

**THE INFLUENCE OF PARTNER READING STRATEGY TO IMPROVE
STUDENTS' READING COMPREHENSION**
(A Pre-Experimental Research at the Second Years Students' of SMP Nasional Makassar)



A THESIS

*Submitted to the Faculty of Teacher Training and Education
Muhammadiyah University of Makassar in Partial Fulfillment of the Requirement
for the Degree of Education in English Department*

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2019



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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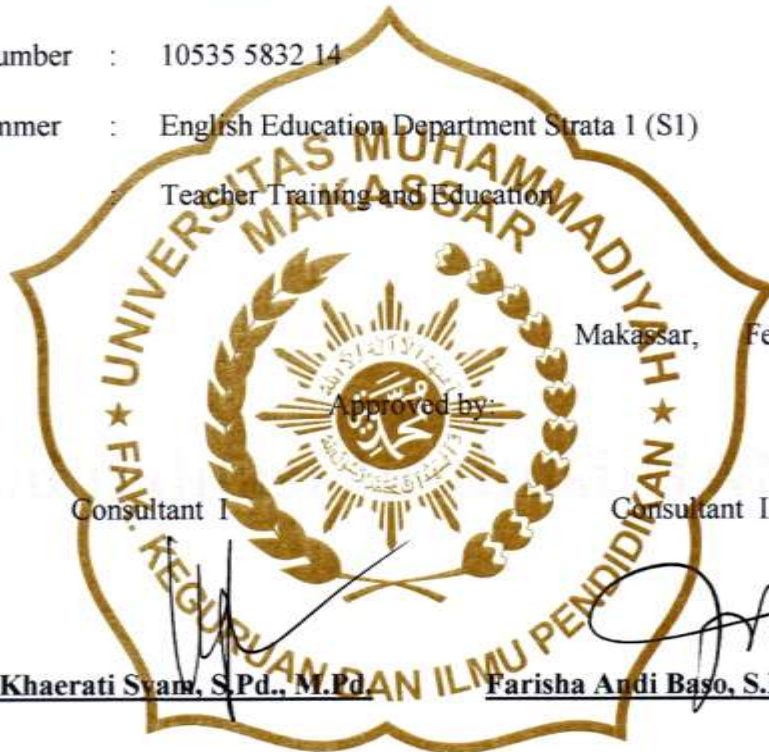
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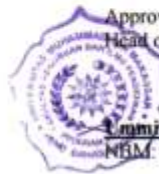
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MOTTO

*STAR LIVING YOUR LIVE
FEARLESSLY*

DEDICATIONS

I dedicted this thesis for my beloved parents (Anwar and Nurfiani) and my beloved brother (Nur Afdal) and my sisters (Nur Hikmah and Nur Aprilia)

ABSTRACT

Nurafni, 2018. The Influence of Partner Reading Strategy to Improve students' Reading Comprehension (*A Pre-Experimental Research at the Second Year Students of SMP Nasional Makassar*). Under the thesis of English Education Department the Faculty of Teachers Training and Education, Muhammadiyah University of Makassar. Guided by Ummi Khaerati Syam and Farisha A.Baso.

This research aimed to find out whether or not the significant influence of Partner Reading Strategy to Improve students' Reading Comprehension at the Second Year Students of SMP Nasional Makassar. The method of this research was pre-experiment design. The sample of this research was class VIII D at SMP Nasional Makassar in academic year 2018/2019. In this research, researcher used purposive sampling technique, where the researcher took 30 students as a sample. The researcher used essay test to measure students' reading comprehension in terms of main idea and supporting details.

Based on the data analysis, it was found that the improvement of students' reading comprehension in literal comprehension in terms of main idea and supporting details. In main idea is 56.66 to 84.16 and supporting details is 58.33 to 77.5. t-test value is greater than t-table ($11.4 > 2.045$). Based on the result of data, it shows that the percentage improvement of main idea is 48.53% and supporting details is 32.86%. It means that there was a significant influence of Partner Reading Strategy to improve students' reading comprehension at the second year students of SMP Nasional Makassar.

Keywords: *Partner Reading Strategy, Improve, Reading Comprehension*

ABSTRAK

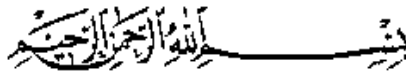
Nurafni, 2018. Pengaruh dari Strategi Partner Reading untuk Meningkatkan Pemahaman Membaca Siswa (*Penelitian Pre-Experiment pada Siswa Tahun Kedua SMP Nasional Makassar*). Dalam tesis Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Di bimbing oleh Ummi Khaerati Syam and Farisha A.Baso.

Penelitian ini mengarahkan untuk menemukan ada atau tidaknya pengaruh yang signifikan dari Strategi Partner Reading untuk meningkatkan pemahaman membaca siswa pada siswa tahun kedua SMP Nasional Makassar. Metode dari penelitian ini adalah model Pre-Experiment. Sampel dari penelitian ini adalah kelas VII D SMP Nasional Makassar di tahun ajaran 2018/2019. Di penelitian ini, peneliti menggunakan teknik purposive sampling, dimana peneliti mengambil 30 siswa sebagai sampel. Peneliti menggunakan esai test untuk mengukur pemahaman membaca siswa dalam hal main idea dan supporting details.

Berdasarkan data analisis, itu di buktikan bahwa peningkatan dari pemahaman membaca siswa dalam literal comprehension dalam hal main idea dan supporting details. Di main idea adalah 56.66 ke 84.16 dan supporting details adalah 58.33 ke 77.5. Nilai t-test adalah lebih besar daripada t-table ($11.4 > 2.045$). Berdasarkan hasil dari data, itu menunjukkan bahwa peningkatan persentasi dari main idea adalah 48.53% dan supporting details adalah 32.86%. Itu berarti bahwa ada pengaruh yang signifikan dari Strategi Partner Reading untuk meningkatkan pemahaman membaca siswa pada siswa tahun kedua SMP Nasional Makassar.

Kata Kunci: *Strategi Partner Reading, Peningkatan, Pemahaman Membaca.*

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Finally, the researcher would like to welcome and constructive suggestion and criticism to make this thesis is better.

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Makassar, January 2019

The researcher

Nurafni

TABLE OF CONTENTS

TITLE PAGE	
LEMBAR PENGESAHAN	
APPROVAL SHEET	
COUNSELING SHEET	
SURAT PERNYATAAN	
SURAT PERJANJIAN	
MOTTO AND DEDICATIONS	
ABSTRACT	i
ACKNOWLEDGEMENT	ii
TABLE OF CONTENTS	iv
LIST OF TABLES	vii
LIST OF GRAPHICS	viii
LIST OF APPENDICES	ix
CHAPTER I : INTRODUCTION	
A. Background	1
B. Problem Statement	3
C. Objective of the Research	3
D. Significance of the Research	4
E. Scope of the Research	4
CHAPTER II : REVIEW OF RELATED LITERATURE	
A. Previous of Related Research Findings	5
B. Some Pertinent Ideas	

1. The Concept of Reading	
a. Definition of Reading	7
b. Kinds of Reading	9
c. Types of Reading	10
d. Elements of Reading	11
e. Purpose of Reading	14
2. Concept of Reading Comprehension	
a. Definition of Reading Comprehension	16
b. Levels of Reading Comprehension	17
c. Teaching Reading Comprehension.....	18
3. Concept of Partner Reading strategy	
a. Definition of Partner Reading strategy.....	19
b. Kinds of Partner Reading strategy.....	21
c. Advantages of Partner Reading strategy	22
d. The Implementation of Partner Reading strategy with Comprehension Check.....	23
C. Conceptual Framework	24
D. Research Hypothesis	25
CHAPTER III : RESEARCH METHODOLOGY	
A. Research Design	26
B. Population and Sample	26
C. Instrument of the Research	27
D. Variable and Indicator of the Research.....	27

E. Data Collecting Method	28
F. Technique of Data Analysis	31

CHAPTER IV : FINDINGS AND DISCUSSION

A. Findings	
1. The Students' Score Classification of Literal Comprehension (Main Idea)	35
2. The Improvement of Students' Literal Comprehension (Main Idea)	36
3. The Students' Score Classification of Literal Comprehension (Supporting Details)	37
4. The Improvement of Students' Literal Comprehension (Supporting Details)	38
5. Hypothesis Testing	40
B. Discussion	41

CHAPTER V : CONCLUSION AND SUGGESTION

A. Conclusion	44
B. Suggestion	44

BIBLIOGRAPHY	46
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APPENDICES	49
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CURRICULUM VITAE

LIST OF TABLES

	Pages
Table 4.1. The Students' Score Classification of Main Idea.....	35
Table 4.2. The Students' Improvement in term of Main Idea	36
Table 4.3. The Students' Score Classification of Supporting Details.....	38
Table 4.4. The Students' Improvement in term of Supporting Details	39
Table 4.5. The t-Test Analysis of the Students' Improvement	40

LIST OF GRAPHICS

	Pages
Graphic 4.3. The Students' Improvement in term of Main Idea.....	37
Graphic 4.4. The Students' Improvement in term of Supporting Details	39

LIST OF APPENDICES

APPENDIX A	The Instrument for Pre-test
APPENDIX B	The Instrument for Post-test
APPENDIX C	Lesson Plan
APPENDIX D	The List Name of Students
APPENDIX E	The Classification Score of Students' Pre-test and Post-test (Main Idea and Supporting Details)
APPENDIX F	The Score of Students' Literal Reading Comprehension in Pre-test
APPENDIX G	The Score of Students' Literal Reading Comprehension in Post-test
APPENDIX H	The Result of Students' Literal Comprehension in Terms of Main Idea and Supporting Details in Pre-test and Post-test
APPENDIX I	The Classification Score of Students' Pre-test and Post-test in Main Idea
APPENDIX J	The Classification Score of Students' Pre-test and Post-test in Supporting Details
APPENDIX K	The Mean Score of Students' Literal Reading Comprehension in Pre-test and Post-test
APPENDIX L	The Improvement of Students' Literal Reading Comprehension
APPENDIX M	Calculating the t-Test Analysis of Reading Comprehension
APPENDIX N	The Distribution of T.table

CHAPTER I

INTRODUCTION

A. Background

English is teach and learn as foreign language and it is one of the compulsory subjects in the school curriculum. In Indonesia, English is teach for the students of elementary school, junior high school, senior high school, and even to university students as one of their subject. English have four languages skill, such us listening, speaking, reading and writing. Reading skill becomes very important in the education field, and that is why students need to be exercised and trained in order to have a good reading.

