

The Effect of Partner Reading Strategy on Students' Reading Comprehension at SMA N Tuah Kemuning

THESIS



By:

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ENGLISH EDUCATION DEPARTMENT

EDUCATION FACULTY AND TEACHER TRAINING

THE STATE ISLAMIC UNIVERSITY

SULTHAN THAHA SAIFUDDIN

JAMBI 2020

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THESIS

Submitted as A Partial Requirements For The Degree Of Under graduate in English Education

Department Islamic Education and Teacher Training Faculty



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OFFICIAL NOTE

Assalamu'alaikum wr. wb.

After reading and making some necessary corrections, we agree that thesis entitled "The Effect of Partner Reading Strategy on Students Reading Comprehension At SMA N Tuah Kemuning" by Dilla Apriani Zulmaidah TE.151558, English Education Program is approved for thesis defense as partial fulfillment of the requirements to obtain undergraduate degree (S.1) at English Education Program Faculty of Education and Teacher Training The State Islamic University Sulthan Thaha Saifuddin Jambi.

So, we submit it in order to be received well. We appreciate your attention. May this thesis be of great benefits to the field of English Education.

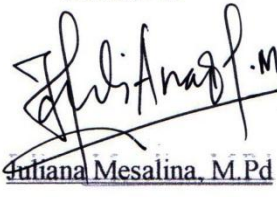
Wassalamu'alaikum wr. wb.

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ORIGINALITY THESIS STATEMENT

I who signed below stated that the thesis that I arrange as a requirement to get under graduate degree which is entitled **“The Effect of Partner Reading Strategy on Students Reading Comprehension At SMA N Tuah Kemuning”** is originally and truly my own work.

As certain parts of the thesis which I quoted from the work of other people, I have written the source clearly in accordance with the norms, rules and ethics of scientific writing.

If later found that some parts of the thesis are not my own work or indicated any element of plagiarism, I am willing to accept the consequences in accordance with rules and regulation prevail. Therefore, in writing this statement I am in good health and mind.

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DEDICATION

In the name of Allah SWT the most gracious and the most merciful, who has given the researcher mercy and blessing, health and ability to finish thesis. Sholawat to the Prophet Muhammad SAW his coming really change the world.

Special Thanks to:

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All of my lecturer who teach me since I don't know anything till I graduated.

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And to my close friends, FretyAnzalina, Ruziaty, UntariOktiani, AzzuraSelviaYenny, Depita Putri, Ahmed Al Afif, AndriAfiansyah, SiskaArmelia, MemyNovitasari, and the last special thanks for you all who always guidance, always besides me when happiness, sadness and all condition.

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May Allah SubhanahuWaTa'ala bless us.

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
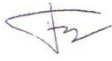

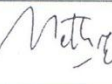

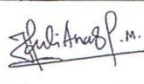
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THESIS APPROVAL/ FINAL TASK

The Thesis entitled "The Effect of Partner Reading Strategy on Students' Reading Comprehension at SMAN Tuah Kemuning" has been thesis defense by Education and Teacher Training Faculty (FTK) UIN STS Jambi on :

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Date : July 06th 2020
Time : 10.00-11.00
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Title : "The Effect of Partner Reading Strategy on Students' Reading Comprehension at SMAN Tuah Kemuning"

Has been improved as the result of thesis defense above and has been accepted as part of the thesis endorsement requirements.

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5. First Advisor Drs. Marzuki Arsyad Ash, MA. Second Advisor Juliana Mesalina, M.Pd
6. All lecturer of the English Department for teaching precious knowledge, sharing philosophy of live and giving wonderful experience.

It is expected that this thesis will give contribution to the Students of English Education Program especially in learning process. Then, the researcher realized that this thesis is still far from being perfect.

For that reason, the researcher hope constructive critics and suggestion from readers for the perfection of this thesis. May Allah SWT always gives guidance and blessing to us. *Amin YaRabbalAlamin.*

Jambi, Maret 2020

Researcher,



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ABSTRACT

The objective of this research is to find out whether there is an effects or not of using Partner Reading Strategy for students' reading comprehension at tenth grade's students in SMAN Tuah Kemuning. In conducting the research, the researcher is going to use the experimental research. The research is designed by using pre and post-test design. This research design is chosen referring to its superiority in controlling for extraneous factors that may influence the outcome though random assignment procedure. After analyzing the data, the writer found there is significant effect of using Partner reading Strategy and conventional strategy on students' reading descriptive text at tenth grade students of SMAN Tuah Kemuning. It can be seen from the result of T-test calculating is 4.47. It is bigger than standard on the critic table of T-test that is 2.68 in 1% or 2.01 in 5%, it can be read 2.012.68. Regarding the result above, H_a is accepted and H_o is rejected.

Key Word : Partner Reading Strategy , students' reading comprehension



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ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada efek atau tidak menggunakan Strategi Membaca Berpasangan untuk pemahaman membaca siswa di siswa kelas sepuluh di SMAN Tuah Kemuning. Dalam melakukan penelitian, peneliti akan menggunakan penelitian eksperimental. Penelitian ini dirancang dengan menggunakan desain pre dan post-test. Desain penelitian ini dipilih mengacu pada keunggulannya dalam mengendalikan faktor-faktor asing yang dapat mempengaruhi hasil melalui prosedur penugasan acak. Setelah menganalisis data, penulis menemukan ada pengaruh yang signifikan dari menggunakan Strategi membaca Berpasangan dan strategi konvensional pada siswa membaca teks deskriptif pada siswa kelas sepuluh SMAN Tuah Kemuning. Hal ini dapat dilihat dari hasil perhitungan T-test yaitu 4,47. Ini lebih besar dari standar pada tabel kritik T-test yaitu 2,68 dalam 1% atau 2,01 dalam 5%, dapat dibaca 2,012,68. Mengenai hasil di atas, H_a diterima dan H_o ditolak.

Kata Kunci: Strategi Membaca berpasangan, pemahaman membaca siswa



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CHAPTER I

INTRODUCTION

A. Background of the Problem

English is one of the most important foreign languages in Indonesia. It is used by people to communicate with others from various countries for various purposes. Furthermore, English is used as an international language that relates some countries in the world. Therefore, Indonesian government has decided that English is one of the core programs in formal education, like senior high school, junior high school and even elementary school.

In learning English, there are four kinds of skills: listening, speaking, reading and writing. Carrillo in Dirham (2011: 2) states that reading is a combination of mechanics, understanding, retention, and use. In this broadest of three views, the reader should be able not only to perform the mechanics and comprehend the meaning of the words, but to critically evaluate the ideas expressed and apply them to his or her situation. Reading is something that must be done by all students who are studying language. Reading is considered as one of important skill, which has to be learn because it can influent the other language skills.

Based on the observation of the researcher in SMAN Tuah Kemuning , most of the students in the tenth grade didn't want to be active in reading English text when they were studying English in the class. Another reason, Their English's mark was low. They were afraid of making mistake. It proved that their skill in reading subject is low. It was shown when the teacher showed their mark in reading. Based on teacher's documentation, from 364 students of tenth grade only 119 students or 32,69% got score up to 70. Most of them or 67,29 % got score under 70. Meanwhile, the standard score is 70. Besidest, the teacher always used discussion method in teaching reading at SMAN Tuah Kemuning at tenth grade. It can be concluded that this method is not suitable to students.

Based on the fact above, the researcher tried to find some strategies to overcome that problem. After several times getting some library observation, the researcher found a strategy called partner reading strategy that the researcher thinks suitable to solve this problem. According to Kuhn and Schwanenflugel, Partner reading is another fun and effective pedagogical strategy for promoting the development of reading fluency (Kuhn and Schwanenflugel, 2008:42).Partner reading strategy can help the students in reading comprehension.

The benefit of this strategy is: (1) it allows students to take turns reading and provide each other with feedback as a way to monitor comprehension, (2) It provides a model of

fluent reading and helps students learn decoding skills by offering positive feedback and (3) It provides direct opportunities for a teacher to circulate in the class, observe students, and offer individual remediation.

