THE EFFECT OF PAIRED READING STRATEGY IN READING STUDENTS' ACHIEVEMENT

By:
Surti Milarisa
STIE Muhammadiyah Tanjung Redeb Berau, East Kalimantan
surti_milarisa@stiemtanjungredeb.ac.id

Penti HevinaDewi
STIT Muhammadiyah Tanjung Redeb Berau, East Kalimantan
vhentyhappynadhevy@gmail.com

Abstract: The aim of the study was to find out the effect of paired reading strategy in reading students' achievement of the Eighth Grade Students of SMPN 1 Teluk Bayur. The design of this research was quantitative design. The subject of the research was the eighth grade students of SMPN 1 Teluk Bayur. By using purposive sampling, the researchers found a sample in this research. The sample of the research was class VIII C having 31 students which consisted of 17 female and 14 male students. Reading test in the form of multiple-choice which consisted of 20 questions was used to collect the data. To analyze the data, the researcher applied formula paired sample t-test. Based on the result of paired samples test, the mean scorewas 8.064 , standard error was 1.325, the value of $t_{obtained}$ was 6.084, at the significance level of $p<0.05$ in two-tailed testing and df=30. Since the value of $t_{obtained}$ (6.084) was higher than t_{table} (2.0423) and p_{value} (0.00) was less than α_{value} (0.05), it meant that a paired reading strategy helped students learn easily to understand the content of the text.

Keyword: paired reading strategy, reading, students' achievement

INTRODUCTION

In the digital era, English is needed as a daily language. English is not a costume language anymore. English taught from very young learners as the lowest level of education.Every school and teacher tried to improve their students' ability in English in order to make students fluent in English. The reading skill becomes very important in the education field, whereby reading students can improve their knowledge and get information.

Reading is one of the four main important skills. Reading will help

students to get easy in interpreting language. Reading makes students able tofind every message of texts. Oyetunji (2011, p. 24) says that reading is the ability to understand the adequate progression of language from the page to permit readers to understand the message the author intends to convey. If it linked with students, it means that the purpose of learning to read is that the students have the skillto interact with the converted language encoded in the text. In addition, Sartika (2018, p.31-32) explains that reading is the process of getting information and doing communication with the writer through the text in which the product of reading is obtaining the information from the text which can be used in communication and reach the success of life.

Furthermore, the students need to comprehend the text so that they get information from written text. According to Snowball, Bolton, and Hervey (2006, p.1), reading comprehension is a process in which readers construct meaning by interacting with a text through the combination of prior knowledge and previous experience, the information in the text, and the stance the reader takes in relationship to the text. Willingham (2016) states that the best way to boost students' reading comprehension is to expand their knowledge and vocabulary by teaching them history, science, literature, and the arts, using curricula that guide kids through a logical sequence from one year to the next.

Unfortunately, reading comprehension is considered

difficult to understand the content of the written text. Novia (2017, p.40) identifies that students get difficulties to determine the main idea, topic and generic structure in each genre. She added students not only have difficulties to organize their ideas from the passage but also are lack of vocabulary because they seldom use new words in their daily life such as in conversation and writing activity. Westwood (2008, p.33-37) states that they are lack of background knowledge, lack of vocabulary, inability to understand main ideas and supporting details, an overload of working memory and lack of knowledge about effective reading strategies. Hence, students have difficulties in reading because they cannot identify the main idea and generic structure of the text. They are also lack of vocabulary ad

background knowledge to understand the text.

Based on the problems above, the paired reading strategy can be used to overcome students' problems in reading. Swanson, et al (2018, p.1) define that paired reading strategy is an instructional routine that incorporates peer modeling into reading the text. Topping (2014, p.59) explains that paired reading strategy is a form of supported oral reading which enables students to access and comprehend text. Paired reading strategy develop reading capabilities in students. By using paired reading students develop the pair's ability to extract and interpret information from texts; infer and deduce the intentions of the writer, justify their own ideas on what they have read, understand the nature and purpose of texts and understand how

meaning is created through the use of text (Thurston and Cockerill, 2017, p.4).

Theoretically, paired reading is able to give a positive contribution to teaching in overcoming a problem in reading through the value of findings in the area of teaching reading. The aim of the study was to find out the effect of paired reading strategy in reading students' achievement of students eighth grade at SMPN 1 Teluk Bayur.

METHODOLOGY

The design of this research was quantitative research pre-experimental that aimed at proving whether or not the using of Paired Reading Strategy can improve reading students' achievement of Students Eighth Grade at SMPN 1 Teluk Bayur. There was one class

only as of the sample. The design of this research was taken from Creswell (2005, p.160) which can be seen as follows:

One Group Pre-test and Post-test Design

$$O_1 \quad X \quad O_2$$
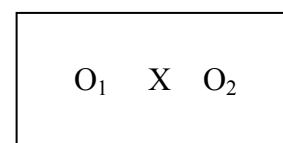
Where:

X = Treatment (Teaching by Paired Reading Strategy)

O_1 = Pretest

O_2 = Posttest

The research design showed the use of pre-experimental research. There was the differentiation between this research design and another design which was the researcher only choose one class to get the treatment and no need a control class. In this research, the subject of the research was the Eighth Grade Students of SMPN 1

TelukBayur. By using purposive sampling, the researchers found a sample in this research the sample of the research was class VIII C having 31 students which consisted of 17 female and 14 male students. Reading test of descriptive text in the form of multiple-choice which consisted of 20 questions was used to collect the data. To analyze the data, the researcher applied paired sample t-test.

RESULT AND DISCUSSION

Based on the result of paired samples test, the mean score was 8.064 standard error was 1.325, the value of $t_{obtained}$ was 6.084, at the significance level of p<0.05 in two-tailed testing and df=30. Since the value of $t_{obtained}$ (6.084) was higher than t_{table} (2.0423) and p_{value} (0.00) was less than α_{value} (0.05). It meant

that there was an effect of paired reading strategy in reading students' achievement of students eighth grade at SMPN 1 Teluk Bayur.

From the data analysis, there was an effect of paired reading strategy in reading students' achievement. Paired reading strategy encouraged students to understand reading text since they did reading activities in pairs so that they could share the ideas. Besides, they also could make correct each other if they made mistakes. In addition, the paired reading strategy built students' cooperative learning in reading activities. Paired reading strategy also improved students' motivation in doing a reading skill. It can be concluded that the paired reading strategy increase students' reading achievement in reading the descriptive text.

CONCLUSION

Based on the analysis of paired samples t-test, the value of $t_{obtained}$ (6.084) was higher than t-table (2.0423) and p_{value} (0.00) was less than α_{value} (0.05), it meant that there was an effect of paired reading strategy in reading students' achievement of students eighth grade at SMPN 1 Teluk Bayur. By using paired reading strategy, students developed reading capabilities and understood the meaning used in reading the text. In short, the paired reading strategy could improve the student's reading comprehension.

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