

CHAPTER I

INTRODUCTION

1.1 Background

Reading is one of the key abilities in language learning. It is important for language learners to acquire this talent, thus it must be done so. Reading comprehension is crucial for students because they will utilize it to comprehend the written materials they read, including novels, journals, newspapers, and pamphlets, as well as the scientific texts they read. Students gain new knowledge and put what they have learned from the book into practice as they read.

According to Sheng (2000, in Romezila, 2014), reading is a communication process between the writer and the reader that involves the reader and writer recognizing letters, words, sentences, and clauses as well as engaging in a negotiation process. Furthermore, reading must constantly be linked to the act of understanding, which is the process of gaining meaning.

Understanding what you've read is the process of extracting information from a text. According to Leon (2015), reading comprehension entails a reader constructing a mental picture of a text by establishing causal relationships based on the text's ideas and occurrences. According to Hocket et al. (2015), The process of reading comprehension involves the reader extracting meaning from text-based material. It may be stated that reading comprehension is critical for improving the effectiveness and enjoyment of reading as well as assisting in other areas of personal and professional life. It can also assist the pupil in comprehending the meaning of the book.

The goals that were anticipated for teaching English in junior high school (SMP) and senior high school (SMA) have not yet been met. The difficulties students' have studying English is one of the most visible symptoms. Some difficulties faced by students was studying English are (zhafarishop.2012/07) : (1) difficulties reading texts written in English. Many students', particularly those in junior high school, find it challenging to read English-language texts. Typically, they require assistance from the teacher to read the material word for word or phrase for sentence. (2) The pronunciation issue is the next challenge. After

elementary school, junior high is the next level of English instruction. Reading, speaking, writing, and listening are all acceptable. Of course, they had several challenges, particularly with pronunciation whether speaking or reading. This challenge affected senior high school as well as junior high school up until university. (3) Lack of well-known vocabulary It affects the timing of the students' text reading. When reading, they'll have trouble, and (4) understanding the text because they don't know about the meaning of the text and how to translate it manually. It is brought on by their limited vocabulary.

In Indonesia, some English teachers in Indonesia continue to teach reading using the conventional manner. The traditional technique usually bores students' because it is boring and the students are not engaged in debate, thus the learners become bored. Making student activities is one technique to make reading instruction more effective. As a result, they will like learning and will be able to increase their reading comprehension.

Related to the problems above, The method and subject matter used to teach reading should be carefully considered by English teachers. The instructor must select the best teaching method to inspire and engage students' in the learning process. The researcher was interested to know the application of Paired Reading Strategy in teaching reading for comprehension by the teacher.

The researcher wants to conduct this study utilizing the Partner Reading approach to help students enhance their reading comprehension. The partner reading strategy is an effective method for teaching reading comprehension since it allows students to share information and facilitates understanding because they are reading a material with a partner, children will be more brave when reading a text in front of the class if they are learning in a peer setting. As a result, students' will motivate to study English, particularly reading comprehension.

According to Kuhn and Schwanenflugel, Partner Reading Strategy is another engaging and effective instructional method for improving reading comprehension (Kuhn and Schwanenflugel, 2008:42). Students can benefit from the partner reading technique when it comes to reading comprehension. This strategy has three advantages: (1) It enables students to alternate reading and giving each other feedback to check their comprehension; (2) it gives children an

example of proficient reading and motivates them to develop their decoding abilities by giving them encouraging feedback; and (3) it enables an instructor to move around the classroom, keep an eye on the children, and offer individualized remediation.

Based on observations, researcher found that students' at SMP Kristen Rantai Damai has poor reading comprehension. Therefore, the researcher is intended to research the title "The Use of Partner Reading strategy to Improve Students' Reading Comprehension at SMP Kristen Rantai Damai"

1.2 Problem Statement

Based on the background above, The following is how the researcher states the research question: "Is the use of partner reading strategy effective to improve students' reading comprehension at SMP Kristen Rantai Damai?"

1.3 Objective of the Research

Based on the problem statement above, This study's goal is to determine whether or not the usage of reading strategy effective to improve students' reading comprehension at SMP Kristen Rantai Damai.