Reading is one of the complex ways in learning English. It is kind of activity to comprehend the writers idea or the way that the writer communicates with the readers by way of the written on printed words. According to Pauline (1993:70) reading is the process of getting meaning from print. It is not a passive, receptive activity, but requires the reader to be active and thinking. It means that when we read the text, there is process of transaction between the text and the reader.

Accordings to Siah & Kwok in Tahir (2013:2) “One of the key elements in a quality education is reading proficiency, which the United Nations Educational, Scientific and Cultural Oragnization (2005) have claim to be one of the most important foundations of a basic education”.

According to Lenski & Lewis (2008 :156) reading is helpful for the students to overcome the problems in their job, cope their problems in household, help them to be good citizen, and have capability to overcome their personal lives. Another words, reading is to make students are able to read the text effectively, efficiently and enable them to interpret what they are read, and also to gain information or variety existing knowledge, or in order to critique a writer's idea or writing style.

Based on the researcher experience when pre service training (P2K) that in teaching and learning process, the researcher found some problems in reading of students. First, the students have lack motivation and can not enjoy in reading class. Many techniques or strategy have been used, but students can not read properly. Second, the students difficult to understand what they have read. Kasau (2004) stated that most of the students frustrated to encounter the problem in comprehending English text although they have been learning English for many years. It because many factors such as the student consider that English is a subject that very difficult, bored and scare because meaning and letters are different. Third, the students are not accustomed to practice in reading in the classroom and everyday life. The last, the teacher could not find the right technique or strategy to provide materials for students to learn and quick understanding the material presented. So, the teacher must select the suitable technique or strategy to teach it.

Related to the problems above, the researcher was interested to do this research by using of Partner Reading strategy to improve students' reading comprehension. Partner Reading strategy is a good strategy for teaching in reading comprehension. Partner Reading strategy help the students will be easier to get comprehend because the student can sharing knowledge together. By learning in peer the students will be braver when they read a text in front of class because they read a text with their partner reading. So, the students will interested to study english especially in reading comprehension.

Considering the statement above, the researcher was intended to conduct a research under the title **"The Influence of Partner Reading strategy to Improve Students' Reading Comprehension" at the Second Years Students' of SMP Nasional Makassar.**

B. Problem Statement

Based on the background of the study above, the researcher formulates the research problem as follow:

"Is there any significant influence of partner reading strategy to improve students' reading comprehension at the Second Years Students' of SMP Nasional Makassar?"

C. Objective of the Research

In relation to the problem statement above, the objective of this research was to find out whether or not the significant influence of partner

reading strategy to improve students' reading comprehension at the Second Years Students' of SMP Nasional Makassar.

D. Significance of the Research

The significance of the research classified into Theoretically and Practically. Theoretically, the result of study could be as document research and give them information regarding to the influence of partner reading strategy to improve students' reading comprehension. Practically, for the teachers the result of this study could give contribution to enrich their way in teaching reading comprehension for the students. While, for the students can develop the knowledge in comprehending the text, to give information for the readers who have interest related to this study to enlarge their knowledge and understanding of a text they read.

E. Scope of the Research

The scope of this research was limited to the second years students' of SMP Nasional Makassar only used Partner Reading strategy. This research focused on the students' reading comprehension at the level of literal (main idea and supporting details).

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Related Research Findings

Krauss (1995) in his journal, “Partner Reading and Writing: Peer Social Dialogue And The Zone Of Proximal Development”. In this research the student engaged in the partner sessions was staggered so that each student pair was observed for the duration of the session. The observers recorded notes on the following behaviors: (a) readers' miscues words; (b) fluency in the areas of hesitant/halting reading, punctuation miscues, used of expression; and (c) excerpts of students' dialogue and notes on the strategies students used to share text meanings, provided partner assistance, and evaluated the partner activity.

Astuti (2013) conducted a research under the title “The Effect of Using Partner Reading strategy toward Reading Fluency at the Second Year Students of Junior High School 1 Sungai Pakning Bengkalis Regency”. The result of the research was to found out the significant effect of using partner reading strategy toward students' reading fluency at the second year students of Junior High School 1 Sungai Pakning Bengkalis Regency. The result of this research was to motivated the students to learn about reading and give information about pair work together.

Pratiwi et.al (2013) in their research entitle “The Effect of using Partner Reading strategy toward Students' Reading Achievement at Junior High School (A Study at Eighth Grade Students of SMP Negeri 4

Muara Bungo/Jambi 2013/2014 Academic Year)". The objective of the study was to figure out the effectiveness of Partner Reading strategy toward students' reading achievement at Junior High school. The result of the study was really good. There was a significant improvement in the end of the research. By using of Partner Reading strategy, all students were getting braver to expressed their idea because they were supported by their partner. Along with this condition, their understanding what they read was deeper too. Moreover, with this technique, most of the students felt happy.

Ardiana (2015) a research in her thesis, "Improving the Students' Reading Comprehension in Narrative text through Patterned Partner Reading at SMP Muhammadiyah Limbung". This research was to found out the use of Patterned Partner Reading strategy improve the students reading comprehension at the SMP Muhammadiyah Limbung. The research findings indicated that the application of Patterned Partner Reading strategy was effective and significant in improving the students' reading skill especially students' reading comprehension. By used of Patterned Partner Reaading Strategy, students can be more enthusiastic and interested in learning English reading skill.

Utami (2017) a research under the tittle "The Influence of Using Collaborative Strategic Reading (CSR) Towards Students' Reading Comprehension at The Second Semester of The Eleventh Grade of SMA Negeri 16 Bandar Lampung in 2016/2017 Academic Year". The objective of the research was to known whether there was any significant influence

of using Collaborative Strategic Reading (CSR) toward students' reading comprehension. The result of this research was to motivated the students to learned more about reading comprehension.

Based on the some findings above the researcher concluded that Partner Reading strategy can be used to improve students' reading comprehension. This strategy was a good because by using this strategy the students received correction and supported from their partner reading, improving their motivation to read and taught the students about pairs work together on variety of text. Moreover, there was differences between this research and previous researches. This previous research related about students' reading achievement and reading fluency while this research was going to improve students' reading comprehension.

B. Some Pertinent Ideas

1. The Concept of Reading

a. Definition of Reading

Reading is one of the most important skills in learning language besides listening, speaking, and writing. According to Harmer (1991:190) reading is an exercise dominated by the eyes and the brain. The eyes receive the messages and the brain then has to work out the significance of these messages. It means that reading is activity between brain and eyes. While the eyes receive the messages, also the brain then has to work out these messages.

This activity combination between eyes and brain to work together to get information.

According to Linse (2005:69) reading is a set of skills that involves making sense and deriving meaning from the printed word. It means that reading is ability to get information appropriately from the printed page or text that read by the reader. The reader draw or imagine meaning by themselves. Then the reader making sense to make easy in getting the meaning appropriately from the printed word.

In addition, Harmer (1998:54) defines that reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean. It means that reading is an important activity in reading text. The readers also need to understand what they read, and what they word mean. It could made the readers easier to get main ideas from the text and their reading activity will be success.

Based on the explanation above, the researcher concluded that reading was activity among eyes and brain to get information appropriately. To get information appropriately from the printed text the reader could making sense. The readers also need to understand what they read, and what the word mean.

b. Kinds of Reading

According to Doff in Agustina (2012: 8) that reading is classify into four kinds, they are:

1) Silent reading

Silent reading is the activity we normally engage in when read books, newspapers, road signs, etc. It involve looking at silence and understanding the message they convey. We could develop our understanding in silent by giving short reading passages in the beginning and by asking questions about after word.

2) Reading aloud

Reading aloud is a completely different activity. Its purposes are not only to understand a text, but also to convey the information someone. Reading aloud is very useful. Reading aloud is important thing to do in reading process where the students who know as the reader are required to read.

3) Guided Reading

Teachers scaffold students' reading to teach reading strategies. Guided reading is conducted with small groups of students who read at the same level.

4) Shared Reading

Students follow along as the teacher reads a selection aloud. Primary-grade teachers often use big books-enlarged versions of the selection for shared reading.

c. Types of Reading

According to Wood in Rahmah (2012: 9) indicate the types of reading are important categories as follow:

1) Skimming

The eyes run quickly, over the text to discover what is about the main idea and the gist. Thus skimming occurs when the reader's looks quickly at the content page of a book, or at the chapter heading, subheading, act. This something called previewing, when the reader glances quickly trough a new paper to see what the items of the day are, this will often mean just glancing at headlines. What the reader goes to trough a particular passage such as a newspaper article merely to get the gist.

2) Scanning

The readers are to look out the particular item, he believes in the text. The scanning can be done to find name, date, static, or fact in writing. The eyes start quickly at the lives of writing.

3) Intensive Reading

It is also called study reading, this involves close study of the text. As the amount comprehension should be high the speed of reading is correspondingly slower.

d. Elements of Reading

Jacob, et.al. (1981:31) pointed out five elements of Reading content, organization, vocabulary, language use, and mechanic.

1) Content

The content of reading should be clear for the readers so they can understand the message convey and gain information from it. In order to have a good content of reading, its content should be well unified and completed. This term is usually known as unity and completeness, which become characteristic of good reading.

a) Unity

The reading regards to have good unity, if it has some main ideas and the sentences contained in it develop that idea. The main idea is stated in the topic sentences and each or every supported sentences and related to that idea of the topic sentences. If a researcher wants his reading is unified, he or she should not include the sentences that do not support the main idea of the topic sentences.

b) Completeness

Reading is said to have completeness if the main idea have been explained and developed fully completeness. The controlling idea with develop throughly by these of particular information. It is relative to know how complex or general the topic sentences by having a complete reading. It is expected that the content of reading will be clear and understandable for readers.

