THE IMPLEMENTATION OF PARTNER READING STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION

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ABSTRACT

The objective of this research is to find out whether or not the implementation of partner reading strategy improve reading comprehension of the eight grade students of SMP Negeri 1 Tomini. This study limits on the use of Partner Reading strategy in improving students' reading comprehension which focuses on literal meaning and the narrative text. The researcher used a quantitative method and a pre- experimental as the research design. The population of this research was eight- grade students consisting of 143 students. The researcher used random sampling and took VIII B as the sample in this study. The instrument of this study was test consisted essay and true or false. The result of the pre-test was 41,23 while post- test was 75.56. By applying 0.05 level of significance, the researcher found that the value of the t-counted is higher than t-table (17.51 > 1.706) This means that the hypothesis is accepted. In other words, the implementation of partner reading strategy improve students reading comprehension of the eight grade of SMP Negeri 1 Tomini.

***Key words:** Improve; Reading Comprehension; Partner Reading*

INTRODUCTION

Reading is a content that full of information for the readers. It is one of skill that the students have to master. In reading, the students will increase their ability to understand the writers' experience and train their mind to read the fact in the text. According to Rita and Maulidina (2021) that reading is one of the main skills in English that plays an important role in helping students to interpret language. Furthermore, it makes students be able to find messages from texts and helps students to learn to think. Then, it is a good way to find out new ideas, fact and experiences.

In understanding the text, the readers need good comprehension. Reading comprehension is an interactive process that goes on between the reader and the text, resulting from a comprehension. It means that there is a communication arises between the reader and the text during the reading process (Roma, Sutapa and Sudarsono, 2019). According to Sinaga, Herman, and Siahan (2020), Reading comprehension is a good way to develop and to derive meaning from written language (including books and other forms of written language) and constructing meaning from written language. However, many students seem difficult to comprehend reading text . They do not know how to and get some information from the text. Therefore, it becomes the problem for the teacher in teaching reading in the classroom.

Based on the 2013 curriculum, the reading comprehensiopn focus on the literal meaning which the students are expected to be able to identify various inside information from short functional text. Based on the preliminary researcher, the students in SMP Negeri 1 Tomini are found some problem. In First, the students find out English is very difficult, boring and unsettling subject because of the differences in pronounciation and letters. Second, the student was dificult in understanding the meaning of the text.

Related to the explanation above, the researcher is interested in conducting the study about the use partner strategy to improve reading comprehension of students at SMP Negeri 1 Tomini. Reading parthner is good strategy for teaching reading comprehension. It is strategies to help students understand easily because they can share their knowledge together. By studying in a pair, students are able to reading the text with their partner, which gives the students courage to read the text in front of the class. Thus, the students will be interested in learning English especially reading comprehension. In view of the statements above, the researcher will conduct a research under the title **"**The Implementation of Partner Reading Strategy to Improve Students Reading Comprehension of The Eight Grade of SMP Negeri 1 Tomini"

METHOD

This research used quantitative research design. In quantitative research design, there is Pre-experimental that consist of experim ental group. Experimental group is the group receive the treatment. The researcher apply pathner reading to teach student in the

experimental group. The researcher give the pre-test to the experimental group. The experimental group is going to receive treatment. The experimental group was receive a post-test.

$$O^1 \quad X \quad O^2$$

Where:

O^1 : Pre-test for experimental group O^2 :

Post-test for experimental group

X   : Treatment

In this research, the population would be class VIII in SMP Negeri 1 Tomini consisting of five classes VIII A, VIII B, VIII C, VIII D, and VIII E and the total population was 143 students. Only VIII B was selected as an experimental group

In this research, the researcher used random sampling technique in taking the sample of this research. From five classes, VIII B class was taken as the sample of the research and selected as experimental class.

In this research, there are two variable namely independent variables and dependent variable. Independent variable is variable that the researcher intentionally control. The dependent variable is the factor that the research measure. So, in this research, the independent variable is the implementation of pathner reading strategy, while the dependent variable is the students' reading comprehension.