1.4 Significant of the Research

The research is expected to have both academic and practical contribution:

1. Theoretically, The researcher is hopeful that this information might be utilized to improve the teaching strategy and English instruction, particularly in reading classes.
2. For the headmaster, The researcher expects that the headmaster will utilize this research to enhance teaching, particularly of English, and to serve as a reference for the school.
3. For the English teacher, as a contribution to their efforts to enhance and diversify their teaching methods and as a way of improving the students' "reading comprehension".
4. For the student, Hopefully, they may improve their reading skills, particularly reading comprehension.
5. For the benefit of the readers who are interested in this research's conclusion, more research on the development of reading comprehension.

1.5 Scope of the Research

The scope of this research is to understand the significant influence on the students' Reading Comprehension by using the Partner Reading Strategy technique in reading descriptive texts.

1.6 Operational Definition

To comprehend the title of this study in general, The researcher defines a number of key phrases connected to the title.

1. Partner reading is a cooperative learning strategy when two students collaborate to read a text that has been assigned.
2. Reading comprehension is the capacity to analyze text, comprehend its meaning, and apply it to what the reader already knows.
3. Descriptive text is an explanation or description of a person, animal, location, or thing.
4. Strategy in learning is a learning activity that must be done by teacher and students' so that learning objectives can be achieved effectively and efficiently.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

1. Reading Comprehension

a. Definition of Reading Comprehension

The capacity to comprehend a written passage of text is known as reading comprehension. What enables the reader to engage with the material in a meaningful way is reading comprehension. Effective reading is dependent on reading comprehension, which is a key component of both our academic and professional life. Reading comprehension opens the door to a lifetime of reading delight and amusement for many people. It has the endorsement of Caldwell (2008:4), reading comprehension is the process of deriving meaning from and developing it in response to written language. According to Klingner et al. (2007:2), the process of creating meaning through reading comprehension involves synchronizing a variety of intricate processes, such as word reading, word and background knowledge, and fluency. There are numerous definitions and explanations for reading comprehension. Understanding and comprehension are the same things. It is the capacity to understand both the text's intended meaning and the author's intentions. The reader is able to comprehend the writer's message, which their impact has on prior understanding of the text's topic.

According to Anderson et.al (in Harris and Graham, 2007) “The process of creating meaning through reading comprehension entails coordinating a variety of intricate processes, such as word reading, word and background knowledge, and fluency”.

Furthermore, Westwood (2008:32) pointed out that reading comprehension is frequently characterized as operating at several degrees of complexity and is referred to, for example, as literal, inferential, and critical. The reader is able to comprehend the factual information supplied in a section of text at the most fundamental level (literal) when, for instance, they can name the main character and tell you what he does for a job since such details are expressed plainly in the text. The inferential level is the following level. At this level the reader is able to

go beyond the words on the page and infer other details – for example, to realize that the main character is angry from what he says and what he does.

Being able to utilize information effectively to determine cause and effect and make predictions about what may happen next is known as operating at the inferential level. At a more demanding level (critical reading), the reader is able appraise what he or she is reading – for example, detecting good writing style from the author, recognizing when some statements in the text are biased or incorrect, appreciating the writer's viewpoint, comparing and contrasting information with other facts they have read elsewhere, and reflecting upon the importance or otherwise of the opinions presented. The majority of poor readers' cognitive work is consumed by deciphering the print, making it extremely difficult for them to get above a literal level of comprehension.

From that opinion above, it can be inferred that reading comprehension is a process of understanding textual content identification in order to ascertain the meaning included in the text as a whole.

b. Levels of Reading Comprehension

The degrees of reading comprehension listed by Smith in Prasetyo (2018: 10) are as follows:

- 1) Literal comprehension refers to the ability to understand a word's fundamental direct literal meaning, major idea, or supporting facts.
- 2) The goal of interpretation is to find meaning and values that are implicit in the written material.
- 3) Critical reading entails evaluating what has been read and critically examining the writer's ideas.
- 4) Applying textual ideas to fresh contexts and fusing them with other ideas to create new concepts or deepen existing ones are both examples of creative reading.

