THE EFFECT OF PARTNER READING STRATEGY IN TEACHING READING

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ABSTRAK

Penelitian ini bertujuan untuk menganalisis tanggapan mahasiswa tentang pengaruh strategi membaca secara berpasangan dalam pembelajaran Reading, dan mengamati bagaimana dosen menerapkan strategi membaca secara berpasangan dalam pembelajaran Reading. Populasi dalam penelitian ini adalah siswa semester II Jurusan Bahasa Inggris STKIP Bina Bangsa Getsempena Banda Aceh yang berjumlah 59 siswa dan hanya 31 siswa kelas A yang dijadikan sampel dalam penelitian ini. Instrumen penelitian ini adalah observasi, angket, dan wawancara. Hasil observasi dalam penelitian ini menunjukkan banyak faktor dari lembar observasi yang diterapkan oleh dosen. Seperti, memberikan kesempatan untuk siswa memilih pasangannya, mempraktikkan atau menjelaskna bagaimana menjadi pasangan yang baik. Kemudian dosen juga memperhatikan siswa selama proses pembelajaran di kelas. Artinya proses pembelajaran menggunakan prosedur partner reading strategi cukup memuaskan karena sejalan dengan Meisinger et al dalam Melanie. Selanjutnya, untuk data angket, banyak siswa yang menjawab sangat setuju pada bagian strategi membaca mitra, yaitu tentang manfaat atau dampak baik dari strategi membaca mitra yang mampu mendorong kemauan siswa untuk belajar. Berdasarkan hasil penelitian, guru sebaiknya menerapkan strategi membaca mitra dalam pembelajaran membaca karena dapat meningkatkan proses pembelajaran, dan membuat minat siswa dalam belajar membaca.

Kata Kunci: strategi membaca mitra, mengajar membaca.

ABSTRACT

This study analyses the students' responses about the effect of partner reading strategy in teaching reading and observe how the lecturer implement the partner reading strategy in teaching reading. The population of this research was the second grade of English Departmen STKIP Bina Bangsa Getsempena Banda Aceh which consists of 59 students and only 31 students in class A took as the sample of this research. The instruments of this research were observation, questionnaire, and interview. The result of observation in this study shows that many observation sheet factors are followed by the lecturer. Such as, letting students choose their pairs, practice what is to be a good partner. Then the teacher also pays attention during the learning process in class. It is mean the teaching process is quite satisfying because in line with Meisinger et al in Melanie about the procedure of using partner reading strategy. However, for the questionnaire data, many students who responded strongly agreed in the partner reading strategy section, which is about the benefits

or good effects of a partner reading strategy that can encourage students' willingness to learn. Based on the result of the study, the teacher should applied partner reading strategy in teaching reading because it can improve the learning process, and make students interested in learning reading.

Keywords: *partner reading strategy, teaching reading.*

INTRODUCTION

Nowadays, English is used for global communication and plays an important role especially in educational subjects as a window of knowledge. Rahmatun Nisa (2018:25), stated that to learn English there are four skills taught to the students that are listening, speaking, reading, and writing. Reading is one of the four very important skills, especially for students because reading can help the students to seize their goals and solve their problem lessons.

Besides, social settings may be used as determinants of learning outcomes (Annika, 2018:557). Reading is the activity transferring or getting information from the written by handwriting or textbook from the writer to the reader (Megawati 2019:172). Further, Varita (2017:236) stated reading is a construction of new meaning through manipulation of concepts already possessed by the reader with resulting meaning. After the reader reads the text, he tries to get the meaning word by word and sentence by sentence then he interprets the meaning based on the context that brings the result of what he has read. Besides, Reading is the process of getting massage or information from the writer to the reader through words or written form (Rohdearni, 2019:248).

Reading is a good way to find out new ideas and facts about knowledge. Reading can trigger imagination to be more flexible, also can open mindset, and build up critical thinking. However, Reading is a tool of communication in written language through the text's form, it is an efficient way to gain information about many aspects of life, including science and technology (Ismail, 2017:125). Further, Mikulecky in Rahmatun Nisa (2020:72), states that reading is a complex conscious and unconscious mental process in which the reader uses a variety of strategies to reconstruct the meaning that the author is assumed to have intended, based on data from the text and the reader's prior knowledge. However, in reading the reader makes a semantic network of opinions as they try to identify the meaning of a text, the reader uses language and visual skills to decode words and combine words and phrases that construct meaning (Mohammad, 2017:3).