From the explanation above, the researcher is interested to conduct a research to find out whether there is an effect or not of using a strategy called partner reading strategy toward students' reading at SMAN Tuah Kemuning at tenth grade with the title: **“THE EFFECT OF PARTNER READING STRATEGY ON STUDENTS' READING COMPREHENSION AT SMAN TUAH KEMUNING ”**

B. Limitation of the research

The problem of this research is limited on the discussion of the reading which is related to some texts. The students in this research are the students of SMAN Tuah Kemuning at tenth grade.

C. Formulation of the Research

Based on the background stated above, the problems in this research can be formulated as:

Is there an effect of using Partner Reading Strategy to students' reading comprehension at tenth grade's students in SMAN Tuah Kemuning ?

D. Purpose of the Research

The objective of this research is to find out whether there is an effects or not of using Partner Reading Strategy for students' reading comprehension at tenth grade's students in SMAN Tuah Kemuning .

E. Significance of the Research

This study is expected to give some contribution such as:

1. The researcher could enlarge his knowledge and get experience in doing the research.
2. It may be useful for the teachers and students of English in teaching and learning English especially in reading using Partner Reading Strategy .
3. It is also expected that this study can help the students to improve reading skill in determining main idea, determining details, recognizing the meaning and reading



information.

4. It makes the students learning active and gives some contributions to the school, especially in the development teaching and learning skill by using Partner Reading Strategy .
5. It is also hoped this thesis may be useful for other students of English education study program who intend to write the thesis with a similar topic.

F. Hypotheses

In relation to the objective of the study, the researcher formulated two hypotheses in forms of the null hypotheses (H_0) and the alternative hypotheses (H_1).

There are two hypotheses to be tested in this study. They are null hypothesis (H_0) and research hypothesis (H_1).

H_0 = There is no effect of using Partner Reading Strategy for students' reading comprehension .

H_1 = There is an effect of using Partner Reading Strategy for students' reading comprehension .



CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Concept of Reading

According to Heilmann, et al in Nafrial (2000:7) reading is interacting with language that has been coded into print. Reading requires readers to bring their own knowledge of a language to the printed page, to recognize that print of the words, sentences and paragraph, and to interpret the author's message. Reading is a process which is done by the reader to receive message from the written text.

Furthermore, Goodman in Supratiningsih (2005:6) states that reading is the process of comprehension not only from reading beyond the lines too. Anderson, et.al in Nafrial (2000:8) says that reading is not simply looking; it involves deriving meaning from the printed word.

According to Hornby (2011:698), reading means the study about how to reproduce mentally to vocally the words and how to interpret what is written. Thorndike in Supratiningsih (2005:7) states that the reading as thinking on reading as reasoning.

In addition, Korels in Sanggam siahaan (2008:150), says that reading is only incidentally visual in which more information is contributed by the readers than by the print on the page, and they understand what they read, because they are able to take stimulus beyond its graphic representation and assign it membership to an appropriate group of concept already stored in their memories

Reading principally means understanding the message that is written explicitly and implicitly stated in the text. The active readers will try do engage themselves with the materials or the text, which they try to finish. Then, he or she comprehends it. To become a proficient reader he or she should use her or his reading skill in an automatic and interconnected way.

Based on the explanation above, reading is process of readers combining information from text and should be master by every student if they want to comprehend the text entirely. Reading is always purposeful not only in the sense that readers read in different ways based on differing reading purposes, but also in the sense that any motivation to read a given text is triggered by some individual purpose or task, whether imposed internally or externally. (William grabe and fredricka L.Stoller, 2002 : 12-14)

There are three main purposes for reading: (1) Reading to search for simple information: Reading to search for simple information is a common reading ability, though some researchers see it as a relatively independent cognitive process. It is used so often in reading tasks that is probably best seen as a type of reading ability. (2) Reading to integrate information, write and critique texts: Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources. These skills inevitably require critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for the reader's goal. (3) Reading for general comprehension: The notion of general reading comprehension has been intentionally saved for last in this discussion for two reasons. First, it is the most basic purpose for reading, underlying and supporting most other purposes for reading. Second, general reading comprehension is actually more complex than commonly assumed. Reading for general comprehension, when accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skills in forming a general meaning representation of main ideas, and efficient coordination of many processes under very limited time constraints.

B. Reading Skill.

Reading is always purposeful not only in the sense that readers read in different ways based on differing reading purposes, but also in the sense that any motivation to read a given text is triggered by some individual purpose or task, whether imposed internally or externally.

1. Determining Main Idea

According to Raygor in Saputra (2010:13) the main idea is expressed in a single statement which summarized all the ideas in the paragraph, not must some of item. Determining main idea is one of the many skills that a good reader develops in the ability to recognize and understand the main idea or central thought of material she/he reads.

Furthermore, Wiener (2003 : 13) says that the main idea may appear in one of several places. Main idea can be placed in the beginning, in the middle, at the end and in more than one sentence. It is clear that a writer locates the main idea anywhere. Reader should be careful in determining main idea, before he has to pay attention to the whole parts of paragraph. And then, he (1986:90) says that main idea in a paragraph may be stated and



unstated. He adds that when the writer has not stated main idea exactly, the idea is implied.

It can be concluded that sometime paragraphs do not state exactly the main idea, and it is suggested for the reader to decide the main idea by her or himself. In order to that, the reader must collect all the details from the text and then state the main idea in his own words.

2. Determining Details

Reader should know details in order to understand the information that they are reading. According to Raygor in Saputra (2010:14) details are other sentence which quality, extend or develop main idea. McWhorter in Saputra (2010:14) explains that the ideas that proves or explains the main idea of a paragraph called details.

However, all the details in the paragraph support the main idea. Not all details are equally important. Wiener (2003:107) says that it is obvious that not all facts in a paragraph have the same importance. Details that give major information about main idea are called major detail, and details that give minor information about main idea are called minor detail.

In conclusion, it is important for the readers to have the skills in determining details in order to understand the text that they are read. Beside, the readers should be carefully in reading to see the details.

3. Recognizing Word Meaning

In order to read confidently, a reader has to know many words. He must know how to figure out the meaning for new words he is read. Some readers have problem with strange words that never has they reach before. Kirn in Saputra (2010:14) suggests that the reader does not need to look up the meaning of all new words or difficult words in dictionary, but he can guess the meaning of new words from the context. Moreover, Kustaryo in Saputra (2010 : 14) says that reader may use context clue in figuring out the meaning of new words. The clues could be in the sentence with the word, in the sentence before, or in the sentence following the word. He adds there are several kind of clues; synonym, antonyms, definitions, explanation and relationships.

Furthermore, Wiener (2003:8) explains that there are some ways to find the meaning of difficult words, for in the learn to use context, looking for parts within the word parts whose meaning might know, learning the differences between what a word means and what a word suggest or making felt, learn the difference between the words that mean almost the same thing but have different shades of meaning, earning to use the dictionary so will can find meaning easily, and keeping a list of words want to add to vocabulary.

In conclusion, to find the meaning of difficult word in reading text, the reader does not need to look up the dictionary directly, but he may use context clues, word parts clues, denotation, connotation and shade of meaning. Sometime, indirectly the reader can understand the meaning after they have combined all the clues that have explained before.

4. Reading for Information

In reading passage, the reader wants to know information from the passage. It may be in for general information and specific information. In reading general information, the reader would like to find general information from the passage, such as topic and main idea. In order to get general information the reader may use skimming strategy. According Kustaryo in Saputra (2010:15) skimming is a strategy used to look for the gist of what the author is saying without a lot of details. In addition, Brown (2010:13) states that skimming give reader advantage of being able to predict the purpose of the passage, the main topic or message.

