

**THE EFFECTIVENESS OF PAIRED-READING METHOD IN  
TEACHING READING COMPREHENSION : AN EXPERIMENTAL  
STUDY FOR THE EIGHTH GRADE STUDENTS OF SMPN 13  
MATARAM IN ACADEMIC YEAR 2014/2015**



**ARTICLE**

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## ABSTRACT

This research aimed to identify the Effectiveness of Paired-Reading Method in Teaching Reading Comprehension for the Eighth Grade Students of SMP Negeri 13 Mataram in academic year 2014/2015. This experimental research took 30 students for Experimental group and 30 students for Control group. Regarding data collections, the samples were given both pre-test and post-test. These groups were then treated differently, in which Experimental group was treated by applying Paired-Reading Method, while the Control group was treated by Conventional method. The calculation of students scores revealed that the mean scores of the students in experimental group was higher than the mean scores of students in control group. It can be seen from the value of  $t_{\text{test}}$  was 2.97. The value of t-table for the confidence level of 0.05 (95%) was 2.021, and the value of t-table for the confidence level of 0.01 (99%) was 2.704. The value of  $t_{\text{test}}$  for the confidence level of 0.05 (95%) was higher, and it was also for the confidence level of 0.01 (99%). Based on the result of the study, Paired-Reading Method effective to be used in teaching reading comprehension for the eighth grade students of SMPN 13 Mataram in academic year 2014/2015. I suggested that the use of Paired-Reading method can be an alternative way to teach the language learner, especially to improve the students' Reading Comprehension. This result hopefully would become a consideration for language teacher to implement Paired-Reading Method in the classroom, especially in teaching Reading to the level of Junior High School.

*Keyword : Paired-Reading Method, Improve, Reading Comprehension.*

## ABSTRAK

Penelitian ini bertujuan untuk mengidentifikasi keefektifan metode Paired-Reading dalam pembelajaran pemahaman membaca untuk siswa kelas VIII, SMPN 13 Mataram, tahun akademik 2014/2015. Penelitian eksperimental ini mengambil 30 siswa sebagai eksperimental grup dan 30 siswa sebagai kontrol grup. Berkenaan dengan pengumpulan data, kedua sampel diberikan pre-test dan post-test. Kedua grup tersebut mendapatkan perlakuan yang berbeda, dimana Eksperimental grup diberikan metode Paired-Reading, sementara kontrol grup tidak diberikan metode Paired-Reading. Dalam proses penghitungan skor siswa, terlihat bahwa skor rata-rata grup eksperimental lebih tinggi dari skor rata-rata grup kontrol. Hal ini dapat terlihat dari nilai  $t_{\text{test}}$  2.97. Nilai t-table untuk confidence level of 0.05 (95%) adalah 2.021, dan nilai t-table untuk confidence level of 0.01 (99%) adalah 2.704. Nilai  $t_{\text{test}}$  lebih tinggi dari confidence level 0.05 (95%) , dan confidence level of 0.01 (99%). Berdasarkan hasil dari penelitian ini, metode Paired-Reading efektif digunakan dalam pembelajaran pemahaman membaca untuk siswa kelas VIII, SMPN 13 Mataram, tahun akademik 2014/2015. Diharapkan penggunaan metode Paired-Reading ini, dapat menjadi cara alternatif dalam mengajarkan siswa untuk meningkatkan pemahaman membaca. Selain itu, hasil penelitian ini dapat menjadi suatu pertimbangan bagi Guru Bahasa Inggris untuk mengaplikasikan metode Paired-Reading, terutama pada siswa Sekolah Menengah Pertama.

*Kata Kunci : Metode Paired-Reading, Meningkatkan, Pemahaman Membaca..*

## INTRODUCTION

### **Background of the Study**

Teaching and learning is a process includes Student-Teacher interaction. In this process, teacher serves as a guide, model, and facilitator to transfer information or knowledge of language. However, there are many students find difficulties in Learning English, especially in reading skill. The difficulties mainly relates to the comprehension of reading texts and low curiosity and interest to do reading activity.