Since reading is an essential skill, using a strategy will enhance the interest of the reader, with implementing a strategy to a reader, it could encourage him or her to achieve a better goal. In a classroom, the strategy also used to facilitate the development of students. Strategies were implemented to help the students find the summary or the important part of the information from a book or anything that they read. One of these strategies is students involve in pair or partner strategies. According to Swanson (2018:1), partner reading is an instructional routine that incorporates peer modeling into reading text. In the routine, one partner reads a text that is slightly challenging while the other partner checks for understanding and correct errors.

Partner reading strategy was chosen because it can help and promote the development of students in their reading comprehension (Yanti, 2020:209). According to

Boyle et al in Melanie (2008:11), partner reading has been used successfully as a section of an intervention that has aimed at reducing and preventing a behavioral problem in school and class. However, on the learning process the teacher also must pay attention to make sure all the students sit on the matched pair, especially do not make pairings of low ability students with other low ability students and high ability students with high ability students. On the other words, it must be balanced. The teacher must guide the process of composing pairs by students.

In this study, the researcher took the analysis of students' responses towards partner reading strategy in teaching reading. Then, observe how the lecturer implemented the partner reading strategy in teaching reading. Because the researcher wants to know the effect by using a partner reading strategy in teaching reading that implemented in class. In STKIP Bina Bangsa Getsempena especially at the second-grade students of the English department in class A, some of the students said reading is very saturating. Students usually only listen to what the other students read about, in which to listen to someone for a long time will make bored and sleepy. However, some of the students' also say reading isn't always boring depending on the type of script being discussed, for example reading texts that are studied or talked about have interesting topics to discuss. Students also said that the basis of vocabulary in the text is a factor to increase students' interest in reading lessons.

Further, the implementation of an appropriate learning strategy is an important thing in teaching reading. Besides it can influence students' interest to learn, it also influences students focused on reading class. Therefore, this research aim to finding the process given the lecture by using a partner reading strategy. Then, to identify the students' responses towards using partner reading strategy.

RESEARCH METHOD

This research employed a qualitative research method with a descriptive analysis. In this study, the researcher observes the teaching process implemented by a lecturer in the class and then analyzed the responses of students towards partner reading strategy by a questionnaire that was distributed. And to obtain these data the researcher made three steps. They are observation, interview, and questionnaire. The subject of the study was the second-grade students of the English department of class A STKIP Bina Bangsa Getsempena Banda Aceh in the academic year 2019/2020. The researcher took 30 students in the class as the participants of the research by analyzing their learning process and also responses.

In this study, an observation was made to see the learning process using a partner reading strategy. The researcher would see how the lecturer teaching students in pairs. In which, students are asked to work together with partners, exchange ideas, and interact with each other. While the interview was conducted by the researcher to confirm the result of the observation by asking students directly about the partner reading strategy, to know how far the effect of using a partner reading strategy during the learning process.

Besides, the questionnaire was used as an instrument to gather the data. In this research, a set of a questionnaire was distributed to the students. In the questionnaire, the researcher made a list of closed-ended statements in the form of a Likert-scale related

to the effect of partner reading strategy in teaching reading at STKIP Bina Bangsa Getsempena Banda Aceh. This section was used to measure how far the students' responses in the learning process. Every question in the questionnaire has four response choices; strongly agree, agree, disagree, and strongly disagree. The respondents gave a response to the statement by giving the checklist on the available questionnaire. The class chosen in this study was to determined the grade level in reading. To analyze the result of the questionnaire, the researcher divided it become two aspects including the benefit of using partner reading in teaching reading and the interest students in learning reading. To analyzed data, the researcher used the formula by Sudjana (2004:101) they are as follows:

$$p = \frac{F}{N} \times 100\%$$

where: p = Percentage of answers
f = Frequency of respondents' answers
N = Total frequency

RESULT AND DISCUSSION

To obtain data, firstly the researcher observed by looking at how the lecturer teaches in a class by using a partner reading strategy. This data collection technique was done by observing a phenomenon that exists and occurs. It was used to directly see data relating to the effect partner reading strategy in teaching reading at STKIP Bina Bangsa Getsempena Banda Aceh. The observation made is expected to be able to obtain data that is relevant to the research topic.