However, in order to get specific information from the passage such as details, the reader may use scanning strategy. Kustaryo in Saputra (2010:15) states that when a students' needs to locate specific information he might not read carefully or even skimming. Instead, he might be able to scan to find information in the text. He adds that scanning may ask students to looks for names or dates, list of certain number of supporting details. Base on explanation above, it is clear that skimming and scanning strategies are very helpful for the reader to improve their reading skills in getting information from passage, since this skill is very important to increase reading skills.

C. Teaching Reading

Nuttal (2010: 68) states that there is a strong tendency in teaching English as a foreign language to teach reading with an emphasis on comprehension instead of language exercise to support the teaching of language components, such as structural patterns and vocabulary is one possible approach to improve reading comprehension. In order to help students understand the text more easily is by developing strategies of teaching for helping to develop their own strategies for making sense of the text.

Refers to Nopridewi in Harmon (2010:9) states that there are some ways in comprehending the text or the reading passages in a foreign language, they are: (1) know the topic of the text,(2) read around words you do know, (3) make use of all available

information in the paragraph to comprehend unfamiliar words, (4) take chances and predict meaning, (5) guess the meaning of unfamiliar words from the context, and (6) do not make constant translation.

In addition, when the reading passages concerning topics that interested them, inference and prediction of meaning were facilitated, if too many inferences were required however, the text seemed difficult and comprehension become an arduous task. In teaching reading, the teacher should use this way to make the students easy to understand the English reading comprehension text.

In teaching reading of presentation of reading lesson can be categorized into traditional strategy by which the students are divided into smaller groups within the class.

D. The Phases in Teaching Reading

Refers to Nopridewi in Harmon (2010:10) says that there are three phases in comprehending the reading text. Those phases are appropriate ways or effective to know the reading text meaningful. The phases are as follow:

a. Pre-Reading/Motivation Phase

This phase is the first phase that is important to be done so that students will be motivated to know the content of the reading text exactly. Pre-Reading should be selected according to the experience and interest of students and should build on the content of preceding lessons. During the Pre-Reading segment, students should be introduced to situation that generates expectations that will be useful in anticipating and predicting the content of the passage that will be read. (Nopridewi in Harmon, 2010:10)

b. While-Reading Phase

As second phase which accompany students in comprehending the content of the text reading text exactly by ordering students to answer the question based on the reading text. In this case actually the teacher may know the measurement of the students' achievement, how far they understand the text. This activity can help students to know and understand the particular contents of the text. In this phase, the teacher guide (Nopridewi in Harmon, 2010:10)

c. Post-Reading Phase

This phase is the last phase in comprehending the text. Teacher can review the students' knowledge from the reading text of the students read. This phase recall the

information of students, interest and their opinion. These strategies are very effective way to know whether students understand or not. (Nopridewi in Harmon, 2010:10)

E. The Concept of Reading Comprehension

1. Definition and Kind of Reading Comprehension

Reading is not only to get information but it needs understanding and comprehension to get some points from the text. In this case, reading and understanding are related to each other. Reading itself contains the activity to understand a better information in line with reading text. In other to understand or to get points from text, we need comprehension for it. Therefore, reading cannot be separated from comprehension. According to Sheng (2000,p.13), "Comprehension is the understanding of the meaning of the written material and covers the conscious strategies that lead to understand". Therefore, it is better for the students train themselves to read well and have high comprehension in reading.

Smith and Robinson, in Dirham (2011:10) states that reading comprehension means that understanding, evaluating and utilizing the information and ideas gained through and interaction between and author and a reader in which the written language becomes through the medium of print.

In conclusion, reading comprehension consists of two words; reading and comprehension. Reading comprehension is a complex and complicated dialogue process, which is done by the author and the reader to process the meaningful interpretation or written verbal symbols through medium of writing.

In reading comprehension, there are the level of comprehension and the factor affecting. According to Heilmann, Blain and Rupley (cited in Agustina, 2010,p.9), there were 3 levels or strands of comprehension: Literal Comprehension, Interpretive Comprehension and Critical Comprehension. The first level is Literal Comprehension. It involves surface meaning. In this level, teacher asks students to find out information and understand the ideas that are explicitly stated in the text. In addition, it also appropriate to test vocabulary. The students' abilities in this level are: (a) knowledge of word meaning, (b) recall the details directly stated or paraphrase in own words, (c) understanding of grammatical clues-subject, verb, pronoun, conjunction and so forth, (d) recall of main ideas explicitly stated and (e) knowledge of sequence of information presented in the passage.

The second level is Interpretive Comprehension. In this level, teacher asks students to understand of ideas and information not explicitly stated in the passage. The students' abilities in this

level the students are: (a) reason with information presented to understand the author's tone, purpose and attitude, (b) infer factual information, main ideas, comparisons, cause-effect relationship not explicitly in the passage and (c) summarization of story content.

The last level is Critical Reading. In this level, teacher asks the students to analyze, evaluate and personally reacting to information presented in a passage. The students' abilities in this level are: (a) personally reacting to information in a passage indicating its meaning to the readers and (b) analyzing and evaluating the quality of written information in term of some standards.

2. The Assessment of Reading Comprehension

Test is a method of measuring a person's ability, knowledge, or performance in a given domain (Brown, 2010,p.3). The assessment of reading comprehension can be done by administering a series of test. Test may be constructed primarily as device to reinforce and to motivate students or primary means of assessing the student's performance in the language.

The assessment is done to measure the students' ability and also to see whether or not students have improved their ability especially in reading comprehension. In addition, the assessment will also be able to motivate the students to learn more since it is the nature human to do something better. According to Caldwell (2008,p.16), assessment can happen at any point in a lesson. In this study, the assessment is conducted during and also in the end of the lesson. The main point is how the teacher can assess as they teach because the teacher must pay attention that the assessment cannot be separated from the teaching and learning process. The assessment of this study is conducted during and the end of teaching and learning process to know students' improvement.

In addition, March (2002, p.135) explains that assessment is a crucial component of the effective teaching in reading. It provides teacher with information about what their students know and can do. In addition, it is important tool for monitoring the ongoing reading development of students and it provides teacher and school with the information about how good their programs and teaching practice which is needed for their students.

The assessment can be done by administering a series of tests. Test may be constructed as device to reinforce and motivate the students or primarily as a means of assessing students' performance in the language. The items of the test must be chosen carefully. When students are taking a reading test, the effect can be both increasing and decreasing students' comprehension. Harrison and salinger (2002,p.23) explain the importance of question is whether by moving to assessments, means that moving closer to the on-line process of comprehension or even further away from it. Thus, questions on a test must be well-selected.

Reading comprehension is more valid tested by selection of the correct answer from the multiple choice items in the foreign language which have been based on the reading text (Brown, 2010,p.191). In this case, the students show their ability not only to be able to comprehend about the reading text but also the fine distinctions between the choices offered. In here, no other skill has to demonstrate at the same time. This type of test, however, must be prepared with great care. The choices must be constructed in such a way that contains elements from the reading text arranged so that each provides a plausible response for students who have misinterpreted the text in different way. In other words, each must provide a real choice and a cause for hesitation for the students who are not quite sure of the text. The choices anticipate an error in comprehending the text.

F. The Concept of Partner Reading Strategy

1. Definition of Partner Reading Strategy

Partner reading is another fun and effective pedagogical strategy for promoting the development of reading fluency. It is designed to increase the amount of time children spend reading aloud in the classroom while providing the support many struggling readers need to successfully negotiate text. It is a procedure that is best initiated after children have developed some familiarity with the text through procedures discussed elsewhere in this and other chapters.

According to Vaughn et al in Melanie and Paula book, the children who partner-read two to three times per week for 12 weeks showed an average 29% increase in reading rate on a standardized test of oral reading fluency, although their comprehension and reading accuracy were not affected in a positive manner (Kuhn, 2005:42). It means that provides a model of fluent reading and students spend significant amounts of time reading aloud or following along with their partner. Second, partner reading provides learners with the opportunity to read a text repeatedly, which supports the development of automatic word reading. Third, children receive correction and support from their partner during the reading, they are able to practice a text that they cannot yet read independently.