The researcher was used test as the instrument of this research. The tests consist of pre-test and post-test. The test is intended to know the students' reading comprehension before and after treatment by using Partner Reading strategy. In this case, the test will be in form of essay test and true or false. The researcher chooses something that is familiar or well-known theme and let the students read it. The students will be given the list of five topics and they will choose it for a few minutes to prepare it.

In collecting the data, the researcher will use pre-test, treatment, and post- test. In experimental class, the tests will be given before and after the implementation of Partner Reading strategy. The pre-test is intended to know the students' initial reading ability before treatment. After pre-test, the researcher will give treatment to the experimental class by implementing Partner strategy. The treatment will be conducted in six times or six meetings. After treatment, then the researcher will give post-test. The post-test administers to know the students' reading ability after the implementation of partner reading strategy.

Table 1- Scoring system

No.	Types of text	Number Test	Max. Per-Item	Total score
1	True - false	5	1	5
2	Essay	5	2	10

Total number of test	10	15

Table 2- Level of Categorization

NO	Criteria	Score
1.	Excellent	90-100
2.	Good	80-89
3.	Fair	70-79
4.	Poor	0-69

(Adapted from SMP Negeri 1 Tomini)

Table 3- Scoring of essay test

No.	Description	Score
1	Correct content, grammar, and spelling	3
2	Correct content and incorrect grammar and spealling	2
3	Incorrect answer, grammar and spelling	1
4	No. answer	0

Table 4- The scoring of true-false

No.	Description	Score
1	Correct answer	1
2	No answer	0

RESULTS AND DISCUSSION

The researcher presents the data from the research conducted in this chapter. This study used tests consisted of pre-test and a post-test as its research instrument. Each test consist of 5 essay questions and 5 true/false. The purpose of the pre-test is to determine students' reading ability therefore the researcher can measure their previous level of knowledge and understanding. After doing the treatment, the researcher conducted a post-test to determine whether using partner reading strategy could develop students' reading comprehension.

The researcher conducted a pre-test on November 14th 2023, the results of the Pre-test are presented in the following table:

Table 5: The Students' Pre-test score

No	Initial Name	Essay	True and False	Raw Score	Maximun Score	Standart Score	Criteria	Category
1.	AF			6	15	40.00	Poor	Failed
2.	AK			7	15	46.66	Poor	Failed
3.	AB			8	15	53.33	Poor	Failed
4.	AD			7	15	46.66	Poor	Failed
5.	AM			2	15	66.66	Poor	Failed
6.	AN			5	15	13.33	Poor	Failed
7.	AND			8	15	33.33	Poor	Failed
8.	AR			6	15	53.33	Poor	Failed
9.	DN			6	15	40.00	Poor	Failed
10.	FZ			6	15	40.00	Poor	Failed
11.	FR			5	15	40.00	Poor	Failed
12.	FRZ			3	15	33.33	Poor	Failed
13.	IB			7	15	20.00	Poor	Failed
14.	IZ			8	15	46.66	Poor	Failed
15.	KRT			6	15	53.33	Poor	Failed
16.	LV			11	15	40.00	Poor	Failed
17.	MV			7	15	73.33	Fair	Passed
18.	MA			4	15	46.66	Poor	Failed
19.	MARET			5	15	33.33	Poor	Failed
20.	NJ			9	15	60.00	Poor	Failed
21.	RDT			5	15	33.33	Poor	Failed
22.	RE			8	15	53.33	Poor	Failed
23.	RD			4	15	26.66	Poor	Failed
24.	SF			7	15	46.66	Poor	Failed
25.	SD			2	15	13.33	Poor	Failed
26.	SL			8	15	53.33	Poor	Failed

27.	WR	7	15	46.66	Poor	Failed
Total				1113,32		
Mean Score Pre-Test				41,23		

Based on the table, it can be seen that the highest score of students was 73.33 in fair criteria and the lowest score was 13.33 poor criteria. Refers to the achievement of minimun standard (KKM) 70 of the school, only one student passed the test and the others were failed. According to the mean score above, the mean score is 41,23. It means that score is still low and it was categorized as poor it can be indicated that the students' in the low criteria.