According to the foregoing argument, it can be concluded that reading comprehension at all levels is important and should be fostered. Knowing their level of comprehension should enable the reader to enhance the quality of their reading comprehension. As a result, reading comprehension should be a priority for both students and teachers in order to assist children build consistent reading

skills. Knowing the indications of reading comprehension should serve as a guideline for teachers when they construct reading comprehension assessments for their students.

c. Teaching Reading Comprehension

Teaching is the process of directing and facilitating learning, as well as the learner's own learning. It implies that instruction is a way for students' to learn through active learning. To increase the learners' comfort level throughout the teaching process, the instructor should support and make the learning process more interesting. Teaching may take many different forms, including instructing, guiding in the study of a subject, providing information, and causing someone to know or comprehend something. In other words, teaching is an action aimed at assisting someone in the acquisition, development, and application of skills, attitudes, ideas, understanding and appreciation. Thus, teaching has an impact on students' attitudes in addition to imparting knowledge.

Celce-Murcia (2001), claims that a student will succeed in their objective when they actively engage in learning. Reading is the primary means of learning, and the primary methods of teaching reading are a collection of tasks. It follows that in order for students' to learn to read better and attain their learning objectives—both academic and practical—reading activities must be assigned.

Teaching reading in the classroom is a way for the instructor to impart knowledge to the students in order for them to become proficient readers. A lot more goes into teaching than simply imparting knowledge from the instructor to the students'. One technique to make sure that students understand the teaching-learning process is through reading. The amount of time spent teaching reading will be determined by the students' requirements and desires as stated in the syllabus.

The instructor follows a few guidelines when teaching reading. Teachers can use the principles as a guideline when teaching reading. The guidelines for teaching reading are as follows: (a) Reading is not a talent that is passive, (b) The reading material must be interesting to the students', (c) Encourage students to respond to a reading text's substance rather than merely its language, (d) Reading

involves a lot of prediction, (e) Adapt the assignment to the subject, (f) Good teachers maximize the use of reading texts.

Teaching reading is not a passive activity, according to these explanations. The reading experience must be enjoyable for students. As we all know, one of the benefits of reading is that it provides children with information that they have never had before. Teaching reading is more than just reading the text; we must also consider how to teach our students' to read text. Students and teachers can work together to improve the effectiveness of reading instruction.

2. Partner Reading Strategy

a. Definition of Partner Reading Strategy

According to Melanie (2008 : 45), Another enjoyable and successful educational method for fostering the growth of reading fluency is partner reading. It aims to increase the amount of time children spend reading aloud in class while simultaneously giving struggling readers the assistance they need to properly navigate the subject. It's advisable to start this method once the children have gained some knowledge of the material through the previous procedures outlined in this and prior chapters.

According to Meisinger et.al in Astuti (2013:11) Children are teamed up to help one another as they read aloud the associated material during partner reading. During this period, students read and reread texts alongside their classmates. Less skilled readers might be paired with more proficient readers by teachers. The less experienced reader reads the material first, followed by their companion. The children continue to take turns until the text is completed. When it is not their turn to read aloud, good partners listen to one another and read silently together. Good partners assist one another in reading and misreading language. They supply unfamiliar terms or, better yet, To utilize the word reading strategies they learned in class, remind each other. Good partners don't laugh or jeer at each other's misspellings or unfamiliar terms; instead, they simply offer the words. Good partners assist one another in finding their spot if necessary and encourage each other to keep going even when they are weary or frustrated. Good partners raise their hands to get their teacher's attention if a problem arises during partner reading, such as an argument between the two partners or neither partner being

able to understand a challenging term. When it comes to pair reading, good partners maintain a pleasant mood and stay on target.

The researcher draws the conclusion from the foregoing justification that partner reading is a beneficial technique for students' reading comprehension because they receive feedback and encouragement from a partner while reading a text, which boosts their reading motivation and teaches them how to collaborate on a variety of texts.

b. Kinds of Partner Reading Strategy

The following partner reading strategies were adopted from the Professional Learning Board (2018) :

1) Partner Reading with the Teacher

You can only do this if you focus entirely on one student. In this approach, the student and teacher read the book together until the student feels confident reading on their own. The learner then indicates that he or she wants to continue independently by tapping the teacher's hand or making another gesture. The teacher then comes to a halt and allows the pupil to continue reading.

2) Partner Reading with a Senior Student

When using this strategy, the teacher should make sure that the text level is appropriate for the senior student. You can concentrate on the other students' in the class if you use a senior student. This procedure can be carried out outside of school hours or at home with an older brother or sister.