According to Boyle et al., in Melanie's book, partner reading has been used successfully as part of an intervention aimed at reducing and preventing behavioral problems in school (Kuhn, 2005:42) . So, it promotes student collaboration and empowers readers to support one another through peer-assisted learning.

During partner reading, students monitor the reading of a fellow student. Pairs work together on a variety of texts, building their reading confidence, increasing concentration, practicing interacting socially in a positive way, and improving their motivation to read. Partner reading improves fluency, reading rate, and word attack skills, and helps students monitor their own comprehension. Partner reading also fosters a gradual release of responsibility, where students move away from total dependence on the teacher to reading independently without the teacher's intervention. According to Meisinger et al., in Melanie's book, in partner reading, children are paired to provide one another with support in the oral reading of connected text. This is when students read and reread passages with classmates. Teachers can pair more proficient readers with less proficient ones. The less proficient reader reads the passage first, followed by his or her partner. The students continue taking turns until they complete the text.

From the explanation above, the writer concludes that partner reading is a good strategy for students' reading fluency, by using this strategy the students receive correction and support from their partner during reading a text, improving their motivation to read and teach the students about pairs work together on variety of text.

2. The Procedures of Partner Reading Strategy

According to Meisinger et al., in Melanie and Paula book there are several recommendations on how you can organize, implement, and manage partner reading in classrooms (Kuhn, 2005:81):

- a. Provide adequate instruction of the basic partner reading script. Begin by explaining partner reading to your students.
- b. Practice what it means to be a good partner. Go over the jobs of each partner with your class and discuss what being a good partner involves and post a summary of the following points. Good partners listen to each other and read along silently when it is not their turn to read aloud. Good partners help each other read/misread words. They provide unknown words, or even better, help each other remember to use word-reading strategies learned in class. Good partners do not laugh or jeer at each other's misread or unknown words, but simply provide the words. Good partners help each other find their place, if needed, and encourage each other to go on when tired or frustrated. Good partners also raise their hand to get their teacher's attention if a problem arises during partner reading, such as an argument

between the two partners or when neither of the partners is able to decipher a difficult word. Good partners have a positive attitude and stay on task during partner reading.

- c. Practice and model partner reading behaviors. Partner reading is most successful when your children understand exactly what behaviors they should exhibit during this activity
- d. Allow children to choose their own partners. Children know with whom they get along and generally choose a partner with whom they will interact cooperatively. You may want to instruct students to choose their partner by groups or by sections to ease the process.
- e. Teachers need to monitor partner reading. Once the partner reading routine has been established, your children will generally require little prompting or redirection, because it is a simple and enjoyable activity. However, while the children partner-read, you should walk around the room listening to them read, helping pairs that are stuck on an unknown word, redirecting those who are off task, or modeling expressive reading when needed. Partner reading provides a wonderful opportunity for you to listen to your children read and allows you to monitor their progress throughout the year.

F. Procedures of Partner Reading Strategy and The Previous Strategy used by The Teacher

Partner Reading Strategy	Discussion Method
1. Provide adequate instruction of the basic partner reading script. Begin by explaining partner reading to your students. 2. Practice what it means to be a good partner. Go over the jobs of each partner with your class and discuss what being a good partner involves and post a summary of the following	1. Make a group 2. Give them a text 3. Ask them to find the answer from the text 4. Discuss the answer with the group 5. Share the answer to other group 6. Present in front of the class

points. Good partners listen to each other and read along silently when it is not their turn to read aloud. Good partners help each other read/misread words. They provide unknown words, or even better, help each other remember to use word-reading strategies learned in class. Good partners do not laugh or jeer at each other's misread or unknown words, but simply provide the words. Good partners help each other find their place, if needed, and encourage each other to go on when tired or frustrated. Good partners also raise their hand to get their teacher's attention if a problem arises during partner reading, such as an argument between the two partners or when neither of the partners is able to decipher a difficult word. Good partners have a positive attitude and stay on task during partner reading.

3. Practice and model partner reading behaviors. Partner reading is most successful when your children understand exactly what behaviors they



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should exhibit during this activity.

4. Allow children to choose their own partners. Children know with whom they get along and generally choose a partner with whom they will interact cooperatively. You may want to instruct students to choose their partner by groups or by sections to ease the process.

5. Teachers need to monitor partner reading. Once the partner reading routine has been established, your children will generally require little prompting or redirection, because it is a simple and enjoyable activity. However, while the children partner-read, you should walk around the room listening to them read, helping pairs that are stuck on an unknown word, redirecting those who are off task, or modeling expressive reading when needed. Partner reading provides a wonderful opportunity for you to listen to your children read and allows you to monitor their progress throughout the year.



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G. Descriptive Text

Descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well (Gerot and Wignell, 2014). According to Oshima and Hogue (2007:50), Descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/ or sounds. In addition, a good description is like a “word picture”; the reader can imagine the object, place, or person in his or her mind. Regarding explanation above, in order to achieve its purpose, Descriptive text has its own schematic structure and linguistic features, which will be discussed below.

Every genre has a certain structure or stages in order to get something done through language (Emilia, 2014, p.86). There are two elements as requirement for a text to be identified as Descriptive text; Identification or General Statement and Description element (Derewianka, 2010). The elaboration of schematic structure of descriptive text is discussed below.

1. Identification: the identification element aims at introducing and identifying specific participant (a person, thing, place, animal or event) to be described in the Descriptive text (Gerot & Wignell, 2014)
2. Description: the description aims at describing the specific participant in text. It contains descriptive details or information of the specific participant by providing the description of its characteristics, appearances, personality, habits or qualities (Emilia and Christie, 2013)

Related to its linguistic features, Gerot and Wignell (2014) state that a descriptive text employs the following linguistic features:

1. Focus on specific participants as the main character;
2. Use present tense as dominant tenses;
3. Use linking verbs or relational process frequently (is, are, has, have, belongs to) in order to classify and describe appearance or qualities and parts or functions of phenomena);
4. Use action verbs or material process and behavioural process in giving additional description regarding action and behaviour done by the participants in text;
5. Use mental verb or mental process when describing feelings;

6. Use nominal group frequently to describe;
7. Use adjective and adverbs to add information to nouns and add information to verbs to provide more detailed description about the topic;
8. Use adverbial phrases to add more information about manner, place, or time and sometimes realized in embedded clause which functions as circumstances.

H. Relevant Study

In order to support this research, the researcher discusses two related studies. The first is study from Widya Astuti (2013): **The Effect of Using Partner Reading Strategy toward Reading Fluency at the Second Year Students of SMPN 1 Sungai Pakning Bengkalis Regency**. This research was an experimental research, precisely a quasi experimental research. Eight meetings were implemented for treatments of experimental class. The instruments of this research were a text. The participants were the second year students of SMPN 1 Sungai Pakning Bengkalis Regency. The population of the research is 127 students of the second year of SMPN 1 Sungai Pakning Bengkalis Regency. The subject of this research is the second year students of SMPN 1 Sungai Pakning Bengkalis Regency in 2011/2012 academic year. The objects of this research are the effect of using partner reading strategy toward students' reading fluency and the significant effect of using partner reading strategy toward students reading fluency. The research findings showed that the improvement could be seen from the score of t-test analysis. The total score of t-test was 8.45. Based on table 2.032.72. It means that null hypothesis (H_0) is rejected, while the alternative hypothesis (H_a) is accepted. Therefore, it could be concluded that there was a significant effect of using partner reading strategy toward students' reading fluency at the second year students of SMPN 1 Sungai Pakning Bengkalis Regency.