The observation was conducted towards the second-grade students of STKIP Bina Bangsa Getsempena in class A for one meeting on Thursday, June 18th, 2020. During the learning process has taken place, the researcher only monitored the activities without participating in it. The focus of the research was to see how the lecturer implements the partner reading strategy in teaching reading. Here the researcher already has an observation sheet which contains five aspects that must be assessed, the number of activities that must be assessed based on Meisinger et al in Melanie (2008:12) were; (1) Explaining what is the partner reading strategy to students. (2) Monitor the jobs in each partner. (3) Practice and model partner reading behaviors. (4) Students choose their own partner. And (5) the lecturer assesses and pays attention to the result being discuss.

For the way the lecturer teaches partner reading strategy in class, it's a satisfying category because many of the observation sheet factors are followed by the lecturer. One of them, letting students choose their pairs which are following the procedure of using partner reading that students choose their partner because students would know whom students are suitable for pairing. Then the lecturer also explained how to be a good partner as mutual support and sharing ideas. And finally, during the learning process the lecturer also always oversees the learning process. The result of the assignment was always corrected by the lecturer's and giving feedback as well.

Besides in interviews, The main characteristic of interviews is commonly face-to-face between information seekers and information sources. In this study, researchers conducted interviews by calling interviewers using cell phones one by one. This happens because there was an outbreak of disease or commonly called the coronavirus, therefore

to avoid gatherings, the researcher only called and asked directly about the question. Through this interview, the researcher explored data, information, and framework information from research subjects. The number of respondents interviewed was 4 people. In this study, the un-structured type of interview was applied consisting of 5 questions, with two main questions that are always asked, then three other questions would be appear and change according to the answers of the interviewer. In the interview, various questions had been prepared but other questions arise while interviewing. Interview technique conducted is the called-ended interview, meaning that the question posed is not fixed in the interview guidelines and can be deepened or developed according to the situation and field conditions. This interview was conducted at the second-grade students STKIP Bina Bangsa Getsempena Banda Aceh.

However, The first question the researcher asks is "is the partner reading strategy can increase student interest in learning reading process". The average interviewer says "yes". Their reasons besides being able to share ideas, make connections, and also can help each other if something is not understood yet, using a partner reading strategy could be made students felt more relaxed because of the encouragement from partners such as giving input and motivation.

The second general question that the researcher asks is "whether using partner reading strategy can make students work well together". Three out of four interviewers say "yes". The reason that compared to sitting in groups that usually have four or five students, sitting in pairs was better and able to made students work well together because it only involves two people in one group, which allows students to be more focused and of course both of them would work together, it is different if in one group there are four or five students, most of the experience by interviewers said, there is always one or two students who did not participate to do assignments or practice questions and give ideas. In other words, they only sit and listen to what the other student talked about. While the other three questions have different characteristics because the answers to the questions posed differ at any time, which impact of one question to another question given by the interviewer.

Further, The questionnaire in this study was used to obtain a score of the intensity (size) of the partner reading strategy by students, and the researcher used a closed-ended questionnaire. In which a closed-ended questionnaire the respondent has no other opportunity to provide answers in addition to the answers provided in the list of questions. The number of questionnaires distributed was 20 questions. With 2 aspects to be assessed. In which, 10 questions discuss interests, and 10 other questions discuss benefits. The questions that discuss about interests are in number 9,11,12,13,15,16,17,18,19 and 20. While the questions that discuss the benefits are in numbers 1,2,3,4,5,6, 7,8,10, and 14. The questionnaire distributed and analyzed through the table, for more details can be seen in the following table:

