Enhancing Students' Reading Comprehension Achievement by Using Patterned Partner Reading Strategy

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Abstract
The purpose of this study is to increase students' reading comprehension achievement and active participation in teaching and learning reading process at SMPN 1 Kalisat by using Patterned Partner Reading strategy. The researcher used A Classroom Action Research (CAR) that had conducted one cycle where in one cycle consisted three meetings. As subject in this research was the second class with students' number as about 38 students consist of 17 man and 21 women. Based on the research result that the students' active participation significantly increased from 71.05 % in the first meeting to 81.57% in second meeting. The standard score from school is 75 and from the implementation the strategy, it was proved that there were 28 students or 73% of the students who achieved the target score (≥75). It means that there was the increasing of students' reading comprehension achievement on teaching and learning process.

Keywords: Partner Reading Strategy; Reading Comprehension Achievement; Students' Active Participation; recount text

Mastering a foreign language is needed in this era, especially English, because it is an International language that many countries use it for communication. There are four language skills that must be mastered by students in learning English. They are listening, reading, speaking, and writing skills. Reading skill is very important because by reading, the students will get information and understand the content of the text.

In fact, many students still find some difficulties in comprehending the text such as not know the meaning of the text and also do not get information stated in the text. The difficulties in comprehending an English reading text should be known and solved by the teacher and the students. One of the strategies that can be used for teaching reading comprehension is Patterned Partner Reading Strategy (Cunningham & Allington in Brown 2006).

This strategy is also called as Partner Reading Strategy (Cheung in Chapman 2009). It is a strategy that includes pair students in which they work together to comprehend and take control

their own learning. The Students can choose a partner of their own or the teacher can choose them based on their ability.

Some previous research showing that using Patterned Partner Reading Strategy significantly affected the student' reading comprehension achievement. Patterned Partner Reading Strategy can give a chance to the students to read the same time with their partners. With the partners, the students can enjoy reading the texts, discuss the main of text together, they can feel comfortable and not ashamed to ask with the partners.

Based on the explanation above, the researcher was interested in conducting a research entitled "Enhancing Students' Reading Comprehension Achievement by Using Patterned Partner Reading Strategy".

A. Reading Comprehension

Reading is not just about reading words or sentences in a text. Reading is a process of understanding to get information that the writer wants to give to the reader. According to Alderson (2002) while reading, the reader also thinks about what is being read what is meant to be, and how it relates to things that has been read before, to things he knows, to what he expects to come next in the text. Without understanding, reading is only activities that are not beneficial and waste time. Readers will not get information if they cannot understand the text. It means that understanding is important in reading. The students have to comprehend the text that they are reading. Based on those ideas above, it can be concluded that reading comprehension is important to construct the meaning so that the students are able to get the message from the text.

B. Patterned Partner Reading Strategy

Patterned Partner Reading (PPR) strategy is an effective strategy that can help students increase then reading comprehension. It is a cooperative teaching strategy in which students work together to give motivation to each other. According to Jamie (2005) Patterned Partner Reading Strategy is designed to introduce students to their readings interactively with other students and take control of their own learning. Students can interact each other, work together and control each other's abilities.

Haag (2012) says that Patterned Partner Reading Strategy has many benefits. It gives a chance for students to read a text at the same time with their partners. With that, students can enjoy reading the texts, they can feel comfortable and not ashamed to ask with their partners. They can share each other and have more opportunities to ask questions. In the process of this activity, the teacher can go around to monitor the students' activities.

Moreover, Partner Reading strategy is a regular strategy that has advantages and disadvantages along with the steps in it. The advantages of this strategy are: 1) The students can manage their time spent significantly with their partner. 2) Partner reading gives the opportunity to re read the text. 3) Partner Reading Strategies can make students receive the support from their partner and enjoy when they read the text. Then, the disadvantages of this strategy are: 1) Students will most often choose their closest friends, regardless who might need support. 2) Some student will never be chosen, and teacher definitely want to avoid the kind of rejection suffered by not being wanted by their peers. So, the teacher makes the choice-purposefully pairing kids.