The development of reading skill is one of primary educational goal for foreign language learners. Considering the importance of Reading skill, students need to be helped with certain type of method to improve their reading skill and attract their curiosity and interest in it. The problem appear in terms of the selection of appropriate and effective method to encourage students curiosity interest in reading comprehension.

One method of instruction that has been proven to be effective and successful is the implementation of Paired-Reading Method. Paired-reading and direct instruction techniques resulted in significantly greater rates of progress in fluency, comprehension and accuracy rates than the other methods, because it is easy to use.

Based on the points above, this study concern about implementing Paired-Reading method in teaching Reading Comprehension in Eighth Grade Students of SMPN 13 Mataram in Academic Year 2014/2015.

### **Statement of the Problem**

Based on the description above, this study concern about : “Paired-Reading method effective to be used in teching Reading Comprehension for Eighth Grade Students of SMPN 13 Mataram in Academic Year 2014/2015?”

### **Purpose of the study**

This study aimed at finding out the effectiveness of Paired-Reading Method in teaching Reading Comprehension for Eighth Grade Students of SMPN 13 Mataram in Academic Year 2014/2015.

### **Scopes of the study**

To avoid a wider description, the investigation is limited to cover the following point:

1. The discussion of the effectiveness of paired-Reading method to improve and attract student curiosity in Reading Comprehension.
2. The Investigation held the Eighth Grade Students of SMPN 13 Mataram in Academic Year 2014/2015.

### **Significance of the study**

It is expected as consideration and contribution for English language teacher in applying the methods or strategies in order to make teaching and learning reading comprehension more interesting and can be used as recomendation and reference for further researcher who is interested in the strategies of teaching and learning reading comprehension.

## **REVIEW OF RELATED LITERATURE**

### **Reading**

Reading is an activity to gain information, verify existing knowledge, enjoyment, criticize writer's idea, and other purposes. The definition and theory of reading are reflected in a number of literature. Wolfe and Nevills (2004) mention that reading is acquired skill and needs a number of effort in order to be a fluent reader. In different perspective, Hornby (1989) stated that reading is an action to interpret and understood. In contrast, Cohen and Pollway (1987) believe that no single definition of reading will be accepted unanimously.

Reading comprehension is a process of constructing meaning. Heston (2001) mentions that reading comprehension is a student's understanding of what he or she has read and measured based on how effectively a student can answer questions related to the reading and recall details. Proficient readers engage in an intentional problem-solving process to comprehend. This process has a before, during, and after component. Most readers who are explicitly taught reading comprehension skills and strategies are likely to learn, develop, and use them spontaneously (Block, & Pressley, 2001). Moreover, Critical reading comprehension skills and strategies include the ability to summarize, predict, develop questions, clarify, relate the content of the text to personal experience and knowledge (activate prior knowledge), construct mental understanding representations of the text, monitor understanding of the text, and determine and connect important ideas to construct meaning (Block, & Pressley, 2001; Moats, 1998). Moreover, reading comprehension dealing with student's about what they are read and how effectively a student could answer question related to the reading.

### **Paired-Reading Method**

Paired reading (partner reading/Guided reading) is a classroom strategy used to facilitate the development of fluent reading skills which allows the students to be supported while reading texts of greater complexity levels than they would be able to read individually. In partner reading, children are paired together for the purpose of supporting each other through the oral reading of connected text. Partners listen, follow along, and provide needed words or assistance while taking turns reading from the same text (Meisinger, 2002). Paired reading method provides interaction opportunity among students to use target language commucatively.