2) Organization

In organization of the reading concern with the ways through researcher arranges and organizes the ideas to order the message in the words. There are many ways used by the researcher to organize or arrange the reading. This organization is mainly recognized as order. There are two parts of organization in this case, as follows:

a) Coherence

Coherence means that sticking together and in coherence essay, all the idea sticks together. A coherence paragraph is each idea in supporting sentence related to the topic sentence or the idea. One in which the ideas are put in the right order and never confused. This makes the researchers through essay to follow sentence paragraph.

b) Spatial order

If the purpose of the paragraph is to tell them something looks most effective organization pattern is usually spatial, if the researchers read a description of neighborhood, a room, or a holding that they want to the readers have a mental picture of what they are describing a house of building, they will probably describe the exterior and the interior of the building by moving systematically rather than haphazardly over the scene, convey the viewer of the overall plan arrangement of the scene.

3) Vocabulary

Vocabulary is one of the language aspects dealing the process of reading. The researchers always think about putting words into the sentences and putting the sentences into the paragraph until they can create a peace of reading. It is clear now that we cannot read or express if we do not have vocabulary. Therefore, we cannot understand the reading passage without having a lot of vocabulary.

Vocabulary as one of the important components of reading should take in to consideration by the English learner and teacher, because there is no doubt that learning the words of the language.

4) Language Use

Language use in reading description and other form of reading involves correct usage and point of grammar can help the learner improve the use of formal language. In order to have good language in reading, researcher should pay attention to the use of grammatical rules concerning tenses, preposition, conjunction, and clause; (adjective or non clause, articles, etc). The lack of good grammar will make the content of reading vague and misunderstanding.

5) Mechanics

There are three parts of mechanic in reading namely capitalization, punctuation and spelling appropriately. Punctuation is important as the way to clarify meaning. In English writing, the use of capitalized correctly, ambiguous meaning and misunderstanding will appear. It also helps us to different one sentence from other spelling. There are three important rules followed in using spelling appropriately, they are suffixes addition, plural formation, and handling i.e. or i.e. within the words.

e. The Purpose of Reading

Dalman in Husbillah (2012:11) state that the degree of desired comprehension will depend in part upon the purpose of

the reader. One of the characteristics of the efficient reader is the extent to which he can adjust the degree of his objective. There were some purposes of reading as follows:

a. Reading to Find the Main Idea

One of the most common reasons for reading is to get the general idea of a selection. Reading is of eviction usually done for this purpose.

b. Reading to Answer Questions

Reading to find the answer to one more questions is one of the common goals for reading in the elementary school. Even in high school and college and in life outside of school it often forms the purpose for reading. Answers are relatively easy to find when the questions are party couched in the exact words of the writer.

c. Reading to Summarize and Organize

To make an adequate summary or to organize what has been read, it is not enough for the reader to know what the main idea is and what the significant details are. Reader must also be able to sense the relationship between the main points and the details as well as the interrelationship among the details. Furthermore, he often needs to know either how to make these relationships clear to others or how to record them for later rereading.

d. Reading Evaluate Critically

Critical evaluation is not meant the attitude of suspecting every statement read of being false. The different skills of the reading are related to the ways of reading.

2. Concept of Reading Comprehension

a. Definition of Reading Comprehension

Snow (2002: 11) defines reading comprehension as the process of extracting and constructing meaning involving the written language. In line with Snow, Johnson (2008: 110) states reading comprehension as the use of strategies in reading in retrieving information and constructing meaning of texts done by the readers. Strategies that are used by the readers may be different from one another. It depends on the readers' aim in reading comprehension.

Hence, reading comprehension can be defined as the process in which the readers construct meaning from a text being read connected to the background knowledge they have. In addition, this reading comprehension existence have a very important role in the process of reading. It can show whether or not they monitor comprehension through the reading process.

According to Robinson in Agustina (2012:13) that reading comprehension means that understanding, evaluating and utilizing of information and ideas gained through and interaction between the reader and the author. Reading comprehension is such a kind of

dialogue between author and the reader in which the written language becomes the medium that cause the dialogue happen the two person communicate through the medium of print.

According to Raining and Scenary in Rahma (2012:6) states that reading comprehension understanding what has been read. It is an active thinking process that depends not only on comprehension skill but also that students experience and prior knowledge comprehension involve understanding vocabularies. Seeing the relationship among words and contact, making judgment and evaluating based on definitive above, we may concluded that reading comprehension is such us a kind of language between author and a reader in which the writer language become the medium that cause the dialogue.

By looking over this definitions above, they can be concluded that reading was an active process where the readers tried to gain the information given by the author and understood what actually the purposed of the author.

b. Levels of Reading Comprehension

The following are levels of reading comprehension according to Smith in Prasetyo (2018: 10):

- a) Literal comprehension; that is the skill of getting primary direct literal meaning of a word, main idea, or supporting details.
- b) Interpretation; that is to identify ideal and meaning that are not explicitly stated in the written text.

- c) Critical reading; that is to evaluate what is read, and examines critically the thought of the writer.
- d) Creative reading; that is to apply ideas from the text to new situations and to recombine author's ideas with other ideas to form new concepts or to expand old ones.

c. Teaching Reading Comprehension

Teaching is an activity in which the teacher guides and facilitates learning, gives a chance for the learners to learn, and sets the condition for learning (Brown, 2000:7). Guidance is done by leading the students to do activities in the effort of getting knowledge. The teacher can help the students in gaining the knowledge by giving facilities such as tasks. By giving these tasks, the teacher lets the students study by themselves. To make the teaching and learning process run well, the teacher needs to set a good situation for the students to learn. In setting a good condition, the teacher must consider a classroom method or technique that is used as this can influence in the way she/ or he manages the class.

Based on the definition above, teaching reading comprehension can be defined as a guidance that is done by the teacher to make the learners reach their reading comprehension on texts using a certain technique. The teacher can lead the learners to understand a text by using some strategies on reading comprehension (Pang, Muaka, Bendhardt, and Kamil, 2003:14). By using certain strategies, students are also guided to find the main idea and detail information of the text. In teaching reading

comprehension, the teacher also helps the students to learn micro-skills in reading so that they can enhance their reading comprehension.

In conclusion, teaching reading comprehension is an activity which is done by the teacher to give opportunities for students to comprehend texts by using certain strategies. In teaching reading comprehension, the teacher has to consider which strategies that suit to the learners' need, the texts and the condition of the class during the teaching and learning process. It is because different comprehensions texts need different reading comprehension strategies (Pang, Muaka, Bendhardt, and Kamil, 2003:14).

3. Concept of Partner Reading strategy

a. Definition of Partner Reading strategy

According to Susan, Reading Specialist Jefferson County Schools at National Reading Panel *Research* (December 2000). Partner Reading is paired students take turns reading aloud to each other. For partner reading, more fluent readers can be paired with less fluent readers. The stronger student gives help with word recognition and provides feedback and encouragement to the less fluent partner. The less fluent partner rereads the passage until he or she can read it independently. Partner reading need not be done with a more and less fluent reader. In another form of partner reading, children who read at the same level are paired to reread a story that they have received instruction on during a teacher-guided part of the lesson. Two readers of equal ability can practice rereading after hearing the teacher read the passage.

Cheung in Pratiwi (2013: 4) explains that Partner Reading is to provide the students with opportunities to read the selections. Partner Reading strategy consists of the strategy that helps the students to discuss and how process the information with their friend that they learn. They try to get the meaning of the text together with their partner. This strategy makes them easier to know the content about text.

According to Vaughn et.al in Melanie and Paula book (2008:45), the children who partner-read two to three times per week for 12 weeks showed an average 29% increase in reading rate on a standardized test of oral reading fluency, although their comprehension and reading accuracy were not affected in a positive manner. It means that, partner reading helps the students learn decoding skills by offering positive feedback.

According to Meisinger et.al in Astuti (2013:11) in partner reading, children are paired to provide one another with support in the oral reading of connected text. This is when students read and reread passages with classmates. Teachers can pair more proficient readers with less proficient ones. The less proficient reader reads the passage first, followed by his or her partner. The students continue taking turns until they complete the text. Good partners, listen to each other and read along silently when it is not their turn to read aloud. Good partners help each other read/misread words. They provide unknown words, or even better, help each other remember to use word-reading strategies learned in class. Good partners do not laugh or jeer at each other's misread or unknown words, but simply provide the

words. Good partners help each other find their place, if needed, and encourage each other to go on when tired or frustrated. Good partners also raise their hand to get their teacher's attention if a problem arises during partner reading, such as an argument between the two partners or when neither of the partners is able to decipher a difficult word. Good partners have a positive attitude and stay on task during partner reading.

From the explanation above, the researcher concludes that partner reading can help the students to improve their motivation to read, teach the students about pairs work together, building their reading confidence, and increasing concentration.

b. Kinds of Partner Reading strategy

Adopted from Professional Learning Board (2018), there are some kinds of Partner Reading strategy as follow:

1. Partner Reading with the Teacher

This can be done only if you are focusing on one student alone. In this method, the teacher and student sit and read the text together, until the student is confident of reading alone. At that point, the student taps the teacher's hand or makes some other sign to indicate that he or she would like to continue alone. The teacher then stops reading and lets the student continue.

2. Partner Reading with a Senior Student

In this method, the teacher should ensure that the level of the text is not too high for the senior student. Using a senior student lets you

focus on other students in the class. This process can also be done off-school hours and even at home with an elder brother or sister.

3. Partner Reading with a Parent

This reading process is more for an assignment. It also helps get the parents involved in the child's learning process. The method used is similar to the one used with the teacher, except that the parent takes over the teacher's role. One problem with this method is that parents often do not know the words themselves and may not be able to help the student. They may even misguide the student with incorrect pronunciation.