Another study to support this research is study from Ardiana (2016) with title **Improving The Students Reading Comprehension in Narrative Text Through Patterned Partner Reading**. This research aimed to find the use of Patterned Partner Reading strategy improve the students reading comprehension at the SMP Muhammadiyah Limbung. The researcher used A Classroom Action Research (CAR). The researcher had conducted two cycles, where each cycle consisted of four meetings. This classroom action research was one at SMP Muhammadiyah Limbung. As subject in this research was the second class with students' number as about 30 students consist of 7 man and 23 women. The instruments were

observation sheet and test sheet. The research findings indicated that the application of patterned partner reading strategy was effective and significant in improving the students' reading skill especially students' reading comprehension. It was proved that the mean score of D-Test was 60.8, Cycle I 75.5 and after conducted Cycle II improved to 93. And based of mean score of students' reading comprehension during two cycle researcher found percentage improvement that is from D-Test to Cycle I is 24.17% and from Cycle I to Cycle II is 23.17 and D-Test to Cycle II 52.96%. It means that there was the improvement of students' reading comprehension on learning process.

The last is the study of Dwi Uthari Intan Pratiwi (2014) with the title **The Effect of Using Partner Reading Strategy Toward Students' Reading Achievement at Junior High School.(A Study at Eighth Grade Students of SMP Negeri 4 Muara Bungo/Jambi 2013/2014 Academic Year)**. This study aims to look at the effect of the Reading Partner strategy in teaching English especially reading. This type of research is a pre experiment with one group pre-test-post test design. Based on the research results obtained indicate that there is a positive influence of the Partner Reading strategy in improving the reading achievement of eighth grade students of SMP Negeri 4 Muara Bungo / Jambi in the Academic Year 2013/2014. This is indicated by the t-test analysis obtained $t_{test} 2,83$ and $t_{table} 2,04$ means $t_{test} > t_{table}$. Thus the hypothesis in this study was accepted. So it can be concluded that the Strategy of Reading Partner can give a good effect on the results of English especially in reading (reading) on students of class VIII Middle School 4 Muara Bungo / Jambi Academic Year 2013/2014.

CHAPTER III RESEARCH METHOD

A. Design of the Research

In conducting the research, the researcher is going to use the experimental research. The experimental research involves a study of the effect of systematic manipulation of one variable on another variable (Ary et al 2002:27). The type of this research is quasi-experimental research.

The research is designed by using pre and post-test design. This research design is chosen referring to its superiority in controlling for extraneous factors that may influence the outcome though random assignment procedure. Here, the researcher randomly assigned individuals to groups and equally distributes any of individuals between or among the groups or conditions in the experiment. Individuals in experimental class received the experimental treatments while those in the control class did not. After the researcher administered the treatment, she compiled average (mean) scores on a post-test score, she also compared net score (the differences between the pre and post-test). The treatment that is used by the researcher is Partner Reading Strategy .

Table 1
Pre and Post Design of experimental Research

Group	Pre-test	Treatment	Post-test
Experimental	V	V	V
Control	V	-	V

B. Population and Sample

Salkind (2011:80) states that “Population was a group of potential participants to whom you want to generalize the results of a study”. The population in this research is all the tenth grade students of SMAN Tuah Kemuning in academic year 2019/2020.

Sugiyono (2008:119) mentions that sample is the part of respondent or respective of population that will be investigated. The sample in this research will be chosen by using cluster sampling. According to Sugiyono (2008:121) in the type of cluster sampling, units of individuals are selected rather than individuals themselves. Meanwhile, Arikunto (2004:256) reveals that the groups of individuals that naturally together are selected rather than

individuals themselves. The cluster sampling was used in this research since it was not allowed to arrange individuals into two equal classes. There was 60 students. Each class consisted of 30 students. The writer took all of the students as a sample.

According to Arikunto, the population is less than 100 students, the researcher must take all of the population as sample.

Table 2:

Table Population and Sample of Study

Class	Population	Sample
X A	30	Experimental
X B	30	Control
Total	60	60

Sources: Administration of SMAN Tuah Kemuning

C. The Data Collecting Strategye

In collecting the data, the researcher used the following strategies :

1. Pre-test

Pre-test has done before presenting the treatments to know how far the students' understand about English lesson in the second class. The type of the pre-test is objective test. They are multiple choice forms.

2. Treatments

The students' activities during the treatments or during the teaching and learning process is using partner reading strategy is observed by the researcher. The treatment is conducted in each meeting after pre-test. It took 90 minutes for each meeting. The materials in these treatments are based on the guideline of the K 13 SMA English curriculum

3. Post-test

Post-test will be given to the students in order to know the progress of the students in learning using partner reading strategy after treatments. The type of the test is objective test. They are multiple-choice forms. The items of post-test are related to the material that the students learned.

The material will be given to the students will be based on the basic course outline

which is designed by the department of education in K 13 curriculum. The two groups will get the same material. The material will be taken from the book entitled English for Senior high school for tenth grade.

To analyze the students will be based on the score of the test that will be given to the students. These tests are multiple-choice forms. In scoring completion and multiple-choice test have 1 score. In scoring the tests researcher follows the steps:

1. Scoring will be given on the correct answer.
2. Incorrect answer will not give the score.

D. Instrument

The instruments of this research are objective test through reading test, they were pre-test and post-test. The material taught to both experimental and control class was taken from the Text Book entitled “Look Ahead an English Course for SMA Grade X” written by Drs. Th.M. Sudarwati and Eudia Grace, published by Erlangga.

Table 3
The Specification of Test Items

N	Specificati on	Indicator	Number of Test Items
1	Finding topic and main idea	The students know finding the main idea from the text	1,2,5,12
2	Finding detail	The students know finding the details from the text	7,8,13,18,21,25,30
3	Finding factual information	The students know finding information from the text	4,6,10,11,14,15,16,17,19,20, 22.23,26,27,28,29
4	Finding reference word	The students know finding reference word from the text	3, 9,24
Total of Numbers			30

Source : researcher instrument tes

E. The Test Validity and Reliability

1. Validity

The validity of the test materials is checked through the content validity. According to Richards, et.al in Nafrial (2000:20) that validity is a form of validity which is based on the degree to which a test adequately and sufficiently measures the particular skills or behaviors it sets out to measure. In order to make the test materials with the students' reading text contained in K 13. It is found that the test items reflect the syllabus.

2. Reliability

According to As David in Saputra (2010:35) states that reliability is the stability of test scores. In this investigation the internal consistency, reliability is estimated though a Kuder Richardson reliability coefficient. It is a statistical formula used as one estimate of the reliability of a test, which is based on the number of the items in the test, the mean score, and its standard deviation.

Meanwhile, to test the reliability of the test, the result of try out was used to determine the reliability of the test. Reliability coefficient of the test is estimated by using Kuder-Richardson Formula 21 or KR-21 proposed by Sugiyono (2008:186):

$$R = \left\{ \frac{K}{K-1} \right\} \left\{ 1 - \frac{M(K-M)}{K(SD)^2} \right\}$$

To look for the number of M (*mean*), the following formula is applied:

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

The standard deviation is also be calculated by using this formula:

$$SD = \sqrt{\frac{\sum X^2 - \left[\frac{(\sum X)^2}{N} \right]}{N}}$$

Legends :

R : The reliability of the test

- K : The number of the test items in the test
- M : The mean of the scores
- N : The number of students
- SD : The standard deviation of the scores
- X : The score

F. Strategy of Data Analysis

There will be two kinds of data, the first data will students' scores of experimental class and the second ones will be the student' scores of control class. According to Best (2004:118) to compare the means of both groups, a t- test have been met, they are as follow:

1. The score must be on interval or ration in nature.
2. The score must be measured on random samples from the respective population.
3. The population from which the samples were drawn must be normally distributed.
4. The population must have approximately the same variability. This can be estimated from the difference between the standard deviation between the two groups is not more than 1.This can be regarded that the population have approximately the same verifiability.