The social interaction in English classes paired reading, Watson (1989) stated, "when we cooperate we work towards some mutual goal, but when we collaborate we expect to go out changed in the end, to become a different person" (Watson, 1989). As teacher it is our goal and objective that we create students who are capable of creating new knowledge, ideas, and thoughts that can increase their own learning. Encouraging and incorporating paired reading into class instruction helps lead students into improving their reading skill and thought process. Researchers, Leach and Siddall compared paired reading with direct instruction; a pause, prompt, and praise method; and hearing methods of reading instruction (Leach, 1990). Moreover, Paired reading is an instructional method that involves the pairing of a skilled reader with a less-skilled reader. The skilled reader demonstrates appropriate reading rate, inflection, and pausing for the less-skilled reader. In paired reading, the skilled reader in each pair reads the

connected text first. Then the less-skilled reader reads the same text. Thus, the less-skilled reader has a role model of fluent reading, as well as repeated exposure to text (Mathes, 1994). According to the previous studies, paired reading is beneficial for English Language Learners.

## **2.1. Advantages and Disadvantages of Paired-Reading Method**

### **a. Advantages**

1. Paired-Reading can be used with many types of reading materials including stories, and poetry.
2. This method frees up the teacher to observe paired-reading sessions and work with different students while other students continue reading together.
3. Reading with someone encourage students to try reading materials that may be just above their reading level.
4. Paired-Reading can also be used to build oral skills so that reluctant readers can work toward reading in front of a large group.

### **b. Disadvantages**

- Some students refused the pairs given by the teacher.

In selecting who will read with whom, the teacher should be the one who make this decision. If students are given the freedom to choose a partner, the intent of this format to provide support is often ignored. There are some disadvantages to allowing students to choose :

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.

## **2.2. Students Reading Material**

In order to create and preparing reading material or general effective type to measure students reading ability, teacher need to establish such a teaching media in a test form, consist of a number of short passages of varying styles and content, each followed by a series of multiple-choice comprehension items, in order to surface the meaning of passage and also the purpose of the author. According to the case above, teachers are responsible to prepared appropriate passage or reading text and instruction to learn.

## **2.3. Appropriateness of Reading text**

Based on Learners variable in teaching reading comprehension that the writer mention above, teachers are responsible to establish and prepared appropriate reading text for particular students. Which in this case, based on the age of language learners, the classification of sample in this study is teens learners. Furthermore, Gillespie and Gilbert ( 1982: 30) mention that to get an understanding in reading skill, we must selecting a book for particular purpose. According to appropriateness of reading text, teacher must be able to create and prepared it with important criterias, that it must be at a suitable level of complexity and it attract curosimy and interesting.

### **Story as Media of Instruction**

In learning process, teacher must be creative to produce technique or strategy in order to make the students enjoy the class and make it more conducive. As an agent of innovation, teacher is expected to be more innovative in order to create strategy, teaching media and research development (Sujana, 2005)

Story as one kind of media and strategy that can be used for learning reading. With attractive picture in it, student can build their imagination and motivate the learners to study. Using picture to supporting the stories can be said as concrete learning. it means the students and the teachers can see the part of the picture directly such as the shape color and size. It also can motivate the learner to study vocabulary dealing with the story.

On the same perspective, Loukia (2006) examined that teacher need to select the appropriate stories for the class used to develop the whole student personality which would be accessible and relevant for them. Among these criteria, some major ones included; language level, content, visuals, motivation, and language learning. Also, Ellis and Brewster (1991) mention the criteria of storybooks must enrich student's learning experience, exercise the imagination, motivating, fun and develop positive attitude.

### **Selection of the Story**

In selection of the story dealing with Reading Comprehension, the teacher needs to consider the following guidelines:

1. The style should include repetition, without being monotonous.
2. New vocabulary should not occur at the same place as difficulties of structure.
3. The text should break in sections that are not too long. This is to give the reader a feeling of accomplishment when completed.
4. Authors should be chosen with less complex structure and less extensive vocabulary range. The subject matter should be of real interest to the students and suitable for their age level. Rivers (1981) suggest the subject matter should be as close as possible to the type of material the students would read in their first language.

## **RESEARCH METHODOLOGY**

The design of this study covered by Experimental research and mixed design to analyze the data. This research took the Eighth Grade Students of SMPN 13 Mataram in Academic Year 2014/2015 and took two classes as two sample groups; Experimental Group and Control Group.