3) Partner Reading with a Parent

This reading procedure is mostly for the purpose of completing an assignment. It also assists parents in being more involved in their children's education. The method is similar to that employed with the teacher, with the exception that the parent assumes the role of the teacher. One issue with this strategy is that many parents are unfamiliar with the terminology and may be unable to assist the pupil. They may even lead the pupil astray by pronouncing words incorrectly.

4) Partner Reading with a Classmate

At this point, When we say "classmate," we mean that the student will be paired with someone who reads at a comparable level. The two students' can read the book together or highlight the words they don't understand.

Partner reading is one approach that can be utilized to improve students' reading comprehension, as explained above. Students can pair up with a partner who can assist them in deciphering the terms they don't understand. Because we pair children with similar reading levels, the researcher will employ a partner reading with a classmate in this study. Both students' can figure out the words they don't understand by reading the text together. When they don't know what a word means, they can ask each other.

c. The Procedure of Partner Reading Strategy

Meisinger et al. assert that Melanie and Paula book (2008: 46) makes a number of suggestions for organizing, implementing, and overseeing partner reading in schools:

- 1) Give proper guidance on how to use the partner reading script. Start by introducing your children to collaborative reading.
- 2) Train yourself to be a good partner. Go over the responsibilities of each partner with your students and talk about what it takes to be a good partner. Make a list of the following things and post a summary. Good partners listen to each other and read aloud together when it's not their time. Good partners assist one another in reading and misreading language. They supply unfamiliar terms or, better yet, remind each other to use the wordreading methods they learned in class. Good partners don't laugh or jeer at each other's misspellings or unfamiliar words; instead, they just offer the words. Good partners assist one another in finding their spot if necessary and encourage each other to keep going even when they are weary or frustrated. If a difficulty emerges during partner reading, Good partners raise their hands to call their teacher's attention when anything goes wrong, as when the two partners are arguing or when neither partner can understand a challenging word. When it comes to pair reading, good partners maintain a pleasant mood and stay on target.

- 3) Practice and model partner reading behaviors. When your students understand exactly what actions they should exhibit during partner reading, it will be the most successful activity.
- 4) Permit children to pick their partner. Children are aware of who they get along with and, in most cases, choose a partner with whom they will work collaboratively. To make the process easier, advise students to choose their partners in groups or sections.
- 5) Teachers need to monitor partner reading. Because it is a simple and delightful activity, Your children won't need much prodding or steering after the partner reading habit has been established.

You should move around the room while the children partner read, listening to what they read, helping pairs that are stuck on a new word, directing couples that are lost, and modeling expressive reading as appropriate. Partner reading is a great way for you to listen to your children read while also keeping track of their growth over the year. The pair reading approach is broken down into many procedures in Sharon Vaughn and Sylvia Linan-Book. Thompson's This was modified from the University of Texas Center for Reading and Language Arts and is based on the work of Fuchs, Fuchs, Mathes, and Simmons in Vaughn's book.

d. Advantages and Disadvantages of Partner Reading Strategy

1) Advantages

First, it can increase student participation in the material to be studied during the learning process. Second, it is suitable for simple tasks. Third, get more opportunities to give or get input from each member of the group. Fourth, the interaction that is established is easier, both between members of one group and another or between group members and the teacher. Fifth, it is easier and faster to form groups so that they do not waste a lot of time. (Lie, 2012:70)

2) Disadvantages

Some students refused the teacher's assigned pairs. The teacher should be the one to make the decision about who will read with whom. Allowing children to make their own decisions has some drawbacks:

First, many groups report and are monitored so that teachers should be able to share opportunities with these groups. Second, fewer ideas arise because one group consists of 2 people so each group can only interact and discuss with one other group member before finally holding a discussion or group. Third, if there is a dispute between group members, then there will be no mediation. (Lie, 2012:70).

3. Descriptive Text

a. Definition of Descriptive Text

Descriptive text is a type of text that serves as a source of information. The description of a specific thing, location, or person is the context of this type of text. A descriptive paragraph provides information about a person, place, or object in vivid detail. It allows you to envision how someone felt, heard, or saw an object or location at a specific time, regardless of whether the writer is describing a genuine or imaginary situation. A descriptive paragraph also paints a vivid picture of a person, location, or thing in the minds of readers.