1. The Implementation of Patterned Partner Reading Strategy

a. Pairing

The teacher pairs all students in class to increase opportunity to practice by making a list of students in the class based on their ranking from the highest reading ability to the lowest reading ability. The higher students will be paired with the lower ones.

b. Introduce the role, rules and materials

The teacher introduces the role, rules and materials of Patterned Partner Reading Strategy to the students and then gives the text to the students.

c. During Partner Reading activity

The students will read the text in turns in five minutes. The first reader will begin reading the text in five minute as a Player until the time is out and the partner as a Coach will follow and gives corrective feedback. After the first reader has read, the second reader will read the same passage for the next five minutes.

d. After Partner Reading activity

The teacher will ask students to state generic structure of the text, to answer the questions and to make conclusion.

Example:

What is the structure of the text?

What is the main idea?

What is the similar meaning of the word?

e. Monitoring

The teacher will be monitoring the students by walking around the classroom and listening the students and giving feedback.

There were some differences between the previous research and the present research. The previous research focus on reading fluency and interaction quality during used Partner Reading Strategy while this research focus on comprehension achievement, word comprehension, sentence comprehension, paragraph comprehension, and text comprehension. This research used classroom action research (CAR) while the previous research used quasi experimental design.

METHODOLOGY

This research was conducted by using Kemmis and McTaggart (1988) model of classroom action research which was conducted in one cycle only for three meetings within five days in October 2019. Moreover, the model of Kemmis and McTaggart classroom action research is as in the following figure.
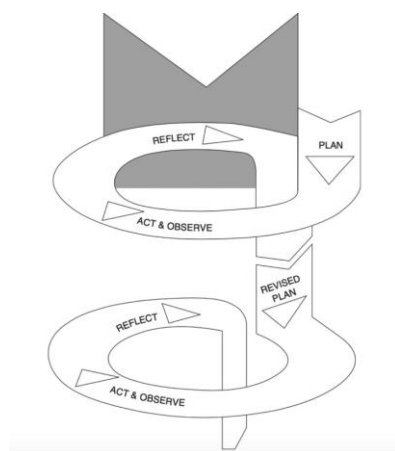
Figure 1. (Kemmis & McTaggart, 2007, p.278)

Following the research design above, the action of the research was done in four stages of activities as follows: (1) Planning the activities before implementing the action, they were: a) Choosing the theme of descriptive text based on the Curriculum 2013 for the eight grade students b) Constructing the lesson plan for the first cycle. c) Constructing the observation checklist to observe students' participation. d) Constructing the reading test for the first cycle. e) Constructing the scoring guide of the students' reading test. F) Preparing the students' worksheet. (2) Implementing the action in the VIII-B class based on the English schedule of SMPN 1 Kalisat. In this action, the researcher taught reading recount text by using Partner Reading strategy to increase the students' reading comprehension achievement. Cycle 1 was done in three meetings. The first and the second meeting were conducted to implement the action, and the third meeting was administered for reading test. In implementing the strategy the researcher did the action while the English teacher did the observation. (3) Observing the students' active participation in teaching and learning process of reading. Observation checklist was used to help the observer in gathering the data of students' participation. The teacher observed the participation while the researcher taught reading descriptive text. (4) Reflecting the result of observation and reading comprehension achievement test during the implementation of the action in the first cycle. The function of reflection was to know whether the first cycle reach the research objectives or not. There were two types of evaluation in this reflection stage, they were process of evaluation and product of evaluation. This research used process evaluation to know the percentage of students' participation during teaching and learning process. Meanwhile, the product of evaluation is used to measure students' reading comprehension achievement after implementing the action.

FINDINGS

A. The Result of Observation

This research was done collaboration with English teacher by using observation checklist in table 1. The observation in the first meeting showed that there were no students who absent in the first meeting. There were eleven students who could not fulfil the first and second indicators. The researcher asked the students to mentioned the elements of recount text such as generic structure

and language features, but some of them could not mentioned it. Moreover, it was also found that all the students fulfilled the third, fourth and fifth indicators which meant that the students were able to complete the steps of Patterned Partner Reading Strategy during teaching and learning process.

The result of the observation in the second meeting showed that there were no students who absent in the teaching learning process. There were seven students who did not actively participated. As the previous meeting, 38 students could fulfill the third up to fifth indicators.

