THE IMPLEMENTATION OF PARTNER READING STRATEGY IN IMPROVING STUDENTS' READING COMPREHENSION

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ARTICLE INFO	ABSTRACT
	This research aims to find out the improvement of student reading comprehension in narrative text through using Partner Reading Strategy at in the 8th Grade of SMP Unismuh Makassar. This research applied Pre-Experimental Method. The research had conducted with treatment, where the class consisted of four meetings. The location of this research was done at the second Grade students' of SMP Unismuh Makassar with 24 student, the instrument used pre-test and post-test The findings indicated that the application of Partner Reading Strategy is significant to improve the students reading comprehension and it was proved by means score in pre-test was 49. 72 and the post-test was 81.77. It means that the mean score of post-test is greater than the pre-test, and also it is can be concluded that the use of Partner Reading Strategy improved the students' reading comprehension especially literal comprehension in term main idea and reorganization in term summary

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INTRODUCTION

As a foreign language, English is an important subject. In Indonesia, English is learned from elementary school as the lowest level of education until university at the highest level. Every school and teacher tries to improve their students' ability in English to make the students fluent in English. English has four language skills, they are: listening, speaking, reading, and writing. The reading skill becomes very important in the education field, whereby reading students can improve their knowledge and get information.

According to Sheng (2000:1), Reading is a process of communication between the writer and the reader. Reading is not an easy process. Reading as one of the basic language skills has an important role in widening one's knowledge to access information. For many years, the Indonesian government has attempted against literacy by declaring that reading is the solution for broadening knowledge. Reading is about understanding written text. It is a complex activity that involves both perceptions and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of pervading how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences, and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text, and other strategies to help them understand written text.

There are various kinds of things students can do in capturing knowledge in school, especially for the language learning process, a teacher is required to have strategies in the teaching process, such as writing, listening, speaking, and reading. The thing that is often an obstacle for students in reading texts is the lack of understanding of students in interpreting the reading. This will be a serious problem for students because a student must understand the reading text through their understanding to be able to describe and compile the text

Some of the methods used by teachers in learning, especially reading, are less attractive to students. Teaching methods that are rigid, monotonous, and tend to be traditional make students less interested and quickly feel bored. The way to make the teaching reading effectively is to make the students active so they will enjoy learning and they can improve their reading skill is strategy or technique. Reading can be a fun activity when we know strategy or technique in reading. To active the expected situation, the teacher should give students more activities that can attract their attention to participle in the reading.

McLaughlin and Allen (2002) suggested that as a teacher should have a strategy in teaching reading, where these strategies can improve reading comprehension skills. Jamie (2005) found a reading teaching strategy called "Partner Reading Strategy" where this strategy can make students more interactive in the classroom in collaboration with other students so that they can understand reading quickly.

Partner Reading Strategy is a learning strategy that involves two students as partners in one reading text. Each student has different assignments, some serve as readers and some serve as listeners by correcting and testing their friend's reading comprehension. They do this process in turns. This strategy is classified as a flexible strategy because it can be used in any reading context and any grade level

The researcher decided to implement a Partner Reading Strategy to enhance the student reading comprehension in the narrative text it can be held at the Eighth Grade Students of SMP Unismuh Makassar. The researcher has got information about the problem in learning English, especially on reading comprehension from the English Teacher when researcher Magang 2 at SMP Unismuh Makassar. Based on the explanation above, the

writer is interested in conducting or having research which focuses on Reading Comprehension.

Based on the background mentioned previously, the research formulated research questions this researcher as follow: "How does the using of Partner Reading Strategy improve the student reading comprehension at the 8th Grade of SMP Unismuh Makassar

RESEARCH METHOD

The research design applied the Pre-Experimental Method which entails pre-test, treatment, and post-test. It is intended to see how the Partner Reading Strategy improves the reading comprehension of the students. This research consisted of two variables, namely dependent variable and independent variable (1) the independent variable is Partner Reading Strategy used in reading a narrative text. (2) The dependent variable is students' ability in reading comprehension a narrative text. The indicator of students' comprehension in reading narrative is literal comprehension and reorganization. Literal comprehension is measured from knowing the main idea and reorganization is measured from summarizing...

The population of the research was the Eighth Grade Students of SMP Unismuh Makassar. It consisted of 135 students and there are 5 classes of VIII. The sampling technique of this research is purposive sampling technique. The research takes only one class, where the total sample was 24 students. This class was chosen because the students of this class were still low in reading comprehension

To know the effectiveness of teaching Reading Comprehension by used the Partner Reading Strategy, the researcher gave a written test to the student. The pre-test was given before the treatment. Moreover, the post-test was given after she gave the treatment to the class. Before giving treatment, the researcher gave a pre-test. The test consists of reading material based on the curriculum of SMP Unismuh Makassar the eighth grade. It was given to see the students' prior knowledge of reading comprehension. After giving the pre-test the student was giving the treatment. The Treatment of using Partner Reading Strategy was conducted in experimental group class. After treatment process, the research had given post-test to find out the value or the student achievement in learning reading comprehension. In this part, the student is given the test with the same questions with pretest. It was to know the students' achievement before and after giving treatment by using Partner Reading Strategy to improve reading comprehension.