Descriptive text is a type that aims to explain or describe a person, animal, place or object. Meanwhile, Husein and Pulungan (2017), a descriptive text is any text that provides information on an item, whether it be a person, place, or thing that is living or not. Writing a description involves creating imaginative visual images and sensory impressions using words.

According to Widiati and Rohman (2017), descriptive text is text that describe a particular object like place, thing, or person. To assist readers understand what a person, an animal, a park, or an item is like, the researcher wishes to explain the unique object by detailing its or his/her special feature in a descriptive language. Description adds an important dimension to our emotion and expands our experience. Descriptive text can be defined as a text that describes the personality of something or someone living or not living in such a way that the reader can understand it. Descriptive describes the appearance, feel, smell, taste, and/or sound of something.

According to the definition above, descriptive text has the function of describing something in detail so that readers can see, hear, feel, and touch it firsthand. The description of a specific thing, animal, person, or other. For

example, is the context of this type. Descriptive text can also convey the writer's emotional response to a person, place, or thing.

b. Components of Descriptive Text

According to Dwi Latifatul Fajri (2021), the components of the descriptive text consists of three parts as follows :

1) Identification

Identification is the determination of the identity of a person, thing, or other object.

2) Classification

Classification is the arrangement of groups according to predetermined rules.

3) Description

Description is a paragraph that contains the benefits of the object being observed.

The researcher would then go over the elements of descriptive language in detail, as seen below:

Text used to describe someone, location, or something is known as descriptive text. Descriptive text is used to describe how someone looks, smells, tastes, feels, or sounds by creating a visual image of people, places, or objects using relevant and detailed information and attempting to get the reader to see or visualize the object.

2.2 Previous Study

1. Isnata (2020) in her research entitled “*The Effect of Partner Reading Strategy in Teaching Reading Comprehension at Eighth Grade Junior High School 12 Tanjung Jabung Timur*”. The researcher utilized a quantitative, quasi-experimental methodology in this study. The researcher came to the conclusion that the partner reading strategy is effective in improving students' reading abilities. Using a buddy reading technique while teaching reading has a significant and advantageous effect. Those students' who learn utilizing a partner reading strategy do better than students who are not taught with a partner reading strategy. In Junior High School 12 Tanjung Jabung Timur, a

partner reading strategy can help students enhance their reading comprehension. According to the results of the experiment, there is a substantial difference between the scores of students who have been taught utilizing the partner reading strategy and those who have not. The results of this investigation demonstrate that after utilizing the partner reading strategy, eighth grade students at Junior High School 12 Tanjung Jabung Timur improved their reading comprehension significantly. The variation in the experimental class's average pre- and post-test scores, which improved from 53,82 to 76,91, demonstrates this. The control class's mean post-test score was 67,45, whereas the experimental class's mean post-test score was 76,91, which was greater than the control class's. It may be stated that using a companion reading technique to improve students' reading comprehension is a viable option.

2. Astuti (2013) in her research entitled *“The Effect of Using Partner Reading Strategy toward Reading Fluency at the Second Year Students of SMPN 1 Sungai Pakning Bengkalis Regency”*. This was an experimental study, or more specifically, a quasi experimental study. Treatments for the experimental class were carried out in eight meetings. This study's tools were a text and a questionnaire. The participants were SMPN 1 Sungai Pakning Bengkalis Regency second-year students. The study's participants are 127 second-year SMPN 1 Sungai Pakning Bengkalis Regency students. The second-year students of SMPN 1 Sungai Pakning Bengkalis Regency in the 2011/2012 academic year are the focus of this study. The effects of utilizing a companion reading strategy on students' reading fluency and the substantial effect of using a partner reading strategy on students' reading fluency are the subjects of this study. The results of the study revealed that the improvement could be detected in the t-test analysis score. The t-test resulted in an overall score of 8.45, 2.032.72 according to the table. It indicates that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. As a result, it can be inferred that adopting partner reading technique had a substantial impact on students' reading fluency at SMPN 1 Sungai Pakning Bengkalis Regency second-year students.