4. Partner Reading with a Classmate

When we say classmate in this point, we basically mean pairing the student with someone with a similar reading level. The two students may either read the text together and mark the words that they do not understand.

c. Advantages of Partner Reading strategy

According to Kuhn and Schwanenflugel (2008:45), Partner Reading strategy have many advantages:

1. The first advantage is reflection because all of the students have to explain their idea or share their work. This forces them to look at it reflectively and improve their own knowledge. The researcher also explains that by sharing with their friends, they definitely more brave and do not scare anymore.

2. The second advantage is active learning. As with the other theories, work together with their partner reading to be more active to do something. As what had been explained before, work together becomes a chance for students to be braver, critics, and showing their ability.
3. The third advantage is development of communication skills. Students work together with their partner reading can be difficult skill to develop, but the students will learn it with their friends.
4. The fourth advantage of partner reading strategy is deep of understand. Work together with their partner reading can improve each student's understanding of the concept even that makes students braver if it is compared with studying individually.
5. The last advantage of partner reading strategy is the students receive connection and support from their partner.

d. The Implementation of Partner Reading strategy with Comprehension Check

Vaughns' book in Astuti (2013:17), the sequences of partner reading are as follows:

1. Explain that during partner reading, students can stop and check their understanding of stories as they read.
2. Model the task in front of the whole class using a passage they have all read. While reading, consider the answers to the following questions:

- a. WHO was the main character in the story?
 - b. WHEN did happen?
 - c. WHERE did live (or work, or eat, or sleep)?
 - d. WHAT is the meaning of the word“ ”?
 - e. WHY do you think happened?
3. Give students copies of the text and comprehension cue cards.
 4. Have students take turns reading the same text in pairs and checking each other’s understanding using the comprehension cue cards.
 5. Monitor pairs. Provide assistance as needed

C. Conceptual Framework

The conceptual framework underlying in this research was given below:

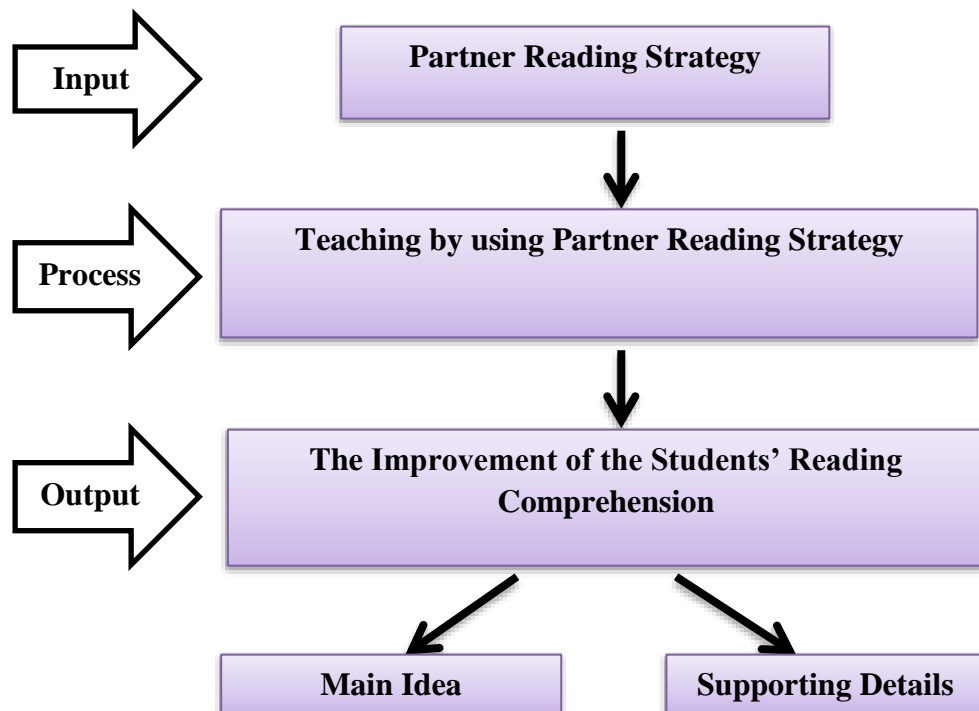


Figure 2.1 Conceptual Framework

The conceptual framework above shows how the research examined the use of Partner Reading Strategy in literal reading comprehension. The researcher examined whether or not the influence of Partner Reading Strategy to improve students' reading comprehension. There was one class that was used. This research used a pre-experimental with one group pretest-posttest.

D. Research Hypothesis

1. Alternative Hypothesis (H_1): There was significant influence of using Partner Reading Strategy to improve students' reading comprehension.
2. Null Hypothesis (H_0): There was no significant influence of using Partner Reading Strategy to improve students' reading comprehension.

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

The method which used in this research was pre-experimental with one group pretest-posttest design. This design involved one group which was pretest (O_1), exposed to a treatment (X) and posttest (O_2). The research design was presented as follow:

$$\mathbf{E = O_1 X O_2}$$

Where:

E = Experiment

O_1 = Pre-test

X = Treatment

O_2 = Post-test

(Gay, 2006)

B. Population and Sample

a. Population

The population of research was taken from the students at the second years students' of SMP Nasional Makassar in 2018/2019, they were 150 students. The students consisted of 5 classes, every single class was about 30 students.

b. Sample

There were two major types of sampling procedure in to probability sampling and non-probability sampling. The researcher used non-probability sampling type purposive sampling technique. This technique determined the sample based on certain consideration which the research only chosen one class. The number of sample were 30 students as taken the respondents of the research from class VIII D. This class was chosen with consideration from the English teacher in that school.

C. Instrument of the Research

In collecting the data for the research, the researcher needs a instrument of the research. According to Arikunto (2006:149) instrument is a means to collect data. Arikunto (2006:150) categorized two types of instrument, test and non test. In this case, the researcher used essay test. The tests were consisted of pre-test and post-test as instrument of the research. The test was intended to know the students' reading comprehension before and after treatment by using Partner Reading strategy.

D. Variable and Indicator of the Research

1. Variable

There were two variables of this research, they were:

1. Independent variable was the using of Partner Reading strategy.
2. Dependent variable was the students' reading comprehension (main idea and supporting details).

2. Indicator

There were two aspects as indicators in this research :

- a. The students' reading comprehension before and after they taught by using of Partner Reading strategy.
- b. Literal comprehension covers main idea and supporting details.

E. Data Collecting Method

Data collecting method was a systematical and standard procedure used to collect the data. The researcher used two kinds of test, that were pre-test and post-test. The researcher subjected both pre-test and post-test as follows:

a. Pre-test

These study was aimed to measure the students' reading comprehension before doing treatment, several steps of giving pre-test namely:

- a. The researcher explained how to do the test
- b. The researcher distributed the text
- c. Students listened and doing the test during 90 minutes
- d. The researcher collected the students' answer
- e. The researcher described what the students do in the first meeting

b. Treatment

The researcher gave the treatment to the students before giving the post-test. The steps of the treatment consisted of 4 meetings and every meeting the researcher gave a material.

1. The First Meeting

- a. The researcher entered the class and introduced the material to the class. In this phase, the researcher introduced about reading especially in reading comprehension and gave example about it. The researcher also introduced the concept of Partner Reading strategy and told them main purposed using this strategy. So, the students had motivation to used this strategy.
- b. The researcher gave time to student to give a question related the material, what they don't understood and the researcher gave feedback to student
- c. The researcher divided students into group, every group consisted of two student.
- d. After the students found their partner, the researcher gave material and gave instruction to read it by using of Partner Reading strategy.
- e. After time was over, the researcher gave test about what they had read.
- f. The students with their partner reading answer the test.

2. The Second Meeting

- a. The researcher entered the class.
- b. The researcher asked the students to remember again about the material of last meeting.
- c. The researcher asked the students, the difficulties faced in using Partner Reading strategy in reading comprehension

- d. The researcher gave another material to students and asked to students read it by using of Partner Reading strategy.
- e. After the students read, the researcher asked the students to answer the questions based on the material what they had read.
- f. The students with their partner reading answer the test.

3. The Third Meeting

- a. The researcher entered the class.
- b. The researcher asked the students to remember again about the material of last meeting.
- c. The researcher asked the students again what their difficulties in reading the text
- d. The researcher gave another material to students and asked to students read it by using of Partner Reading strategy.
- e. After the students read, the researcher asked the students to answer the questions based on the material what they had read.
- f. The students with their partner reading answer the test.

4. The Fourth Meeting

- a. The researcher entered the class.
- b. The researcher asked the students to remember again about the material of last meeting.
- c. The researcher gave another material to students and asked to students read it by using of Partner Reading strategy.

- d. After the students read, the researcher asked the students to answer the questions based on the material what they had read.
 - e. The students with their partner reading answer the test.
- c. Post-test

The steps of post-test were the same as of pre-test. The purposed of post-test in this study to know the influence of Partner Reading strategy to improve students' reading comprehension after giving treatment.

F. Technique of Data Analysis

In giving score the students' reading comprehension some categories the researcher used the formula follows:

1. Calculated the students' scoring test of pre-test and post-test

$$score = \frac{students' answer}{maximum score} \times 100$$

(Gay, 1981)

2. Classify the score of students' answer into the following scale:

No.	Cattegory	Interval
1.	Excellent	96-100
2.	Very Good	86-95
3.	Good	76-85
4.	Fairly Good	66-75
5.	Fairly	56-65
6.	Poor	36-55
7.	Very Poor	0-35

Layman (2000:26)

3. Calculated the mean score of the students both pre-test and post-test by using the following formula:

$$\bar{x} = \frac{\sum x}{N}$$

Notes :

\bar{x} = Mean Score (symbol for the population mean)

$\sum x$ = The sum of all score

N = The total number of students

(Gay, 1981)

4. Finding the improvement of students' reading comprehension after using Partner Reading strategy. The formula as follows:

$$P = \frac{x_2 - x_1}{x_1} \times 100$$

Note:

P : Percentage of the students

x_1 : The mean score of pre-test

x_2 : The mean score of post test

(Gay, 1981)

5. Rubric Assessment of Literal Comprehension (Main Idea)

No.	Criteria	Score
1	Clearly identified the main idea by providing strong evidence, details relating to the main idea	4
2	Identified the main idea and provided adequate evidence, details relating to the main idea	3
3	Limited main idea identification and limited evidence, details relating to the main idea	2
4	Did not identify the main idea of the story or provide any evidence, details relating to the main idea	1

(Harmer, 1995)

6. Rubric Assessment of Literal Comprehension (Supporting Details)

No.	Criteria	Score
1	Relevant telling quality details give reader important information that goes beyond the obvious or predictable	4
2	Supporting idea or information were relevant, but one key issue almost unsupported or more predictable than others	3
3	Supporting idea or information were relevant, but one or more key issues almost unsupported or fairly predictable	2
4	Supporting idea or information were somewhat relevant, but several key issues were unsupported or all fairly predictable	1

(Harmer, 1995)

7. Finding the significant difference between the score of the pre-test and post-test. The researcher calculated the value of the test by using the following formula:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

t = test of significance difference

\bar{D} = the mean score of difference (X1-X2)

$\sum D$ = the sum of the total score of difference

D = the square of the sum score of difference

N = the total number.