Table 1. Students responses toward every questions

No	Statement	Option	F	Percentage (%)
1	The use of learning reading in pairs strategies (partner reading strategy) was able to improve my interest in learning.	Strongly agree	27	90
		Agree	3	10
		Disagree	0	0
		Strongly disagree	0	0
		Total	30	100
2	Partner reading strategy can make me feel more varied (fun) in the learning process.	Strongly agree	26	86.66
		Agree	4	13.33
		Disagree	0	0
		Strongly disagree	0	0
		Total	30	100
3	The method used in partner reading strategy can reduce my pressure/ dislike for learning English.	Strongly agree	28	93.33
		Agree	2	6.66
		Disagree	0	0
		Strongly disagree	0	0
		Total	30	100
4	The use of partner reading strategies can improve connections/good relations between me and other students.	Strongly agree	25	83.33
		Agree	4	13.33
		Disagree	0	0
		Strongly disagree	1	3.33
		Total	30	100
5	Partner reading strategy can encourage me and my partner to work well together.	Strongly agree	24	80
		Agree	3	10
		Disagree	2	6.66
		Strongly disagree	1	3.33
		Total	30	100
6	The learning process using partner reading strategy was able to encourage me to be more active in discussions.	Strongly agree	22	73.33
		Agree	6	20
		Disagree	2	6.66
		Strongly disagree	0	0
		Total	30	100
7	The learning process using a partner reading strategy is very easy for me to understand.	Strongly agree	26	86.66
		Agree	3	10
		Disagree	1	3.33
		Strongly disagree	0	0
		Total	30	100
8	Answering lecturer questions using the paired method, which done in turns, really help me in	Strongly agree	18	60
		Agree	10	33.33
		Disagree	2	6.66

	learning reading.	Strongly disagree	0	0
		Total	**30**	**100**
9	Even though there were no lecturers, I continued to study using a partner reading strategy.	Strongly agree	20	66.66
		Agree	10	33.33
		Disagree	0	0
		Strongly disagree	0	0
		Total	**30**	**100**
10	Learning by use partner reading strategy helped me understand reading more easily than studying alone.	Strongly agree	24	80
		Agree	5	16.66
		Disagree	1	3.33
		Strongly disagree	0	0
		Total	**30**	**100**
11	I have an interest in learning reading until the subject hours are finished.	Strongly agree	22	73.33
		Agree	7	23.33
		Disagree	0	0
		Strongly disagree	1	3.33
		Total	**30**	**100**
12	I learned reading because of my encouragement.	Strongly agree	24	80
		Agree	5	16.66
		Disagree	1	3.33
		Strongly disagree	0	0
		Total	**30**	**100**
13	I ask for topics that I do not understand in reading learning.	Strongly agree	25	83.33
		Agree	5	16.66
		Disagree	0	0
		Strongly disagree	0	0
		Total	**30**	**100**
14	I am happy with the methods applied in reading lessons because they provide different teaching at each meeting.	Strongly agree	23	76.66
		Agree	7	23.33
		Disagree	0	0
		Strongly disagree	0	0
		Total	**30**	**100**
15	I try to answer questions if there are friends who can't answer them.	Strongly agree	22	73.33
		Agree	6	20
		Disagree	1	3.33
		Strongly disagree	1	3.33
		Total		
16	I try as much as possible to get a satisfactory value.	Strongly agree	26	86.66
		Agree	3	10
		Disagree	1	3.33
		Strongly disagree	0	0
		Total	**30**	**100**
17	I am very happy when I can	Strongly agree	22	73.33

	answer the reading questions given by the lecturer.	Agree	8	26.66
		Disagree	0	0
		Strongly disagree	0	0
		Total	**30**	**100**
18	Event hough I don't have homework, I still study reading at home.	Strongly agree	19	63.33
		Agree	8	26.66
		Disagree	3	10
		Strongly disagree	0	0
		Total	**30**	**100**
19	I give an opinion if something is missing from the lecturer' statement in explaining the reading lesson.	Strongly agree	15	50
		Agree	12	40
		Disagree	2	6.66
		Strongly disagree	1	3.33
		Total	**30**	**100**
20	Noting important things explaining by the lecturer.	Strongly agree	24	80
		Agree	5	16.66
		Disagree	0	0
		Strongly disagree	1	3.33
		Total	**30**	**100**

About 90% of respondents strongly agree that the partner reading strategy that had been applied can increase their interest in learning. While 10% respondent that agree if partner reading strategy that had been applied can increase their interest in learning. It shows that partner reading strategy could increase students' interest in learning because almost all of the students agreed and strongly agreed about that statement and no one student who said disagreed or strongly disagree.