On November 28th, 2023, a post-test was administered by researcher. After doing treatment, the students took a posttest to see if students reading comprehension had improved as a result of the partner's reading strategy or not. The results of the Post-test are shown in the following table:

Table 6: The Students' Post-test Score

No.	Initial Name	Essay	True and False	Raw Score	Maximun Score	Standart Score	Criteria	Category
1.	AF			11	15	73.33	Fair	Passed
2.	AK			12	15	80.00	Good	Passed
3.	AB			13	15	86.66	Good	Passed
4.	AD			12	15	80.00	Good	Passed
5.	AM			10	15	66.66	Poor	Failed
6.	AN			12	15	80.00	Good	Passed
7.	AND			12	15	80.00	Good	Passed
8.	AR			13	15	86.00	Good	Passed
9.	DN			12	15	80.00	Good	Passed
10.	FZ			11	15	73.33	Fair	Passed
11.	FR			11	15	73.33	Fair	Passed
12.	FRZ			10	15	66.66	Poor	Failed

13.	IB	11	15	73.33	Fair	Passed
14.	IZ	14	15	93.33	Excellent	Passed
15.	KRT	10	15	66.66	Poor	Failed
16.	LV	14	15	93.33	Excellent	Passed
17.	MV	12	15	80.00	Good	Passed
18.	MA	9	15	60.00	Poor	Failed
19.	MAR	10	15	66.66	Poor	Failed
20.	NJ	14	15	93.33	Excellent	Passed
21.	RDT	11	15	73.33	Fair	Passed
22.	RE	9	15	60.00	Poor	Failed
23.	RD	11	15	73.33	Fair	Passed
24.	SF	9	15	60.00	Poor	Failed
25.	SD	7	15	46.66	Poor	Failed
26.	SL	14	15	93.33	Excellent	Passed
27.	WR	12	15	80.00	Good	Passed
Total				2039.99		
Mean Score Post-Test				75.56		

Based on the table, it can be seen that the highest score is 93.33 in excellent criteria and the lowest score is 46.66 in poor criteria. Refers to the achievement of minimun standards (KKM/70) of the school, nineteen students passed the text and the others failed. The results showed eight students achieved poor criteria, six students achieved fair criteria, nine students achieved good criteria and four students achieved excellent criteria.By calculating the students' scores, it was found that the average score of the group in the post-test was 83.52. The results showed that there is a significant difference between the students' mean scores in the pre- test and post-test. The mean score of students in the pre-test was 59.58 which was lower than the mean score of students in the post-test which is 83.58. This proves that students achievement in the post-test is increased.

The students' scores on pre-test and post-test have been collected. The average score result of students on the pre-test is 41.23 and the post-test is 75.56,

where the mean score difference between pre-test and post-test is 32.84 by looking at this result, it can be interpreted than there was a significant improvement of the students after learning by using partner reading strategy.

After getting the mean score of the pre-test and post-test, the researcher continued to count the mean deviation and square deviation to determine if there was a significant difference between the results of the pre-test and post-test. The results are presented in the following table:

Table 7: The Students' Score of Deviation and Square Deviation

No.	Initial Name	Students Score		Deviation	
		Pre-test (X1)	Post-test (X2)	(X2-X1)	x^2
1.	AF	40,00	73,33	33,33	1110,89
2.	AK	46,67	80,00	33,33	1110,89
3.	AB	53,33	86,67	33,34	1111,56
4.	AD	46,67	80,00	33,33	1110,89
5.	AM	13,33	66,67	53,34	2845,16
6.	AN	33,33	80,00	46,67	2178,09
7.	AND	53,33	80,00	26,67	711,29
8.	AR	40,00	86,67	46,67	2178,09
9.	DN	40,00	80,00	40,00	1600,00
10.	FZ	40,00	73,33	33,33	1110,89
11.	FR	33,33	73,33	40,00	1600,00
12.	FRZ	20,00	66,67	46,67	2178,09
13.	IB	46,67	73,33	26,66	710,76
14.	IZ	53,33	93,33	40,00	1600,00
15.	KRT	40,00	66,67	26,67	711,29
16.	LV	73,33	93,33	20,00	400,00
17.	MV	46,67	80,00	33,33	1110,89
18.	MA	26,67	60,00	33,33	1110,89
19.	Maret	33,33	66,67	33,34	1111,56
20.	NJ	60,00	93,33	33,33	1110,89