1 = number of variable

(Gay, 1981)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter particularly presents the findings of the research cover with the description of the result of data collected through pre-test and post-test. It presents the result of the students' reading comprehension especially in literal comprehension in terms of main idea and supporting details by using Partner Reading Strategy. In discussion part, the research describes the findings in details.

A. Findings

The findings of the research dialed with the use of Partner Reading Strategy to improve students' reading comprehension especially in main idea and supporting details at the second year student of SMP Nasional Makassar, it could be seen the result of data analysis was follow:

1. The Students' Score Classification of Literal Comprehension (Main Idea)

The following table showed that the students' score classification of main idea with using Partner Reading Strategy in pre-test and post-test.

Table 4.1 The Students' Score Classification of Main Idea

No	Classification	Score	Pre-test		Post-test	
			F	%	F	%
1	Excellent	96-100	0	0	11	36.66%
2	Very Good	86-95	0	0	0	0
3	Good	76-85	0	0	0	0
4	Fairly Good	66-75	8	26.66%	19	63.33%
5	Fairly	56-65	0	0	0	0
6	Poor	36-55	22	73.33%	0	0
7	Very Poor	0-35	0	0	0	0
			30	100%	30	100%

Layman (2000:26)

Based on the students' score classification on the table 4.1, in pre-test it was found that there were not students got excellent, very good, good, fairly and very poor, 8 (26.66%) students got fairly good, 22 (73.33%) students got poor. Then, in post-test it was found that there were 11 (36.66%) students got excellent, 19 (63.33%) students got fairly good, and then there were not students got very good, good, fairly, poor, and very poor.

2. The Improvement of Students' Literal Comprehension (Main Idea)

The researcher used Partner Reading strategy in treatment to see the students' improvement in reading comprehension in terms of the main idea and there was improvement in pre-test to post-test. It showed from mean score of the students in pre-test to post-test and improvement percentage. It could be see in the table below:

Table 4.2 The Students' Improvement in term of Main Idea

Indicator	Pre-test	Post-test	Improvement
Main Idea	56.66	84.16	48.53%
Range	27.5		

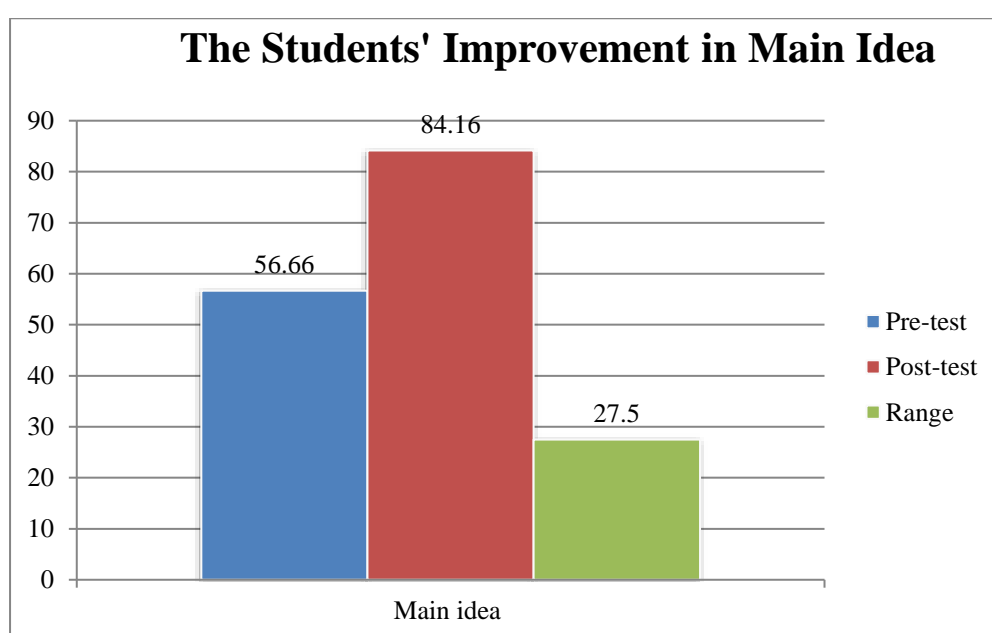
Based on the table 4.2 showed that the score of main ideas improved 48.53% with the range was 27.5 from the mean score in pre-test was 56.66 and post-test was 84.16. It indicated that the score of literal comprehension interm main idea in post-test were higher than pre-test.

Based on the result, it concluded that the influenced of Partner Reading Strategy could improved the students' reading comprehension in

terms of literal comprehension (main idea). The improvement of the students' mean score in pre-test and post-test proved that using Partner Reading Strategy was influence to improve the students' reading comprehension in terms the main idea.

For clear explanation about the count above, here is the chart:

Graphic 4.2. The Students' Improvement in term of Main Idea



Based on the graphic 4.2 showed that the students' improvement of main idea in pre-test was 56.66 and post-test was 84.16 with the range was 27.5. It indicated that the score of literal comprehension interm main idea in post-test were higher than pre-test.

3. The Students' Score Classification of Literal Comprehension (Supporting Details)

The following table showed that the students' score classification of supporting details with using Partner Reading Strategy in pre-test and post-test.

Table 4.3 The Students' Score Classification of Supporting Details

No	Classification	Score	Pre-test		Post-test	
			F	%	F	%
1	Excellent	96-100	0	0	6	20%
2	Very Good	86-95	0	0	0	0
3	Good	76-85	0	0	0	0
4	Fairly Good	66-75	16	53.33%	21	70%
5	Fairly	56-65	0	0	0	0
6	Poor	36-55	8	26.66%	3	10%
7	Very Poor	0-35	6	20%	0	0
			30	100%	30	100%

Layman (2000:26)

Based on the students' score classification on table 4.3, in pre-test it was found that there were not students got excellent, very good, good, and fairly, 16 (53.33%) students got fairly good, 8 (26.66%) students got poor and 6 (20%) students got very poor. Then, in post-test it was found that there were 6 (20%) students got excellent, 21 (70%) students got fairly good, and 3 (10%) students got poor, then there were not students got very good, good, fairly, and very poor.

4. The Improvement of Students' Literal Comprehension (Supporting Details)

The researcher also used Partner Reading strategy in treatment to see the students' improvement in reading comprehension in terms of supporting details. It was begin pre-test to post-test. After the researcher gave pre-test and post-test, there was improvement in reading comprehension in terms of supporting details. Beside that, the researcher also had counted improvement percentage of students. It showed at the following table:

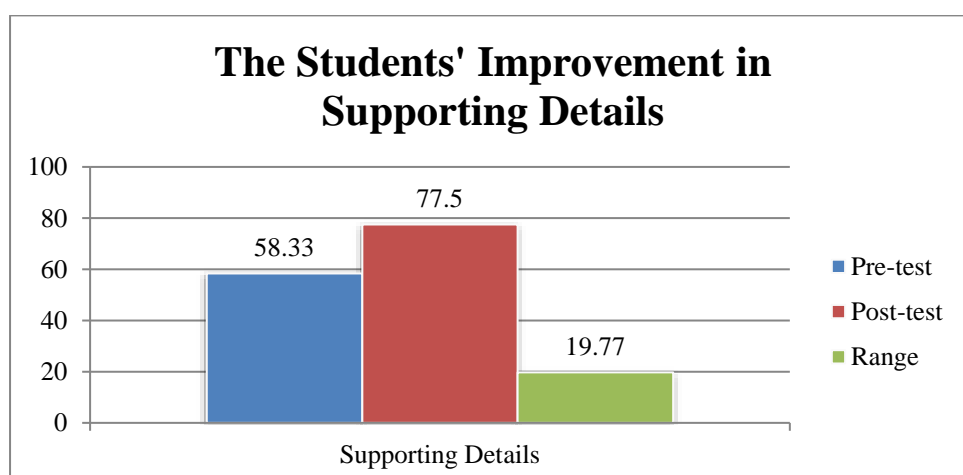
Table 4.4 The Students' Improvement in term of Supporting Details

Indicator	Pre-Test	Post-Test	Improvement
Supporting Details	58.33	77.5	32.86%
Range	19.77		

Based on the table 4.4, showed that the score of supporting details improved 32.86% with the range was 19.77 from the mean score in pre-test was 58.33 and post-test was 77.5. It indicated that the score of literal comprehension each indicator in post-test were higher than pre-test.

Based on the result, it concluded that using Partner Reading Strategy could improved the students' reading comprehension in terms of literal comprehension (supporting details).The improvement of the students mean score in pre-test and post-test proved that partner reading strategy was influence to improve students' reading comprehension in terms supporting details.

For clear explanation about the count above, here is the chart:

Graphic 4.4. The Students' Improvement in term of Supporting Details

Based on the graphic 4.4, showed that the students' improvement of supporting details in pre-test was 58.33 and post-test was 77.5 with the range was 19.77. It indicated that the score of literal comprehension each indicator in post-test were higher than pre-test.