Further, partner reading strategy can make students feel more varied (fun) in the learning process. 86.66% of respondents chose the response of strongly agree, 13.33% chose the response of agree, while none of the respondents chose for the response of disagreeing and strongly disagree. This indicated from the questionnaire distribution data that respondents' responses, partner reading strategies could make students felt more varied (fun) in the learning process.

Afterward, there was 93.33% that respondents chose the response of strongly agree that partner reading strategy could reduce the pressure/dislike of students towards learning English. Besides, there were 6.66% of respondents chose the response of agree, and none of the respondents chose for the response of disagreeing and strongly disagree. It means that many students agree that partner reading strategy could reduce the pressure/dislike of students towards learning English.

Then, partner reading strategy could improve the connections/good relationships between students. 83.33% of respondents chose the response of strongly agree, 13.33% respondents chose the response of agree, while no one respondent chose for the response of disagreeing, and only 3.33 % the response of strongly disagree. It shows that partner reading strategy could improve connections/good relationships the student with others.

Also, partner reading strategy could encourage students and their partners to work well together. 80% strongly agree, 10% agree, while 6.66% disagree and 3.33 % strongly disagree. The data percentage proves that most students agree if a partner reading strategy could encourage students and their partners to work well together. It is because only 6.66% of students said disagree and 3.33 % strongly disagree, while others said agree and strongly agree.

Additionally, 73.33% of students strongly agree if the partner reading strategy was able to encourage students to be more active in the discussion. And 20% agree about it. Whereas about 6.66% of students disagree and no one of the students chose response strongly disagree. It shows that students could be more active in the discussion if using partner reading strategy in class. Only a few students who were not active in the reading class through partner reading strategy.

The learning process by using a partner reading strategy makes it easier for students to understand the learning process is about 86.66% strongly agree and 10% agree, while 3.33% said disagree and no one students strongly disagree about the statement. It could be seen that the students feel easier to understand the learning process by using a partner reading strategy even though some students deny that statement. It also because the partner that she/he got did not correctly match with him.

After that, 60% of students strongly agreed that answering lecturer questions using the pairwise method is carried out in turns, it is very helpful for students to learn reading. 33.33% of students agreed, 6.66% of students who were disagreed. The result shows that students agree if answering lecturer questions using the pairwise method is carried out in turns, it is very helpful for students to learn reading, where there are students who reject that statement. As the explanation before, the students believe with the pairwise method is carried out in turns can help them in thinking, and it helps them to construct their ideas.

Also, the number of students who strongly agreed that although there are no lecturers teach in the class, students still learn by use partner reading strategy is about 66.66% of students strongly agree, 33.33% of students agreed. It proves that all of the students agreed if they still use partner reading strategy even though there is no lecturer teach in the class. It means that the percentage of students who think by using partner reading strategy even though there is no lecturer teach in the class was higher. Because no one student responds to disagreeing and strongly disagree.

The moment after conducted the questionnaire, 80% strongly agreed and 16.66% of students agreed that learning by using a partner reading strategy can help students understand reading more easily than studying alone. And 3.33% of students said disagree and no one student disagreed. From that result shows that the number of students who were said learning by using a partner reading strategy can help students understand reading more easily than studying alone.

Besides, there were 73.33% of students strongly agreed if most of them have an interest in learning reading until the subject hours are finished. Then, 23.33% of students agreed and 3.33 % state strongly disagree. The percentages of students who agree and strongly agree prove that more students have an interest in learning reading until the subject hours are finished.

Moreover, more students learning reading because of their encouragement with 80% strongly agreed, 16.66% agreed, and 3.33% of students said disagree. The data percentage proves that most of the students learning reading because of their encouragement. It is because only 3.33% of students said disagree while others said agree and strongly agree.

Then, about 83.33% of students strongly agreed and 16.66% of students agreed that students will ask if there are topics that they do not understand yet in learning reading. The data proves that 83.33% of students will ask if they do not understand yet in learning reading so that they agree that everybody will be asked for the topic that did not clear yet in reading class.

Further, There were 76.66% of students strongly agreed that more students are happy with the methods applied in reading lessons because they provide different teaching at each meeting, 23.33% student state agreed. However, there are no students who said they are not happy with the methods applied in reading lessons or said disagree or strongly disagreed. The number of students who said strongly agree is highest. It proves that more students are happy with the methods applied in reading lessons because they provide different teaching at each meeting.