21.	RDT	33,33	73,33	40,00	1600,00
22.	RE	53,33	60,00	6,67	44,49
23.	RD	26,67	73,33	46,66	2177,16
24.	SF	46,67	60,00	13,33	177,69
25.	SD	13,33	46,67	33,34	1111,56
26.	SL	53,33	93,33	40,00	1600,00
27.	WR	46,67	80,00	33,33	1110,89
Total		1113,32	2039,99	926,67	34533,91

According to the table above, it can be seen that the total score of pre-test is 1113,32 while in the post-test is 2039,99. It can be indicated that there is an improvement after the researcher using partner reading strategy.

After getting t-counted, the researcher examine the testing hypothesis. It is used to determine if the treatment conducted was effective or not. There are two criteria to testing the hypothesis. If the t-counted is higher than the t-table, the hypothesis is accepted. Otherwise, if the t-counted is lower than t-table, the hypothesis is rejected or the use of movie synopsis cannot develop students' reading comprehension. In order obtain the t-table and determine the significance difference between t-counted and t-table, the researcher needs to find out the critical t-table. To find out the critical t-table, the researcher computed the degree of freedom (df) with one-tailed significance level 0,05. Next, the researcher computed the degree of freedom and acquired 26 (df = N – 1 = 27 – 1 = 26). The researcher found that the t-counted (17,51) is higher than t-table (1,706). It can be indicated hypothesis in this study is accepted or the implementation of Think-Pair-Share strategy significantly improves the students' reading comprehension.

DISCUSSION

After presenting the findings, the researcher indicates that the implementation of partner reading strategy is signficant succesfull to improve the students' reading comprehension. It is proven by the results of the t-counted is higher than t-table. Astuti (2013) states that Partner Reading Strategy proves students could achieve the great score. It means that Partner Reading Strategy is good to be implemented in teaching reading comprehension. Furthermore, Rita and Maulidina (2021) indicate that the use of Partner Reading Strategy is a good strategy to improve the ability of students in reading comprehension. Then the researcher concluded that partner reading strategy as one of a strategy could improved students' reading comprehension at SMP Negeri 1 Tomini.

Partner Reading Strategy is an effective solution in overcoming problems such as students' lack of interest in reading which had an impact on the ability to understand reading text. In this strategy they can shared information based on the topic of discussion.

From this strategy, students who were previously inactive or not interested in reading individually, especially understanding the contents of a topic, become active after using this strategy because they had partners with whom they could exchange information, add information, and correct the same information. As stated by Hamid, Latief, and Rejeki (2021) this strategy was enjoyable. Many students were overwhelmed when handling their partner. Some students read the text repeatedly, while others read it aloud. Some students only read it once because they found a nice partner to guide them. This way, stud ents become more interactive, engaged, and active in the learning process. McLaughlin and Allen (2002) suggest that partner reading is an interactive strategy that facilitates the teaching and learning process by providing a clear reading structure. This process helps students to understand the text more easily and quickly.

In this research also supported by Astuti (2013) concluded that the results of the study revealed a significant effect of partner reading strategy on reading comprehension. Next Ardiana (2015) concluded that the application of partner reading strategies was effective and important in improving students' reading comprehension, especially in students' reading comprehension. Therefore, it can be interpreted that the Partner Reading Strategy can be implemented considered as one of the useful teaching strategies to improve students' reading comprehension show. In this study it was shown that the Partner Reading Strategy can improve the reading comprehension achievement of class VIII students and their activeness participation in SMP Negeri 1 Tomini

CONCLUSION

Based on the results of the t-test formula, the results are obtained hypothesis test. The use of partner reading strategies is effective for improvement reading comprehension of students at SMP Negeri 1 Tomini. This can be seen from the results of data analysis are the average pre-test scores of students students was 41.23 and post-test was 75.56. Apart from that, it can also be proven by looking at the t-count value (17.51) which is greater than the t- table value (1,706). This means that the researcher's hypothesis in this study was accepted.

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