The data obtained from pre-test and post-test score are analyzed. The pre and post-test scores from both groups can be interpreted based on the scoring interpretation of students' achievement. The score interpretation for both of test was adapted from Heaton and Nurgiantoro in Widayani (2008:30) as follows:

Tabel 4
The Score Interpretation for the Students Achievement

Score	Category
81-100	Very Good
61-80	Good
41-60	Fair
21-40	Weak
0-20	Poor

Source : Heaton, 2005

Then, the score of post-test from both groups were tested by using t-test formula. It was done to see the differences between the experimental and control class. Here is the formula of t-test proposed by Sugiyono (2008:274):

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$\bar{X}_1 = \frac{\sum X_1}{n_1} \quad \text{and} \quad \bar{X}_2 = \frac{\sum X_2}{n_2}$$

$$SS_1 = \sum X_1^2 - \frac{(\sum X_1)^2}{n_1} \quad \text{and} \quad SS_2 = \sum X_2^2 - \frac{(\sum X_2)^2}{n_2}$$

t = The value of t-test

X_1 = The mean score of the experimental class

X_2 = The mean score of the control class

n_1 = The number of the students experimental class

n_2 = The number of the students in the control class

SS_1 = Sum of score of experimental class

SS_2 = Sum of score of control class



CHAPTER IV

DATA PERSENTATION AND ANALYSIS

A. The Data Presentation

1. The Technique of Data Collection

This research was to obtain the effect of partner reading Strategy toward reading comprehension of the tenth grade students at SMA Buah Kemuning. But, the writer only focused on descriptive text. The data of this research were the scores of students' post test. The writer gave pre test to all of the population to determine two classes as the samples. It was found that class XA was the experimental group and XB was the control group.

The data were obtained by giving post test to the experiment and control group. The result of reading test was evaluated by concerning four components:

- a. Identifying the communicative purpose in descriptive text
- b. Identifying text organization in descriptive text
- c. To infer what the happened in descriptive text
- d. To understand the meaning in descriptive text

The total of test for both classes was significantly different. The data of this research were gotten from the scores of the students' post test. The data were collected through the following procedures:

- a) Both groups (experimental group and control group) were asked to express their idea in descriptive text.
- b) The teacher evaluated from the test based on reading ability in descriptive text aspects that consist of finding communicative purpose, identifying text organization, to infer what the happen in descriptive text, and understanding the meaning in descriptive text.

Table 5**The Statistics of Experimental and Control Group Classes Mean Median Mode Std. Deviation**

Classes	Mean	Med'	Mode	Std. Deviation
Experimental Group	69.83	70	70	11.06
Control Group	57.15	55	60	10.46

Based on the table, experimental group had mean (69.83), median (70), and standard deviation (11.06). Control group got mean (57.15), median (55) and standard deviation (10.46).

2. The Data of Experimental Group

There were 20 items of reading test given to the respondents in this research. From the test, it was obtained that the lower is 35 and the higher score is 80. The mean is 69.83, median 70, and standard deviation is 11.06. The data were obtained from the research by using manual system.

The data description of reading descriptive test in experimental group.

Table 5**The Frequency Distribution of Reading Descriptive Test in Experimental Group**

Interval	Frequency	Percent	Valid Percent	Cumulative Percent
80 -100	9	30,00%	30,00%	30,00%
70 -79	14	46,67%	46,67%	76,67%
60 -69	4	13,33%	13,33%	90,00%
50 -59	1	3,33%	3,33%	93,33%
0 -49	2	6,67%	6,67%	100,00%
Total	30	100,00%	100,00%	

The table above shows that from 30 respondents is interval 80-100, the frequency is 9 students (30.0%), 70-79 the frequency is 14 students (46.67%), 60- 69 the frequency is 4 students (13.33%), 50-59 the frequency is 1 student (3.33%), and 0-49 the frequency is 2 students (6.67%).

3. The Data of Control Group

There were 20 items of reading test given to the respondents in this research. From the

$$M = \sum \frac{y}{N} \quad \text{For Control Group}$$

While the formula of standard deviation as follows:

$$SD_x = \sqrt{\frac{\sum x^2}{N}} \quad \text{For Experimental Group}$$

$$SD_y = \sqrt{\frac{\sum x^2}{N}} \quad \text{For Control Group}$$

The analysis of data the students for Experimental and Control Group is explained in the following table:

Table 7
Mean and Standard Deviation

	Experimental		Control	
	Pre-Test	Post-Test	Pre-Test	Post-Test
M	56,33	69,83	56,00	57,17
SD	13,47	11,06	9,25	10,46
	23,97%		2,09%	

1. Experimental Group (X)

$$X = \frac{69,83 - 56,33}{56,33} \times 100\%$$

$$X = \frac{13,50}{56,33} \times 100\%$$

$$X = 23,97\%$$

2. Control Group (Y)

$$X = \frac{57,17 - 56,00}{56,00} \times 100\%$$

$$X = \frac{1,17}{56,00} \times 100\%$$

$$X = 2,09\%$$

From the table above, it can be seen that there is a difference between the mean score and the standard deviation and the percentage between experiment and control group. Where, the percentage from pre-test to post-test of experimental group is increasing **23.97%** while the percentage from pre-test to post-test of control group is increasing **2.09%**.

Table 8
Mean Standard Deviation Pre Test

X = Experimental Class

No	Name	Score X	X	X2
1	Adhan Khadafi Tami	65	8,67	75.1689
2	Alif Aldiansyah	50	-6,33	40.0689
3	Arini Rhenzani Putri	60	3,67	13.4689
4	Budi Santoso	70	13,67	186.8689
5	Dani Pratama	30	-26,33	693.2689
6	Irwansyah Rizki Akbar	45	-11,33	128.3689
7	Irza Akbar	35	-21,33	454.9689
8	Julian Syahputra	20	-36,33	1319.869
9	Kamaliyah	75	18,67	348.5689
10	Keyla Oktaviani	45	-11,33	128.3689
11	M. Abdurahman Suli	60	3,67	13.4689
12	M. Dimas Satria	55	-1,33	1.7689
13	Muhammad Andra H.R	65	8,67	75.1689
14	Muhammad Nabil Dendra E	65	8,67	75.1689
15	Nabilla Al Nurjana	45	-11,33	128.3689
16	Nabila Aulia	60	3,67	13.4689
17	Naysilla Putri Triana	65	8,67	75.1689
18	Neisya Raisky Ramadhan	40	-11,33	128.3689
19	Raditya Ghannyan	80	23,67	560.2689
20	Rania Safira Anjani	55	-1,33	1.7689
21	Sadira Nathania Tami	45	-11,33	128.3689
22	Siti Aisyah	60	3,67	13.4689

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23	Velizia Queenara	65	8,67	75.1689
24	Yordan Tri Handika	55	-1,33	1.7689
25	Muhammad Ade Saputra	60	3,67	13.4689
26	Juanno Defilia Purba	65	8,67	75.1689
27	Maria Winata	55	-1,33	1.7689
28	Nia dewanti	65	8,67	75.1689
29	Sahira hairunisa	80	23,67	560.268
30	Keisya Fitri	50	-6,33	40.0689
		$X = 1690$	$\Sigma X=0$	$\Sigma X^2 = 5.446,67$

Y = Control Class

No	Name	Score X	X	X ²
1	Aisyah Nurul	60	4,00	16
2	Akbar Zani	45	-11,00	121
3	Amir Tri Ramadhani	60	4,00	16
4	Antonius Zona Sinaga	60	4,00	16
5	Cantika Aulia	45	-11,00	121
6	Cristianto Hutapea	50	-6,00	36
7	Dumora Maryani Siahaan	55	-1,00	1
8	Elizabeth Br Manulang	45	-1,00	121
9	Ernala Nanda	55	-1,00	1
10	Ficri Arza Pratama	40	-16,00	256
11	Fitri Natasya	70	14,00	196
12	Gress Silastri ginting	55	-1,00	1
13	Hadri Adima Nasution	60	4,00	16
14	Iqbal Nofqy Maulana	65	9,00	81