Students who strongly agreed to answer questions if there are friends who cannot answer the topic is about 73.33%, 20% of students agree, and 3.33% disagreed, and 3.33 % who strongly agreed to not answer questions if there are friends who cannot answer the topic. Some of the students said disagree and strongly disagree because they did not want to answer the question that the friend did not know to complete and solve. The researcher interpreted that the students still agree if more students try to answer questions if there are friends who cannot answer them. It proved by the percentage of students who said agree and strongly agree is higher than students who said disagree and strongly disagree.

After that, 86.66% of students strongly agreed that more of them who try as much as possible to get a satisfactory value, 10% of students agreed, and only 1 student who was disagreed. The result shows that students agree if they will try as much as possible to get satisfactory value in learning, where only one student who reject that statement. As an explanation before, more students will try to struggle as much as possible to get a satisfactory value in the learning process.

Also, there were some students felt blissful when they could answer the reading questions given by the lecturer is 73.33% strongly agreed and 26.66% agreed. while none of the respondents chose for the response of disagreeing and strongly disagree. However, the number of students who agree and disagree is higher than those who disagree about that statement. It means that students agree that students feel blissful when they can answer the reading questions given by the lecturer.

Students who strongly agreed that even though there is no homework, students still learn reading at home is about 63.33%, about 26.66% agreed, 10% of students disagreed. Some of the students said disagree because they seldom learn reading at home. The researcher interpreted that the students still agree if even though there is no homework, students still learn reading at home. It proved by the percentage of students who said agree and strongly agree is higher than students who said disagree and strongly disagree.

Moreover, the number of students who gave opinions if they feel something is missing from the teacher's explanation in explaining the reading lesson is about 50% of students strongly agreed, 40% agreed. While 6.66% disagreed and 3.33 %. Strongly disagree. The percentage of students who strongly agreed and disagree is higher than the percentage of who disagreed and strongly disagree about that statement. It means that students will give opinions if they feel something is missing from the teacher's explanation in explaining the reading lesson students.

Additionally, 80% of students strongly agreed that many of the students noted the important things explained by the lecturer, and 16.66% said agreed about it. Whereas, about 3.33% of students strongly disagree if they did not take noted important things explained by the lecturer. It shows that many of students are strongly agree to take noted important things explained by the lecturer.

The data shows that many of the significant results in table 1 were in the benefits section. This indicated that partner reading strategy had influence and benefits for students. In other words, partner reading could increase students' interest in learning. Then, partner reading strategy could improve connections and good relationships with each other, encourage students to work well together. Moreover, the pressure/dislike of students towards learning reading can be reduced, students also feel more varied because the learning process in partner reading strategy was very easily understood to students.

CONCLUSION AND SUGGESTION

From the explanation of the results, observation on the way the lecturer teach reading using a partner reading strategy was satisfactory results. Because many procedures for using partner reading strategies were implemented by the lecturer. One of them, the lecturer monitors students during the learning process by using a partner reading strategy and gives better input whatever the results of the discussion made by students. The lecturers also walk around the class during the learning process and listen to students discuss.

However, the data gained from the questionnaire revealed that partner reading strategy in teaching reading had an influence on the learning process. It can be seen the average responses that many students chose strongly agree with the statement partner reading strategy that has been given. Based on the research finding, in statement "partner reading strategy was able to improve students' interest in learning" that had been applied at STKIP Bina Bangsa Getsempena Banda Aceh, the total respondents chose the response of strongly agree there were 27 respondents or 90%. Moreover, in the statement "partner reading strategy can encourage students to work well together with their partner". 80% of respondents give responses strongly agree and only 3.33 % of respondents give responses strongly disagree. This is shown many students feel this strategy can increase their interest in learning, by using a partner reading strategy, the students could work well together and share ideas anymore. This is evident from the interviews conducted by researchers, students who have been interviewed said they prefer learning in the partner in teaching reading than learning alone, by implemented this strategy students were more enthusiastic than they were studying themselves. Because, besides being able to help each other in discussions, with a partner, students can exchange ideas directly with a partner

because only involves two people in one group. Furthermore, they think this method is suitable because it will be very rare for students who do not participate.

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