RESULT AND DISCUSSION

The findings of this research deal with the students' scores of pre-test and post-test, the students' scores of indicators, the frequency and the rate percentage of the students' scores. In result of data analysis was found that the partner reading strategy can improve the students' reading comprehension. The improvement percentage can be seen in this following table:

The Students' Rate Percentage and Frequency in term of Literal Reading Comprehension (Main Idea)

The students result on Reading Comprehension improvement through Partner Reading Strategy in pre-test and post-test was shown in the following:

Table 1. The students' reading comprehension in term literal (main idea) before and after applying partner reading strategy

No.	Classifications	Literal (Main Idea)			
		Pre-Test	%	Post Test	%
1.	Excellent	1	4.1%	10	12,5%
2.	Very Good	1	4.1 %	4	16.6%
3.	Good	2	8.3 %	4	16.6%
4.	Fairly Good	3	12.5%	6	25%
5.	Fair	2	8,3%	-	-
6.	Poor	6	25%	-	-
7.	Very Poor	9	37.5%	10	12,5%
	Total	24	100%	24	4

The table above showed that in term of Reading Comprehension dealt with Main idea and Summary. The result of Main idea in pretest there are 1 (4,1%) students was classified as excellent and very good, 2 (8,3%) student was classified as good and fair , 3 (12.5%) students were classified as fairly good, 6 (25%) students were classified as poor and 9 (37.5%) classified as very poor. After applying the Partner Reading Strategy in posttest, the result of main idea 10 (12,5%) students were classified as Excellent, 4(16.6%) students were classified as very good, 4 (16,6%) student were classified as good, 6 (25%) students were classified as Fairly Good.

The Students' Rate Percentage and Frequency in term of Reorganization (Summary)

The student result on Reorganization (Summary)) through Partner Reading Strategy in pre-test and post-test was shown in the following;

Table 2. The students' reading comprehension in term reorganization (summary) before and after applying partner reading strategy

No.	Classifications	Reorganization (Summary)			
		Pre-Test	%	Post Test	%
1.	Excellent	1	4.1%	5	20.8%
2.	Very Good	-	-	7	29.1%
3.	Good	-	-	6	25%
4.	Fairly Good	4	16.6%	5	20.8%
5.	Fair	-	-	1	4.1%
6.	Poor	10	41.6%	-	-
7.	Very Poor	9	37.5%	2	8,3%
	Total	24	24	100%	100%

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The result of Summary in pretest there are only 1 (4.3%) student was classified as Excellent, 4 (16.6%) students were classified as fairly good, 10 (41.6%) student was classified as poor and 9 (37.5%) students were classified as very poor. After applying the Partner Reading Strategy in posttest, the result of Summary 5 (20.8%) students was classified as Excellent, 7 (29.1%) students were classified as very good, 6 (25%) student was classified as good, 5 (20.8%) students were classified as fairly good, 1 (4.1%) students were classified as fair, and 2 (4 ,1%) students were classified as very poor. It is mean that the students' reading comprehension can improve through Partner Reading Strategy.

The Mean Score of the Students' Reading Comprehension

The improvement of the students' reading comprehension can be seen in the following table:

Table 3. The students' mean score of indicators

No	Indicators	Pre-Test Score	Post-Test Score
1.	Main idea	51.56	88.55
2.	Summary	46.88	88.33
	∑X	98.44	176.88
	X	49.72	81.77

The table above shows that, Main Idea had highest percentage in students' reading comprehension is 51.56 mean score and Posttest is 46.88 mean score of the 24 students. Summary had percentage pre-test is 46.88 mean score and Posttest is 88.33 mean score

The Students' Rate Percentage and Frequency of the Pre-Test and Post-Test

The findings of the research deal with the rate percentage of the students score obtained through the test, mean score, standard deviation, and test of significance.

1. The rate percentage of the students score obtained through reading test and the classifications of the students score before they were given the treatments were presented in the table 1 below.

Table 4. The rate of percentage of the students' score before the treatments were given

No.	Classification	Score	Pre-Test F	Pre-Test %
1.	Excellent	96 – 100	-	-
2.	Very Good	86 – 95	1	4.1%
3.	Good	76 – 85	1	4,1%
4.	Fairly Good	66 – 75	1	4.1%
5.	Fair	56 – 65	3	12.5%
6.	Poor	36 – 55	10	41.6%
7.	Very Poor	00 – 35	8	33.3%
	Total		24	100%

Table above showed that before the treatment was given, none of the students can be categorized as excellent. There is 1 (4, 1%) student got very good, good and fairly good score, 3 (12, 5 %) students got the fair score, 10 (41.6%) students got poor score, and 8 (33.3%) students got very poor score. The mean score (49.72%) indicated that before the treatment was given. The level of the students reading comprehension in reading test was categorized into "poor" classification. It means that the students have less improvement in their reading comprehension before the treatment.

