was 41.25, while mean post-test score, after implementing the partner reading, increased to 76.07. Additionally, both experimental and control classes experienced notable improvements, as indicated by the sum of rank and mean of rank values. Furthermore, statistical analysis, specifically Wilcoxon test, yielded a significant result with a p-value of 0.000, further supporting the superiority of the experimental

class's post-test mean score. In the experimental class, the mean score on the learning outcomes (post-test) was 29.30, with total score of 820.50. Conversely, the control class exhibited an average pre-test score of 39.82, which increased to 57.32 in the post-test. Again, both classes demonstrated gains in value, as evidenced by the sum of rank and mean of rank values. The Wilcoxon test, with p-value of 0.000, confirmed the substantial improvement in the control class as well. These results were further corroborated by the final Mann Whitney statistical test, which provides a robust measure of the correlation between the partner reading strategy and students' ability to comprehend recount texts. In this case, the Asymp.Sig (2-tailed) output played a crucial role in determining the acceptance or rejection of the alternative hypothesis. In instances where the Asymp.Sig (2-tailed) result is greater than 0.05, the alternative hypothesis is rejected. Conversely, when the Asymp.Sig (2-tailed) result is less than 0.05, as in this study (0.000 < 0.05), the alternative hypothesis is accepted, and the null hypothesis is rejected, signifying a significant relationship between partner reading strategy and students' reading abilities.

CONCLUSIONS

The evidence presented by the study indicates that the implementation of the partner reading technique could yield advantageous outcomes, fostering a heightened level of student engagement and involvement in the educational journey. This approach, specifically tailored to enhance text comprehension, is poised to empower individuals, encouraging their active participation in the teaching and learning dynamics.

Based on the meticulous analysis of data, the results unequivocally revealed that, in the context of eighth-grade students' reading comprehension abilities at SMP Negeri 9 Pematangsiantar, the implementation of partner reading strategies exerts a profound influence compared to conventional lecture-style teaching approach.

The findings from this study strongly indicated that incorporating a companion reading technique can greatly enhance students' proficiency in reading recount texts. This is evident through the remarkable difference in scores between the experimental and control groups, as well as the statistical significance of the Mann Whitney test results. By accepting the alternative hypothesis and rejecting the null hypothesis, it is clear that the implementation of partner reading holds immense potential in improving eighth-grade students' comprehension skills when reading recount texts at SMP Negeri 9 Pematang Siantar. These results align with previous studies, further emphasizing the effectiveness of this approach.

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