It proved that there was significant improvement of the students' reading comprehension at the second year students of SMP Nasional Makassar. Based on the result, we could conclude that the influence of Partner Reading Strategy could improve of students' reading comprehension in terms main idea and supporting details.

5. Hypothesis Testing

The following table showed the result of t-test calculation:

Table 4.5 The t-Test Analysis of the Students' Improvement

Variable	t-test value	t-table value	Remark
Students' score	11.4	2.045	Different significantly

The table 4.5 above, showed that t-test value was greater than t-table. The result of the t-test was significant difference between t-table and t-test ($11.4 > 2.045$), it means that t-table was lower than t-test.

The result of the text statistical analysis showed that there was significant difference between the students' pre-test score before got treatment by using Partner Reading Strategy with the students' post-test score after treatment. The statement was proved by the t-test value (11.4) which higher than t-table value (2.045) at the level of significance ($p = 0.05$) and the degree of freedom $(N-1) = (30-1) = 29$

In addition the t-test value was greater than t-table value that is (11.4>2.045), it means that the null hypothesis (H_0) was rejected and alternative hypothesis (H_1) was received. Based on the result above, it can be concluded that there was a significant influence of Partner Reading Strategy to improve students' reading comprehension at the second year students of SMP Nasional Makassar

B. Discussion

In this section presents a discussion dealing with the in interpretation of the research findings derived from the result of data analysis and researcher note during the researcher to depict the improvement of the students' reading comprehension using Partner Reading Strategy. From the result of the pre-test and post-test, it can be concluded that there was a significant difference between the students' mean score pre-test to post-test before and after treatment using Partner Reading Strategy in terms of main idea and supporting details.

Literal comprehension represents the ability of the students to understand the content of the text. A main idea could helped the students more fully comprehend what they had read and was retain the information for longer periods of time. Main idea was very important aspect in reading comprehension because it can help the reader comprehend about the topic and the author's message. In the first meeting when researcher gave pre-test, researcher looked the most of students did not know the meaning of main idea. While, supporting details are important to develop and support the main idea of

the text, making your argument strong, more interesting, and easier to understand.

According to Astuti (2013), Partner Reading Strategy can motivated the students to learn about reading and give information about pair work together. During Partner Reading Strategy can building their reading confidence, increasing concentration, practicing interacting socially in a positive way. Good partner listen to each other and read along silently. Good partner help each other read/misread word. Good partner do not laugh or jeer at each other's misread or unknown word. Moreover, there was differences between this research and previous researches. This previous research related about students' reading fluency while, this research was going to improve students' reading comprehension in term of literal comprehension (main idea and supporting details).

Acording to Pratiwi et.al (2013), by using of Partner Reading Strategy, all students were getting braver to expressed their idea because they were supported by their partner. Along with this condition, their understanding what they read was deeper too. There was differences between this research and previous researches. This previous research related about students' reading fluency and reading achievement while this research was going to improve students' reading comprehension in term of literal comprehension (main idea and supporting details).

According to Utami (2017), this research was to motivated the studens to learned more about reading comprehension. There was differences between

this research and previous research. This previous research using Collaborative Strategic Reading while, this research using Partner Reading strategy.

Based on discussion above, it concluded that Partner Reading Strategy as one of a strategy that could improved the students' reading comprehension at the Second years students of SMP Nasional Makassar.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on discussion proposed in previous chapter, the following conclusions were presented:

1. Partner Reading Strategy was influence to improve the students' literal comprehension in term of main ideas at the second year students of SMP Nasional Makassar. It was improved by the mean score of main idea to be 48.53% % from the mean score in pre-test was 56.66 and post-test was 84.16. It indicated that the score of main idea in post-test was higher than pre-test.
2. Partner Reading Strategy was influence to improve the students' literal comprehension in term of supporting details at the second year students of SMP Nasional Makassar. It was improved by the mean score of supporting details to be 32.86% from the mean score in pre-test was 58.33 and post-test was 77.5. It indicated that the score of supporting details in post-test was higher than pre-test.

B. SUGGESTION

Based on the research result and conclusion above, the researcher would like to give some suggestions as follows:

1. For Students

- a. The students should more read English for comprehension in reading.
- b. The students should read the text more and more.

2. For the English Teacher

- a. It is suggested that the English teacher apply the Partner Reading as one of alternative in teaching and learning process.
- b. The teacher should be creative in teaching English especially reading because to master English, it needs more method in improving it.

3. For the next researchers

- a. The result of this research can be used as an addition reference or further research with different discussion for the next researchers.
- b. The researches hopes to other researches use Partner Reading Strategy to improving students' reading comprehension.

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APPENDICES

APPENDIX A

The Instrument for Pre-Test

Name : **Class** :
Reg. No : **Date** :

Read the dialogue below!

Vacation

Bella : Hi Sandra, how was your vacation?
Sandra : I spent time at my grandmother's house in Jogjakarta. How about you?
Bella : I was vacation to the islands of Derawan in East Kalimantan. When diving in the sea around the archipelago of Derawan, I saw a lot of coral, plants, and the fish which were so beautiful.
Sandra : It was a truly impressive. I've heard about the beauty of the sea in Derawan and last year I was supposed to go there, but my father did not allow. And tell more about your story, Bella.
Bella : When diving, I saw a lot of green and hawksbill turtles. You can certainly imagine how beautiful the sea in Derawan, right?
Sandra : It was too beautiful for only being imagined. One day, I have to get there.
Bella : Of course. In Derawan, I also visited a laguna, a lake in which many jellyfish swam upside down.
Sandra : Laguna in Derawan island is so famous!
Bella : Yes that's right.

(Min, 2014)

Answer the following questions!

1. What is the main idea of the dialogue above?

Answer: _____

2. Where did sandra go to vacation?

Answer: _____

3. Who was go to Derawan in East Kalimantan?

Answer: _____

4. What did you see of diving in the sea around the archipelago of Derawan?

Answer: _____

5. Why Laguna in Derawan island is so famous?

Answer: _____

APPENDIX B

The Instrument for Post-Test

Name : Class :
Reg. No : Date :

Read the dialogue below!

Security

Woman : Security ! Security !
Security : Yes, Madam. What can I do for you?
Woman : Someone has stolen my purse when I was busy to choose the t-shirt
Security : Where did you put your purse?
Woman : In my bag
Security : What did your purse contain of?
Woman : My money, my credit card, my identity card and others important cards.
Security : Did you see the thief?
Woman : Yes, I did. She is tall and thin.
Security : What did she put of?
Woman : She wears black jacket and blue jeans, oh I remember she uses green hat too
Security : And about old is she?
Woman : She is fairly young, I think that she is in mid teens. Hmm, she is about sixteen or seventeen
Security : What did his hair color?
Woman : Her hair is long and black
Security : Ok, I will call the gate officer and security to check everyone who wants to exit from here, this afternoon.

(Min, 2016)

Answer the following Questions!

1. What is the main idea of the dialogue above?

Answer: _____

2. Why did the woman call the security?

Answer: _____

3. What are the characteristics of the thief?

Answer: _____

4. What was woman doing when the incident happened?

Answer: _____

5. What did lose of woman's purse?

Answer: _____

The Instrument for Pre-Test

Name : Sestira Aulia Putri Class : VIII B (Delapan B)
Reg. No : Date : Sabtu, 3 November 2018

Read the dialogue below!

Vacation

Bella : Hi Sandra, how was your vacation?
Sandra : I spent time at my grandmother's house in Jogjakarta. How about you?
Bella : I was vacation to the islands of Derawan in East Kalimantan. When diving in the sea around the archipelago of Derawan, I saw a lot of coral, plants, and the fish which were so beautiful.
Sandra : It was a truly impressive. I've heard about the beauty of the sea in Derawan and last year I was supposed to go there, but my father did not allow. And tell more about your story, Bella.
Bella : When diving, I saw a lot of green and hawksbill turtles. You can certainly imagine how beautiful the sea in Derawan, right?
Sandra : It was too beautiful for only being imagined. One day, I have to get there.
Bella : Of course. In Derawan, I also visited a lagoon, a lake in which many jellyfish swam upside down.
Sandra : Lagoon in Derawan island is so famous!
Bella : Yes that's right.

(Anonym, 2014)

Answer the following questions!

1. What is the main idea of the dialogue above?
Answer: Vacation
2. Where did sandra go to vacation?
Answer: Jogjakarta
3. Who was go to Derawan in East Kalimantan?
Answer: Bella
4. What are you see of diving in the sea around the archipelago of Derawan
Answer: Many Jellyfish
5. Why Laguna in Derawan island is so famous?
Answer: It was too beautiful for only being imagined.

62,5

The Instrument for Post-Test

Name : Sestia Aulia Putri Class : VIII D (Delapan D)
Reg. No : Date : Senin, 19-11-2018

Read the dialogue below!

Security

Woman : Security ! Security !
Security : Yes, Madam. What can I do for you?
Woman : Someone has stolen my purse when I was busy to choose the shirt
Security : Where did you put your purse?
Woman : In my bag
Security : What did your purse contain of?
Woman : My money, my credit card, my identity card and others important cards.
Security : Did you see the thief?
Woman : Yes, I did. She is tall and thin.
Security : What did she put of?
Woman : She wears black jacket and blue jeans, oh I remember she uses green hat too
Security : And about old is she?
Woman : She is fairly young, I think that she is in mid teens. Hmm, she is about sixteen or seventeen
Security : What did his hair color?
Woman : Her hair is long and black
Security : Ok, I will call the gate officer and security to check everyone who wants to exit from here, this afternoon

(Min, 2016)

Answer the following Questions!

1. What is the main idea of the dialogue above?

Answer: The main idea of the dialogue above is Security

2. Why did the woman call the security?

Answer: The woman call the security someone has stolen my purse when I was busy to choose the shirt.

3. What are the characteristics of the thief?

Answer: characteristic of the thief: she wears black jacket and blue jeans, she uses green hat too

4. What was woman doing when the incident happened?

Answer: The woman doing when the incident happened when I was busy to choose the shirt.