3. Nurafni (2018) in her research entitled “*The Influence of Partner Reading Strategy to Improve students’ Reading Comprehension (A Pre-Experimental Research at the Second Year Students of SMP Nasional Makassar)*”. Based on the data analysis, It was found that students' reading comprehension improved when it came to literal understanding of the key ideas and supporting information. The core idea ranges from 56.66 to 84.16, while supporting details range from 58.33 to 77.5. The t-test value exceeds the t-table ($11.4 > 2.045$). According to the data, the core idea has improved by 48.53 percent, while supporting details have improved by 32.86 percent. It suggests that the Partner Reading Strategy had a considerable impact on improving students' reading comprehension at SMP Nasional Makassar's second-year students’.

The researcher's study and the above research have more differences than commonalities. The discrepancies are in the study's location, population, sample, and design. The only resemblance between this study and the researcher's is the use of a partner reading technique to determine the effectiveness of reading comprehension success. Furthermore, the instrument will only be used as a pretest and post-test in this study, and it will only focus on reading.

The first is Isnata (2020) about The Effect of Partner Reading Strategy in Teaching Reading Comprehension. This research has differences namely the design of the research and the researcher used Purposive Sampling. Both of these research are wanted to know The Effect of Partner Reading Strategy in Teaching Reading Comprehension and the instrument of the research.

The second is Astuti (2013) about The Effect of Using Partner Reading Strategy toward Reading Fluency. The sample and instrument of the investigation are the same in this study. The distinction is that the prior study was focused on reading fluency, but this study will just be concerned with reading comprehension.

The last one is Nurafni (2018) about the The Influence of Partner Reading Strategy to Improve students’ Reading Comprehension. This research has similarities, namely the research objectives, research methods, and research instruments. Both of these studies wanted to know the influence of Partner Reading strategy to improve students’ reading comprehension.

2.3 Conceptual Framework

The conceptual framework in this research is show in the diagram as:

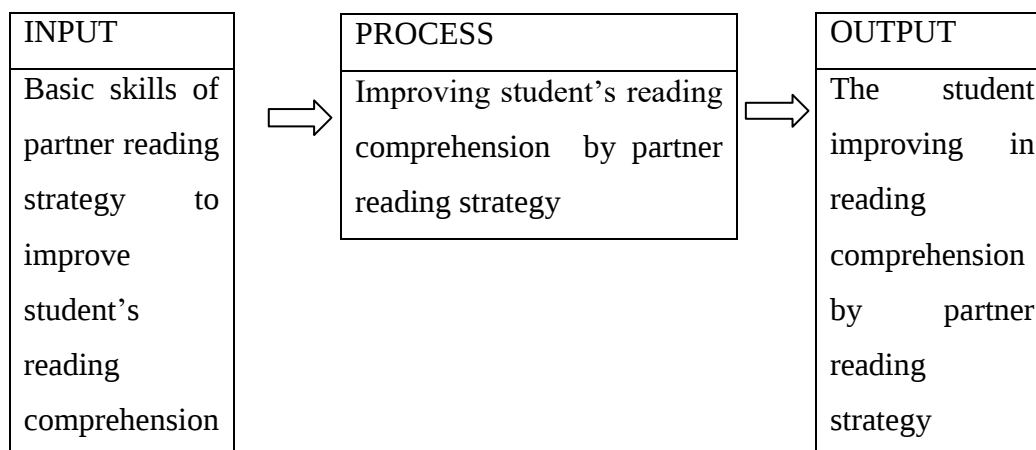


Figure 1. Conceptual framework

The following are descriptions of the major elements above :

- Input : Input refers to the use of partner reading strategy as the starting point during teaching and learning process.
- Process : Process refers to students to reading or transfer the information by Partner reading strategy.
- Output : The output is students achievement.

2.4 Research Hypothesis

1. Null Hypothesis (H0): There is no significant improvement of using Partner Reading Strategy to improve students' reading comprehension.
2. Alternative Hypothesis (H1): There is a significant improvement of using Partner Reading Strategy to improve students' reading comprehension.

The hypothesis testing based on the hypothesis formula :

H0 is accepted, if sig.2 tail > alfa (α)

H0 is rejected, if sig.2 tail < alfa (α)

The null hypothesis (H0) is accepted if sig.2 tail > t alfa (α), it means that text partner reading strategy not effective in teaching reading. While (H0) is rejected if

sig.2 tail < alfa (α), it means text partner reading strategy effective in teaching reading.