15	Juanno Defila Purba	55	-1,00	1
16	Khela Nurvelita	70	14,00	196
17	Kristian Siregar	65	9,00	81
18	Martinus Wiratama Maik	65	9,00	81
19	Mesy Rotua Tambunan	60	4,00	16
20	M Zikri Al Ghifari	40	-16,00	256
21	Nailah Hafizah Adwiyah	45	-11,00	121
22	Nur Farras	55	-1,00	1
23	Riski pane	60	4,00	16
24	Sandi Pardede	60	4,00	16
25	Siti Aqila Syakirah	60	-11,00	121
26	Sulaiman	45	-6,00	36
27	Yunita Efreliia Ptarlina	50	-1,00	1
28	Zandra Akif Nur Zain	55	24,00	576
29	Azkie Azzahra	80	-6,00	36
30	Zhendi Aldo Putra	50	4,00	16
		Y = 1680	Y=0	Σ Y2 = 2.570,00

$$M_x = \sum \frac{x}{N} = \frac{1.690}{30} = 56,33$$

$$M_y = \sum \frac{y}{N} = \frac{1.680}{30} = 56,00$$

$$SD_x = \sqrt{\frac{\sum x^2}{N}} = \sqrt{\frac{5.446,67}{30}} = \sqrt{181,57} = 13,47$$

$$SD_y = \sqrt{\frac{\sum y^2}{N}} = \sqrt{\frac{2.570,00}{30}} = \sqrt{85,67} = 9,25$$

Table 9
Data Mean Standard Deviation for Post Test

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X = Experimental Class

No	Name	Score X	X	X2
1	Adhan Khadafi Tami	80	1,17	103.43
2	Alif Aldiansyah	75	5,17	26.73
3	Arini Rhenzani Putri	75	5,17	26.73
4	Budi Santoso	70	0,17	0.03
5	Dani Pratama	45	-2,83	616.53
6	Irwansyah Rizki Akbar	60	-9,83	96.63
7	Irza Akbar	50	-19,83	393.23
8	Julian Syahputra	35	-34,83	1213.13
9	Kamaliyah	80	10,17	103.43
10	Keyla Oktaviani	60	-9,83	96.63
11	M. Abdurahman Suli	70	0,17	0.03
12	M. Dimas Satria	70	0,17	0.03
13	Muhammad Andra H.R	80	10,17	103.43
14	Muhammad Nabil Dendra E	80	10,17	103.43
15	Nabilla Al Nurjana	60	-9,83	96.63
16	Nabila Aulia	75	5,17	26.73
17	Naysilla Putri Triana	80	10,17	103.43
18	Neisya Raisky Ramadhan	60	-9,	96.63
19	Raditya Ghannyan	70	83	0.03
20	Rania Safira Anjani	70	0,17	0.03
21	Sadira Nathania Tami	70	0,17	0.03

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22	Siti Aisyah	75	0,17	26.73
23	Velizia Queenara	80	5,17	103.43
24	Yordan Tri Handika	70	10,17	0.03
25	Muhammad Ade Saputra	75	0,17 2	26.73
26	Juanno Defilia Purba	80	5,17	103.43
27	Maria Winata	70	10,17	0.03
28	Nia dewanti	80	0,17	103.43
29	Sahira hairunisa	80	10,17	103.43
30	Keisya Fitri	70	10,17	0.03
		$X = 2095$	$\Sigma X=0$	$\Sigma X2 = 3.674,17$

Y = Control Class

No	Name	Score X	X	X2
1	Aisyah Nurul	70	12,83	164.61
2	Akbar Zani	50	-7,17	51.41
3	Amir Tri Ramadhani	60	2,83	8.01
4	Antonius Zona Sinaga	60	2,83	8.01
5	Cantika Aulia	50	-7,17	51.41
6	Cristianto Hutapea	50	-7,17	51.41
7	Dumora Maryani Siahaan	55	-2,17	4.71
8	Elizabeth Br Manulang	45	-12,1	148.11
9	Ernala Nanda	55	-2,17	4.71
10	Ficri Arza Pratama	40	-17,17	294.81
11	Fitri Natasya	80	22,83	521.21

12	Gress Silastri ginting	60	2,83	8.01
13	Hadri Adima Nasution	60	2,83	8.01
14	Iqbal Nofqy Maulana	65	7,83	61.31
15	Juanno Defila Purba	55	-2,17	4.71
16	Khela Nurvelita	70	12,83	164.61
17	Kristian Siregar	70	12,83	164.61
18	Martinus Wiratama Maik	70	12.83	164.61
19	Mesy Rotua Tambunan	60	2,83	8.01
20	M Zikri Al Ghifari	40	-17,17	294.81
21	Nailah Hafizah Adwiyah	45	-12,17	148.11
22	Nur Farras	55	-2,17	4.71
23	Riski pane	60	2,83	8.01
24	Sandi Pardede	60	2,83	8.01
25	Siti Aqila Syakirah	50	-7,17	51.41
26	Sulaiman	50	-7,17	51.41
27	Yunita Efreliia Ptarlina	55	-2,17	4.71
28	Zandra Akif Nur Zain	80	22,83	521.21
29	Azkie Azzahra	40	-17,17	294.81
30	Zhendi Aldo Putra	55	-2,17	4.71
		Y = 1715	$\Sigma Y=0$	$\Sigma Y2 = 3.284,17$

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$$M_x = \sum \frac{x}{N} = \frac{2.095}{30} = 69,83$$

$$M_y = \sum \frac{y}{N} = \frac{1.715}{30} = 57,17$$

$$SD_x = \sqrt{\frac{\sum x^2}{N}} = \sqrt{\frac{3.674,17}{30}} = \sqrt{122,47} = 11,06$$

$$SD_y = \sqrt{\frac{\sum y^2}{N}} = \sqrt{\frac{3.284,17}{30}} = \sqrt{109,47} = 10,46$$

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

$$t_o = \frac{69,83 - 57,17}{\sqrt{\left(\frac{11,06}{\sqrt{30-1}}\right)^2 + \left(\frac{10,46}{\sqrt{30-1}}\right)^2}}$$

$$t_o = \frac{12,66}{\sqrt{\left(\frac{11,06}{\sqrt{29}}\right)^2 + \left(\frac{10,46}{\sqrt{29}}\right)^2}}$$

$$t_o = \frac{12,66}{\sqrt{\left(\frac{11,06}{5,38}\right)^2 + \left(\frac{10,46}{5,38}\right)^2}}$$

$$t_o = \frac{12,66}{\sqrt{(2,06)^2 + (1,94)^2}}$$

$$t_o = \frac{12,66}{\sqrt{(4,24)^2 + (3,76)^2}}$$

$$t_o = \frac{12,66}{\sqrt{8}}$$

$$t_o = \frac{12,66}{2,83}$$

$$t_o = 4,47$$

The computed was **4.47**. So, it can be said that H_0 is rejected and H_a is accepted because t obtained is bigger than Null. In other words, there is significant effect of using Partner reading Strategy on students' reading ability in narrative text. By observing the data analysis, it can be described that the coefficient T-test is **4.47** intended to prove whether there is significant effect of using Partner reading Strategy at the 5% grade of significance or not at the 1% grade of significance that the level of T-test is **4.47**, the T-table are compared by getting the degree of freedom (df). To get the level of "df", the following formula is used

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$$df = (N1 + N2) - 2$$

$$df = (30 + 30) - 2$$

$$df = 60 - 2$$

$$df = 58$$

The degree of freedom is 58 (see appendix). Because the degree of freedom is 58, it is unfound in the table. So the writer took 60, because it is near as “df” that it can be seen in T-table at the 5% grade of significance that refers to **2.00**. While in the level of significance 1% is **2.65**. So it can be analyzed that t_0 is higher than T-table in either at 5% or 1%. It can be read that **(2.002.65)**.

Based on the score above, the writer can conclude that the first hypothesis can be accepted. It means that there is significant difference between using Partner reading Strategy and conventional strategy on students’ reading descriptive text at tenth grade students of SMAN Tuah Kemuning



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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

. After analyzing the data, the writer found there is significant effect of using Partner reading Strategy and conventional strategy on students' reading descriptive text at tenth grade students of SMAN Tuah Kemuning. It can be seen from the result of T-test calculating is **4.47**. It is bigger than standard on the critic table of T-test that is **2.68** in 1% or **2.01** in 5%, it can be read **2.012.68**. Regarding the result above, H_a is accepted and H_o is rejected.