5. What did lose of woman's purse?

Answer: The lose of woman's Purse is MY money, my Credit card, my identity card and other important cards.

APPENDIX C

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: SMP Nasional Makassar
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/1
Aspek/Skill	: Reading
Alokasi Waktu	: 4 x 2 JP

A. Standar Kompetensi

5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar.

B. Kompetensi Dasar

5.3 Merespon makna dan langkah-langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

C. Indikator Pencapaian

1. Menentukan ide pokok yang ada pada teks *descriptive*.
2. Mengidentifikasi makna dan gagasan dalam teks *descriptive*.
3. Bertanya dan menjawab pertanyaan berdasarkan teks *descriptive* yang telah di baca.

D. Tujuan Pembelajaran

1. Siswa dapat menentukan ide pokok yang ada pada teks *descriptive*.
2. Siswa dapat mengidentifikasi makna dan gagasan dalam teks *descriptive*.
3. Siswa dapat bertanya dan menjawab pertanyaan berdasarkan teks *descriptive* yang telah di baca.

E. Materi Pembelajaran

1. Identification (Main Idea)

Main idea is the authors' message, idea, point, or concepts. It may also be referred to as the controlling idea, central idea, or gist. The main idea is the point of the text. It is the most important thought about the topic. The main idea is commonly found in the beginning and followed by supporting sentences. Very often the writer begins with supporting evidence and places, then the main idea in the last sentence. Sometimes the writer uses a few sentences to introduce the topic, places, the main idea in the middle and follows it with supporting sentence. So, the main idea maybe stated at the beginning, middle or end.

From the explanation above, we can find some way to identifying main idea of a text as follows:

- a. Read the title**, from title we know what the text explains about.
- b. Read the first sentence**, commonly main idea stated in beginning of the text.
- c. Identify the topic** because the main idea is what the writer says about the topic.
- d. Group the important information**, chunk the sentences to get the important information of the text.
- e. Underline the possible sentences to be main idea**, find out the meaning of a difficult word.
- f. Read the whole text** to find the implied main idea.

2. Description (Supporting Details)

Supporting Details is contains fact, statement, examples specifics which guide us to a full understanding of the main idea. They clarify, illuminate, explain, describe, expand, and illustrate the main idea and are supporting details. Supporting Details are important to develop and support the main idea of the text, making your argument strong, more interesting, and easier to understand. Supporting details will paint a clear and more

complete picture of what is your trying to describe or explain to the teacher.

There are determining of supporting details, like:

- a. Decide which detail help to further the story line
- b. Decide which details help you to understand the main idea
- c. Answer question raised by the main idea (*who, what, when, why, or how*)

In general, a text starts with a main idea followed by supporting details that make up the body of the paragraph should be structured in the following way:

- **Main Idea** (states the main point of the text/paragraph)
- **Supporting Details** (reasons/examples to support the main idea)
- **Closing Sentence** (restates the main idea point of the text/paragraph)

➤ **Pertemuan Pertama**

Read the dialogue below!

Lusia's Parent

- Marta** : Hey guys! Look at this picture!
- Bunga** : Who is the man?
- Marta** : I think he is Lusia's father.
- Bunga** : I don't think so. Lusia's father is fat. He has curly hair, round face and black skin. But I din't know if he is Lusia's step father.
- Marta** : So who is he?
- Bunga** : Maybe he is Lusia's uncle. If not, her step father.
- Martha** : Then, who is she? Who is the woman beside him?
- Bunga** : I think she is Lusia's mother.
- Martha** : Are you sure?
- Bunga** : Yes, I am. Lusia's mother is beautiful and slim. She has white skin, round face, pointed nose. And she is tall.
- Marta** : Is the boy Lusia's little brother?
- Bunga** : I never see him before.

(Min, 2015)

Answer the following questions!

1. What is the main idea of the dialogue above?
2. What is bunga ever looking Lusia's little brother?
3. Who is the women in the picture?
4. What is the characteristic of Lusia's father?
5. What is the characteristic Lusia's mother?

➤ **Pertemuan Kedua**

Read the dialogue below!

Clock

Randall : Do you know what a grandfather clock is?

Horace : Yes, of course.

Randall : I assume it is a kind of clock, but what does it look like?

Horace : Well, they're usually big, about an average person's height, and maybe 20 to 24 inches wide. The clock face is at the top, usually a round face, and many have Roman Numerals.

Randall : Go on.

Horace : Below the face is a pendulum which hangs from a chain, or something similar, which swings back and forth as the clock ticks.

Randall : I'm sorry, what's a pendulum?

Horace : A weight hanging from a chain, cable, or string.

Randall : I see.

Horace : In all the grandfather clocks I have ever seen, the cabinets were made out of wood, usually stained brown.

Randall : Why are they called grandfather clocks?

Horace : I don't know. Maybe because they are an old style of clock that was common in our grandfathers' days.

Randall : The clock in your father's office is a grandfather clock, isn't it?

Horace : Yes, but he calls it his grandmother's clock because his grandmother gave it to him

(Tamam, 2012)

Answer the following questions!

1. What is the main idea of the dialogue above?
2. What is characteristic of grandfather clock?
3. What is pendulum of the dialogue above?
4. Why do people call grandfather clock?
5. Why do grandfathers call that clock as grandmother's clock?

➤ **Pertemuan Ketiga**

Read the dialogue below!

Raffles' Landing Site

- Andita** : Hello, excuse me, I am Andita. Do you speak English?
- Budi** : Yes, I do. I'm Budi. What can I do for you, Andita
- Andita** : I am sorry for interrupting you. I am a tourist from Indonesia. I want to go around and I think I need a partner. Do you want to be my guide?
- Budi** : Yes, of course. I know this place very well. There's no problem if I accompany you while explaining many things of this beautiful place.
- Andita** : That's cool. Thank you so much. I need a guide only for a day, so how much should I pay?
- Budi** : You just have to spend one dollar
- Andita** : Okay, no problem. Please give me your best, Budi
- Budi** : Sure, I will do my best
- Andita** : Thanks. So, what place are we going to start?
- Budi** : An hour later, we will arrive at Raffles' Landing Site. Have you ever heard about this place?
- Andita** : No, tell me
- Budi** : The Raffles' Landing Site is the location where tradition holds that Sir Stamford Raffles landed in on January 29th 1819, which lasted ten days. During this period, he concluded the first treaty with the local rules
- Andita** : What a great story. I can't wait to see it.

(Raf, 2018)

Answer the following questions!

1. What is the main idea of the dialogue above?
2. Who is Anita?
3. Who is Anita's guide?
4. How much should Anita pay to Budi?
5. What is The Raffles' Landing Site?

➤ **Pertemuan Keempat**

Read the dialogue below!

The New Student

Edi : Hi, Ton. What's up Bro? How was your Mathematics?

Tony : I got good mark. But it was not enough to beat my classmate rival. How about you? Did you get good mark too on Mathematics?

Edi : No, I didn't. But thanks God. I didn't get the remedial.

Tony : Owh, that was great. Anyway do you know Sella? The new students in VII grade. My classroom mates always talk about her. How does he look like?

Edi : She is tall. She is slim. She has got long black stright hair. She has got a pointed nose. She has got thin lips. She has got round face. She has got slanting black eyes. She is beautiful.

Tony : Owh my God. She seems prefect. How about her personality? How is she like?

Edi : She is totally beautiful. She is smart. And She seems kind. Every men on this school hunt for her love.

Tony : Do you have her number, dude?

Edi : Owh come on. Don't say that you hunt for her love too.

Tony : Yeah, I am one of the men on this school too.

Edi : Hahaha. Hey Ton, Look. She is over there, near the exit door.

Tony : Wow, that is definitely beautiful.

(Fathoni, 2017)

Answer the following questions!

1. What is the main idea of the dialogue above?
2. Who is get good mark?
3. Who is Sella?
4. Why is Toni love to Sella?
5. How the Sella's personality?

F. Metode Pembelajaran

- Partner Reading strategy

G. Langkah-langkah Pembelajaran

➤ Pertemuan Pertama

1. Kegiatan Pendahuluan :
 - a. Peneliti mengucapkan salam kepada siswa ketika masuk di kelas.
 - b. Siswa memulai proses belajar dengan membaca doa.
 - c. Peneliti mengecek kehadiran siswa.
2. Kegiatan Inti :
 - a. Peneliti menjelaskan materi yang akan dipelajari.
 - b. Peneliti memperkenalkan strategy yang akan digunakan yaitu Partner Reading strategy.
 - c. Peneliti memberikan kesempatan kepada siswa untuk menanyakan hal-hal yang kurang di mengerti.
 - d. Peneliti membagi siswa secara berpasangan.
 - e. Peneliti membagikan teks bacaan descriptive berupa dialog kepada siswa.
 - f. Siswa membaca teks secara berpasangan, lalu mengerjakan soal-soal berkaitan dengan teks yang telah di bagikan.
 - g. Setelah siswa selesai menjawab soal-soal yang di bagikan, peneliti bersama siswa mendiskusikan jawaban bersama.

3. Kegiatan Penutup :
 - a. Peneliti menanyakan kesulitan yang di temukan oleh peserta didik dalam teks descriptive.
 - b. Peneliti menyimpulkan materi pembelajaran.
 - c. Peneliti menutup kegiatan pembelajaran.

➤ **Pertemuan Kedua**

1. Kegiatan Pendahuluan :
 - a. Peneliti mengucapkan salam kepada siswa ketika masuk di kelas.
 - b. Siswa memulai proses belajar dengan membaca doa.
 - c. Peneliti mengecek kehadiran siswa.
2. Kegiatan Inti :
 - a. Peneliti menjelaskan materi yang akan dipelajari.
 - b. Peneliti memperkenalkan strategy yang akan digunakan yaitu Partner Reading strategy.
 - c. Peneliti memberikan kesempatan kepada siswa untuk menanyakan hal-hal yang kurang di mengerti.
 - d. Peneliti membagi siswa secara berpasangan.
 - e. Peneliti membagikan teks bacaan descriptive berupa dialog kepada siswa.
 - f. Siswa membaca teks secara berpasangan, lalu mengerjakan soal-soal berkaitan dengan teks yang telah di bagikan.
 - g. Setelah siswa selesai menjawab soal-soal yang di bagikan, peneliti bersama siswa mendiskusikan jawaban bersama.
3. Kegiatan Penutup :
 - a. Peneliti menanyakan kesulitan yang di temukan oleh peserta didik dalam teks descriptive.
 - b. Peneliti menyimpulkan materi pembelajaran.
 - c. Peneliti menutup kegiatan pembelajaran.