The data of the students' active participations was analyzed by using this Ali's (1993) formula. Both of the data from the first meeting and the second meeting were calculated as follows:

Meeting 1

$$\text{Active} = \frac{27}{38} \textbf{ x 100\%}$$

Meeting 2

$$\text{Active} = \frac{31}{38} \textbf{ x 100\%}$$

The percentage of the students' active participation in the first and the second meeting can be seen in the table 2 below.

Table 2 The Percentage of the Students' Active Participation.

No.	Meeting	Percentage	
		Active	**Passive**
1.	Meeting 1	71.05%	28.95%
2.	Meeting 2	81.57%	18.43%

Based on the result of the observation done in the first meeting, it was found that there were 27 students' or 71.05% of the students actively participated during teaching and learning process in implementing Patterned Partner Reading Strategy, and the students who passively participated in the teaching and learning process were 11 students or 28.95%. In the second meeting, there were 31 students or 81.57% of the students actively participated and there were 7 students or 18.43% who passively participated in the teaching and learning process. Therefore, it can be concluded that the students achieved the research criteria of success that was at least 60% of the students were active in the teaching and learning process of reading by using Patterned

Partner Reading Strategy. The result indicated that the students' active participation increases from the first meeting that was 71.05% to 81.57% in the second meeting.

B. The Result Of Reading Comprehension Test

The reading comprehension test was conducted in the last meeting after implementing the action. All the students of VIII-B attended the test. It meant that there were 38 students who did the test. The allocation time was 2x30 minutes. It consisted of 25 items in the form of multiple choices that covered literal and inferential comprehension.

The data were analysed by using (Arikunto, 2006: 235-236) formula as follows:

$$\text{Achieved} = \frac{28}{38} \textbf{ x 100\%}$$

The percentage of the students' reading comprehension achievement test can be seen in the table 3 below.

Table 3 Students' Reading Comprehension Achievement Test

No.	Number of students	Percentage	Category
1.	28	73 %	Achieved
2.	10	27%	Not Achieved

Based on the result above, it was found that 28 students or 73% of the students achieved the target score that was ≥75 and 10 students or 27% of 38 students did not achieve the target score because they got less than 75. Moreover, this test was categorized as successful if it achieved the research target criteria that was at least 70% of the students got score ≥75 in the reading test. It can be concluded that the reading test had achieved the target criteria of the research.

DISCUSSION

The result of the present research was in line with the theories of Patterned Partner Reading Strategy which stated that Patterned Partner Reading Strategy can increase the students' achievement, in this case, reading comprehension achievement. As stated by Haag (2012), Patterned Partner Reading Strategy can give a chance to the students to read the same time with their partners. With the partners, the students can enjoy reading the texts, discuss the main of text together, they can feel comfortable and not ashamed to ask with the partners. In my study, the

students can more relax and active. They help their partner to more active in teaching learning process and support each other.

Furthermore, the result of this research was also in line with the previous research conducted by Pratiwi (2014) showing that using Patterned Partner Reading Strategy significantly affected the student' reading comprehension achievement. Another previous research by Sinaga, Y.K., Herman, Siahaan, P.L. (2018) dealing with by using Patterned Partner Reading Strategy could improve of the students' reading comprehension achievement and learning participant. Based on my study, the students increased the score. Before, the students used Patterned Partner Reading there were only 14 students or 37% o the students that achieved the target score. With used Patterned Partned Reading Strategy there were 28 students or 73% of the students that achieved the target score.

Therefore, it could be concluded that Patterned Partner Reading Strategy could be considered as one of useful teaching strategy to improve students' reading comprehension achievement. In this research, it was indicated that Patterned Partner Reading Strategy could increase the eight-grade students' reading comprehension achievement and their active participation at SMPN 1 Kalisat in the 2019/2020 Academic Year. Therefore, the research was not continuing to the second cycle since the first cycle already achieved the success criteria of the research.

CONCLUSSION

Based on the previous data analysis and the discussion, it can be concluded tha the use of Patterned Partner Reading Strategy could increase the eight-grade students' active participation in the teaching and learning process of reading. The result showed that the students' active participation significantly increased from 71.05 % to 81.57%. The use of Patterned Partner Reading Strategy could increase the eight-grade students' reading comprehension achievement. The result showed that there were 28 students or 73% of the students who achieved the target score ($\geq$75). Therefore, the researcher needed one cycle only to increase the students' reading comprehension achievement.

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