2. The classification of the students score after they were given the treatments are presented in the table 2 below:

Table 5. The rate of percentage of the students score after the treatments were given

No.	Classification	Score	Post-Test	
			F	%
1.	Excellent	96 – 100	-	~
2.	Very Good	86 – 95	11	45,8
3.	Good	76 – 85	7	29,1
4.	Fairly Good	66 – 75	3	12,3
5.	Fair	56 – 65	1	4,1
6.	Poor	36 – 55	-	-
7.	Very Poor	00 – 35	2	4,1
	Total		24	100%

Table 2 above showed that after the treatments was given, 11 (45,8 %) students were categorized as Very Good, 7 (29,1 %) students was categorized as good, 3 (12,3%) were categorized as fairly good, 1 (4,1%) students were categorized as fair, 2 (4,1%) students were categorized as very poor. The mean score (81.77) indicated that after the treatment were given, the level of the students' reading comprehension in reading test was categorized into "good" classification.

The Mean Score and Standard Deviation

After having calculated the result of the students pre-test and post-test, the mean score and the standard deviation of the students' reading comprehension in reading test are presented in the table 6 below.

Table 6. The mean score and standard deviation of the students pre-test and post-test

Type of test	Mean score	Standard deviation
Pre-test	49.72	17.38
Post test	81.77	27.06

The table above showed the students' mean score and standard deviation both in pre-test and post-test. The mean score of the result of the students' pre-test was 49.72 which is classified as "poor" with standard deviation 17.38 and the mean score of the result of the students' post-test 81.77 is classified "good" with standard deviation 27.06

In this section, it is explained the results of research and at the same time is given the comprehensive discussion. Results can be presented in figures, graphs, tables and others that make the reader understand easily. The discussion can be made in several sub-chapters.

Sub Section. 1. The Improvement of Literal Comprehension (Main Idea)

Based on the finding, the Partner Reading Strategy could improve the students' reading comprehension in term of literal comprehension (main idea). The result was described in learning process. According to Mclauglin and Allen (2002) mention that partner reading is a strategy that provides an interactive space in the teaching and learning process with a clear reading structure process. With this process students find it easier and faster to understand the contents of the text. Before this process begins the teacher chooses a partner for each student. This strategy is carried out in turns after serving as a reader then he will then serve as a listener. This Strategy was so fun, many student were overwhelmed in handling their partner. There were students reading must be over and over again, there was students reading the text in a loud voice and there were also read it just once because they found a nice partner in their guide. That way make students more interactively, enjoy and active in learning process. So although, in the beginning, the students' were confused to implementation the strategy, but in post-test the students' admitted that the Partner Reading Strategy could help their reading comprehension especially in comprehending the main idea in each paragraph.

The Improvement of Reorganization (Summary)

According to Barrett (1972), one of the way to check reading comprehension of the students' is make summary. Following the stages of Partner Reading Strategy, researcher found that there was an improvement reading comprehension of students. Although in the first meeting the students' were difficult to made a summary because the students stuck on the sentence in the story and sometimes the students' only combine the sentence of the main idea into a summary but after the researcher gave a treatment the student be able to create a summary based on their comprehension with their partner.

Researcher have proved and students have felt that reading is not boring anymore. According to Leung (2015) Partner Reading is a form a peer tutoring, a process that has positive effects for the student performance, with a partner reading, the students were enthusiastic about Partner Reading Strategy made students receive correction and support from their partner reading a, and improving their motivation to read, teach the students about pairs work together on variety of text. Researcher found there were significant score of students. The result of the test showed that the scores of students post-test were greater that before the treatment was done.

Furthermore, the finding of this research is related to the previous research that carried out by some researcher including Astuti (2015), Gulfiawaty (2016), Ardiana (2015) where the strategy was able to improve students' reading comprehension especially literal comprehension in term of main idea and reorganization in term of summary. It means that Partner Reading Strategy is one of the great strategies to implement in learning process.

CONCLUSION

In this chapter, the conclusion is presented from the result of the research. Based on the result of data analysis and the discussion of the result in the previous chapter, the researcher concludes that the use of Partner Reading Strategy can improve the students' reading comprehension in terms of literal comprehension (main idea) and reorganization (summary). It is proved by the mean score in pre-test was 49, 72 and the post-test was 81, 77. It means that the mean score of the post-test is greater than the pre-test, it is also proved by the t-test ≥ t-table, which is the score of t-test 5.73 ≥ 2.069 as the t-table. So that Partner Reading Strategy can lead to better attention in learning Reading in English Class.

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