This study used pre-test, treatment, and post-test as a procedure to collect the data. In collecting the data, this study gave both classes pre-test with the same type, to determine the students' current proficiency and as a mapping of student's level of competence in reading comprehension. In this part, I asked the students to read the text and then answer the series of multiple-choice items based on the reading text. After the Pre-Test, the experimental group was treated by Paired-Reading method. In this phase, the students were divided into pairs involves the pairing of skilled- reader with less-skilled reader. The skilled reader and the less-skilled reader are classified based on the

score that they obtain on the pre-test. The skilled- reader demonstrates appropriate reading rate, inflection, and pausing for the less-skilled reader. Thus, the less-skilled reader has a role model of fluent reading. In other words, one student is to assume the role of tutor and the other is pretend to be the tutee. At the end of reading section, the skilled reader and the less-skilled reader discuss about the text they have read. While students practice Paired-Reading, the researcher circulated around the room, observing and providing encouragement and correction feedback. In the last meeting, the researcher needs to know the reading progress of those groups through Post-test to record the students' individual progress and also to find out the effect of using Paired-Reading method after treatment.

The calculation of students scores revealed that the mean scores of the students in experimental group was higher than the mean scores of students in control group. It can be seen from the value of  $t_{\text{test}}$  was 2.97. The value of t-table for the confidence level of 0.05 (95%) was 2.021, and the value of t-table for the confidence level of 0.01 (99%) was 2.704. The value of  $t_{\text{test}}$  for the confidence level of 0.05 (95%) was higher, and it was also for the confidence level of 0.01 (99%). Based on the result of the study, Paired-Reading Method effective to be used in teaching reading comprehension for the eighth grade students of SMPN 13 Mataram in academic year 2014/2015.

**Table. The Comparison between T-test and T-table**

Value of t-test	Value of t-table		
	Degree of freedom (d.f)	.05 (Confidence level of 95%)	.01 (Confidence level of 99%)
2.97	58	2.021	2.704

From the comparison above, it indicates that the degree of difference of the mean score was significance in both confidence level .05 (95%) and .01 (99%). In conclusion, the use of paired-reading method significantly increase the students' reading comprehension.

### Discussion

From the statistical analysis of the data obtained, I continued to interpret and discuss the result. The discussion is interpreted from the post test score and value of mean of both groups. The finding shows that the mean score of experimental group was higher than the mean score of control group; 12.5 for experimental group and 6.16 for control group. The different deviation of scores was the result of using Paired-Reading method in experimental group.

Based on the points above, it could be concluded that the implementation of paired-reading method is effective in teaching reading comprehension. It was proven by students' in experimental group achieved higher score than control group. Considering the score achievement of experimental group after the treatment given, the teaching reading comprehension using paired-reading method was better than conventional method.



## **Conclusion**

Based on the data analysis in the previous data, it is concluded that there was a significant difference of reading comprehension achievement between experimental and control group and it has proven to improve students' reading comprehension skill significantly. Paired-reading method was effective and was proved by the obtained of score of t-test 2.97 which was higher than t-table 2.021 and t-table 2.704. It means that  $H_0$  was rejected and  $H_a$  was accepted. The mean score of experimental group was 12,5 with the square deviation 2187.5 and the mean score 6.16 with the square deviation 1584.2. It approved that the experimental group was better than the control group.

## **Suggestion**

### 1. For English Teacher

It is expected as consideration and contribution for English teacher to apply the Paired-Reading method in teaching reading comprehension, in order to make teaching and learning reading comprehension more interesting because the result of this research shows that Paired-Reading method was effective in increasing student's reading comprehension.

### 2. For English Language Learners

By using Paired-Reading method English language learners are potentially able to learn English easily with their own friends.

### 3. For the Next Researchers

This research can be used as recommendation and reference for further researcher. The next researcher should develop this research to find out the further influence of paired-reading method, not only for reading comprehension, but also for the other language skills.

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