B. Suggestion

Based on the research findings above, the writer would like to give some suggestions. First, the head master of SMAN Tuah Kemuning to give the teacher support to teach better, especially for English teachers, and complete the facilities of teaching learning process, give directions to the English teachers about some English teaching strategies suitable for students. Second, the English teacher should realize that Partner reading Strategy is one of the good strategies. It should be implemented in the activity of learning process. Because nobody can solve his/her problem in learning alone. Partner reading Strategy can be used in all of the subjects and levels of education. In the class learning, the students have different ability, background, and gender. Using Partner reading Strategy can solve their problem in learning. Third, the students should pay more attention to the lesson that has been explained by the teacher. And the last is the students should more often read the English books



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Appendix 1

READING COMPREHENSION TEST

Name :

Class :

Instruction:

1. Please read those texts carefully
2. Give your answer with the cross (X) sign in the answer sheet
3. Check before you submit your test

Text for question number 1-4

Lombok is Beautiful Island Like Bali

Lombok is noticeably different to its close neighbor, Bali. The northern part of the island is mountainous and lush with tall trees and shrubs. The South on the other hand is arid and covered by savannas. Large Asian mammals are absent and replaced instead by large numbers of marsupials, lizards, cockatoos and parrots. The difference becomes more pronounced as one moves further east where dry seasons are more prolonged and the land is dry and bush-like, and so in many areas corn and sago are the staple food, instead of rice.

At first the time Islam came to these islands in the 16th century, four Hindu Kingdoms co-existed in apparent peace what is now called West Nusa Tenggara and is still the religion embraced by those in the west of Lombok, which are primarily Balinese. Lombok experienced strong Balinese influences in the past, but has still retained a unique identity. The indigenous people of Lombok, the Sasaks, are predominantly Moslem and have a strong, distinguished tradition, as do the people of neighboring Sumbawa.

Soft white sand, virgin beaches are typical in Lombok, where the motto is 'You can see Bali in Lombok, but not Lombok in Bali'. Famous for its 'tenun ikat' hand-woven textiles, the island has exceptional charm and its relatively undiscovered, except for Senggigi City, which is becoming a major resort area. (source : Big Pelajaran 6 in 1 SMP/MTs, 2016)

1. What is the text mainly about?
 - a. Exotic plants.
 - b. How Islam came to Lombok
 - c. Unique animals.
 - d. The description of Lombok Island.
2. What does the first paragraph describe?
 - a. The difference between Lombok and Bali.
 - b. What makes Bali famous.

- c. What makes Lombok famous.
d. Kinds of animals in Bali

3. Lombok experienced strong Balinese influences in the past, but has still retained a unique identifies. (Paragraph 2). The underlined word can be replaced with
- left
 - created
 - exposed
 - kept
4. The following are true according to the text, **EXCEPT**
- Most of Sasaks are Moslems.
 - Lombok beaches are very natural.
 - Faunas in Bali and Lombok are alike.
 - There are mountains in the north part.

Text for question number 5 – 7

Rain Forest

A rain forest, a very dense forest is usually found in tropical areas. These forests have warm climates. Rain forests also receive a high amount of rainfall. A special that of these forest is the large amount of plants and animals living in them.

Another trait of the rain forest in the forest canopy. this canopy is formed by the branches and leaves of the large trees. The canopy forms a green roof over the forest. Most birds live up the branches of the canopy.

Unfortunately, rain forest are rapidly depleting. People are clearing more and more rain forests for timber. Some people are cutting down trees illegally. This is called illegal logging. If the forests are cleared, many animals and plants may become extinct. (source : Big Pelajaran 6 in 1 SMP/MTs, 2016)

5. What is the text about?
- Plants and animals
 - Illegal jogging
 - tropical areas
 - Rain forest
6. from the text above we know that the area of rain forest are
- still the same as some years ago
 - rapidly depleting
 - widen than before
 - clearer than usual
7. “unfortunately, rain forests are rapidly depleting.” (paragraph 3)
The underlined word means
- Increasing fast
 - vanishing step by step
 - developing gradually
 - decreasing fast

Text for question number 8 - 11

Bunaken National Marine Park

The Bunaken National Marine Park is located at the north of the island of Sulawesi, Indonesia. This marine park is made up of the mainland along the coast of Manado and five islands; the Bunaken, Manado Tua, Siladen, Mantehage, and Nain.

Bunaken is about 45- 60 minutes by boat from Manado. It is the most amazing diving place in the world. The waters of Bunaken National Marine Park are extremely deep (1.560 meters in Manado Bay). However people can dive safely at Bunaken. The temperature is about 27° - 29° Celsius. Divers can find corals, fish, sponges, clams and other sea species in the water. Bunaken has about 60 kinds of corals and a thousand of fish species. Bunaken Marine Park is such a treasure trove of biodiversity. (source : Big Pelajaran 6 in 1 SMP/MTs, 2016)

8. Where is Bunaken National Marine Park located?
 - a. At the north of the Sulawesi island
 - b. Between Mantehage and Nain
 - c. Around the world
 - d. In Manado Tua
9. It is the most amazing diving place in the world. (Paragraph 2) the word " it " refer to the
 - a. Bunaken
 - b. boat
 - c. Manado
 - d. Park
10. "Bunaken Marine Park is such a treasure trove of biodiversity" (last paragraph) what is the meaning of " treasure trove" ?
 - a. A group of people who live in the same area
 - b. A group of valuable or interesting things
 - c. An unattractive piece of land
 - d. An empty land
11. How is the water of Bunaken National Marine Park ?

a. deep but safe	c. Safe but hot
b. deep and cold	d. Warm but shady

Text for question number 12 - 14

Doraemon

Doraemon is one of the characters in a Japanese manga series created by Fujiko Fujio. Doraemon is a robotic cat. He has small body and white hands and feet. Although he can hear perfectly well, Doraemon has no ears.

Doraemon possesses a large pocket that can produce many gadgets from the future. The pocket is called yojigen-pocket, or fourth-dimensional pocket. Doraemon's favorite food is dorayaki, a Japanese treat filled with red bean paste.

This robotic cat has the tendency to panic during emergencies. In an emergency situation, he will frantically pull out every unnecessary gadget from his pocket. Nevertheless, Doraemon is a good cat. He always helps Nobita. (source : Big Pelajaran 6 in 1 SMP/MTs, 2016)

12. What does the text mainly talk about?

- Doraemon
- Fujiko Fujio
- Robotic cats
- Nobita

13. "... he will frantically pull out every unnecessary ..." (paragraph 3). The underline word can be best replaced by ...

- Happily
- Calmly
- Worriedly
- Diligently

14. What is the weakness of Doraemon?

- He has a magic pocket
- He gets panic easily
- He is only a robotic cat
- He likes eating Dorayaki

Text for question number 15 - 17

I love dogs very much. I keep some dogs in my house. They are Casper, Midas, Brownie and Dottie. Casper is a dachshund. He's short with long body and four strong legs. Brownie is a collie. She has long and thick fur. What color is her fur? Brown, of course that's why I call her Brownie. Dottie is a Dalmatian. She has a slim body and four long legs. She has thin fur and dots all over her body. The last is Midas. He is a bulldog. He has a large head, a short neck and thick short legs. He's very strong. I always take care of my dogs everyday. (source : Big Pelajaran 6 in 1 SMP/MTs, 2016)

15. What kind of text is the text above?

- Recount
- Descriptive
- Narrative
- Report

16. The generic structure of the text is

- description – identification
- Identification – description

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No	Date	Consultation Material	Signature
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8	18 September 2019	Acc for Seminar	
9	27 October 2019	Acc for Riset	
10	07 February 2020	Revised Chapter 4, 5	
11	10 March 2020	Revised Chapter 4, 5	
13	16 March 2020	Acc for Munaqasah	

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