➤ **Pertemuan Ketiga**

1. Kegiatan Pendahuluan :
 - a. Peneliti mengucapkan salam kepada siswa ketika masuk di kelas.
 - b. Siswa memulai proses belajar dengan membaca doa.
 - c. Peneliti mengecek kehadiran siswa.
2. Kegiatan Inti :
 - a. Peneliti menjelaskan materi yang akan dipelajari.
 - b. Peneliti memperkenalkan strategy yang akan digunakan yaitu Partner Reading strategy.
 - c. Peneliti memberikan kesempatan kepada siswa untuk menanyakan hal-hal yang kurang di mengerti.
 - d. Peneliti membagi siswa secara berpasangan.
 - e. Peneliti membagikan teks bacaan descriptive berupa dialog kepada siswa.
 - f. Siswa membaca teks secara berpasangan, lalu mengerjakan soal-soal berkaitan dengan teks yang telah di bagikan.
 - g. Setelah siswa selesai menjawab soal-soal yang di bagikan, peneliti bersama siswa mendiskusikan jawaban bersama.
3. Kegiatan Penutup :
 - a. Peneliti menanyakan kesulitan yang di temukan oleh peserta didik dalam teks descriptive.
 - b. Peneliti menyimpulkan materi pembelajaran.
 - c. Peneliti menutup kegiatan pembelajaran.

➤ **Pertemuan Kempat**

1. Kegiatan Pendahuluan :
 - a. Peneliti mengucapkan salam kepada siswa ketika masuk di kelas.
 - b. Siswa memulai proses belajar dengan membaca doa.
 - c. Peneliti mengecek kehadiran siswa.

2. Kegiatan Inti :
 - a. Peneliti menjelaskan materi yang akan dipelajari.
 - b. Peneliti memperkenalkan strategy yang akan digunakan yaitu Partner Reading strategy.
 - c. Peneliti memberikan kesempatan kepada siswa untuk menanyakan hal-hal yang kurang di mengerti.
 - d. Peneliti membagi siswa secara berpasangan.
 - e. Peneliti membagikan teks bacaan descriptive berupa dialog kepada siswa.
 - f. Siswa membaca teks secara berpasangan, lalu mengerjakan soal-soal berkaitan dengan teks yang telah di bagikan.
 - g. Setelah siswa selesai menjawab soal-soal yang di bagikan, peneliti bersama siswa mendiskusikan jawaban bersama.
3. Kegiatan Penutup :
 - a. Peneliti menanyakan kesulitan yang di temukan oleh peserta didik dalam teks descriptive.
 - b. Peneliti menyimpulkan materi pembelajaran.
 - c. Peneliti menutup kegiatan pembelajaran.

H. Media Pembelajaran

1. Media : Reading Text (Text Bacaan)
2. Alat : Papan Tulis, Spidol, Penghapus, Lembar soal
3. Sumber Belajar: Internet (google) dan Buku Pelajaran/Paket

I. Assessment/ Penilaian

- a. Instrument : Teks Deskriptive
- b. Rubrik Penilaian

$$score = \frac{students' answer}{maximum score} \times 100$$

Rubric Assessment of Literal Comprehension (Main Idea)

No.	Criteria	Score
1	Clearly identified the main idea by providing strong evidence, details relating to the main idea	4
2	Identified the main idea and provided adequate evidence, details relating to the main idea	3
3	Limited main idea identification and limited evidence, details relating to the main idea	2
4	Did not identify the main idea of the story or provide any evidence, details relating to the main idea	1

Rubric Assessment of Literal Comprehension (Supporting Details)

No.	Criteria	Score
1	Relevant telling quality details give reader important information that goes beyond the obvious or predictable	4
2	Supporting idea or information were relevant, but one key issue almost unsupported or more predictable than others	3
3	Supporting idea or information were relevant, but one or more key issues almost unsupported or fairly predictable	2
4	Supporting idea or information were somewhat relevant, but several key issues were unsupported or all fairly predictable	1

Makassar, Agustus 2018

NURAFNI

10535583214

APPENDIX D

The List Name of The Students

NO	SAMPLE	CODE
1	ACHMAD GHANI FARIZZA RACHMAN	S-1
2	DEVINA ALFRIANTY	S-2
3	FAHNUR AULIA SARI	S-3
4	FIRA ANANDA SAPUTRI	S-4
5	FITRAH NUR FADILLAH	S-5
6	FITRIANI	S-6
7	FRISCHA AULIA DULYANTI I.	S-7
8	M.RAFLY	S-8
9	MUH.ARIEL TASLIANSYAH	S-9
10	MUH.DWICKY MAULA NAJWA R.	S-10
11	MUH.FATIR ARDANA PUTRA	S-11
12	MUH.REZA	S-12
13	MUH.RIDWAN RUSTAM	S-13
14	MUH.SIDAN ANANDA ANSAR	S-14
15	MUHAMMAD YUSUF ROIHAN AKMAL	S-15
16	RIVAL	S-16
17	RAHMAT JUNAEDI	S-17
18	RAHMAWATI	S-18
19	SAHRIL	S-19
20	SHEZIA AULIA PUTRI	S-20
21	SHAFSA SALSABILA PUTRI	S-21
22	SITI NURBIAH	S-22
23	SUCI RAMADANI	S-23
24	MUH.REZKY SP.	S-24
25	MUHAMMAD ARDHANI	S-25
26	PINGKANG	S-26
27	SUNARTI	S-27
28	YUNI WAHYUNI	S-28
29	ASMAWATI	S-29
30	ARTIKA SARI DEWI	S-30

APPENDIX E

The Classification Score of Students' Pre-test and Post-test (Main Idea and Supporting Details)

Students	Indicator			
	Pre-test	Pre-test	Post-test	Post-test
	Main Idea	Supporting Details	Main Idea	Supporting Details
S-1	2	2	3	3
S-2	2	3	3	3
S-3	3	3	4	4
S-4	2	3	3	3
S-5	2	2	3	3
S-6	2	1	3	4
S-7	3	2	3	3
S-8	3	3	4	4
S-9	2	2	3	3
S-10	2	3	3	3
S-11	2	2	4	3
S-12	2	2	3	3
S-13	3	1	4	3
S-14	2	2	4	3
S-15	2	3	3	3
S-16	3	3	4	3
S-17	2	3	3	3
S-18	2	3	3	4
S-19	2	1	3	2
S-20	2	3	3	3
S-21	3	3	4	3
S-22	2	1	3	2
S-23	3	3	3	4
S-24	3	3	4	4
S-25	2	1	3	2
S-26	2	3	4	3
S-27	2	3	3	3
S-28	2	3	3	3
S-29	2	2	4	3
S-30	2	1	4	3

APPENDIX F

The Score of Sudents' Literal Reading Comprehension in Pre-Test.

No	Sample	Pre-Test		
		Main Idea	Supporting Details	Score
1	S-1	50	50	50
2	S-2	50	75	62.5
3	S-3	75	75	75
4	S-4	50	75	62.5
5	S-5	50	50	50
6	S-6	50	25	37.5
7	S-7	75	50	62.5
8	S-8	75	75	75
9	S-9	50	50	50
10	S-10	50	75	62.5
11	S-11	50	50	50
12	S-12	50	50	50
13	S-13	75	25	50
14	S-14	50	50	50
15	S-15	50	75	62.5
16	S-16	75	75	75
17	S-17	50	75	62.5
18	S-18	50	75	62.5
19	S-19	50	25	37.5
20	S-20	50	75	62.5
21	S-21	75	75	75
22	S-22	50	25	37.5
23	S-23	75	75	75
24	S-24	75	75	75
25	S-25	50	25	37.5
26	S-26	50	75	62.5
27	S-27	50	75	62.5
28	S-28	50	75	62.5
29	S-29	50	50	50
30	S-30	50	25	37.5
Total		1700	1750	1725
Mean Score (X)		56.66	58.33	57.5

APPENDIX G

The Score of Students' Literal Reading Comprehension in Post-Test.

No	Sample	Post-Test		
		Main Idea	Supporting Details	Score
1	S-1	75	75	75
2	S-2	75	75	75
3	S-3	100	100	100
4	S-4	75	75	75
5	S-5	75	75	75
6	S-6	75	100	87.5
7	S-7	75	75	75
8	S-8	100	100	100
9	S-9	75	75	75
10	S-10	75	75	75
11	S-11	100	75	87.5
12	S-12	75	75	75
13	S-13	100	75	87.5
14	S-14	100	75	87.5
15	S-15	75	75	75
16	S-16	100	75	87.5
17	S-17	75	75	75
18	S-18	75	100	87.5
19	S-19	75	50	62.5
20	S-20	75	75	75
21	S-21	100	75	87.5
22	S-22	75	50	62.5
23	S-23	75	100	87.5
24	S-24	100	100	100
25	S-25	75	50	62.5
26	S-26	100	75	87.5
27	S-27	75	75	75
28	S-28	75	75	75
29	S-29	100	75	87.5
30	S-30	100	75	87.5
Total		2525	2325	2425
Mean Score (X)		84.16	77.5	80.83

APPENDIX H

The Result of Students' Literal Comprehension in Terms of Main Idea and Supporting Details in Pre-test and Post-test

No	Sample	Pre-test	Post-test	D1 (X ₂ -X ₁)	D2 (X ₂ -X ₁) ²
		X1	X2		
1	S-1	50	75	25	625
2	S-2	62.5	75	12.5	156.25
3	S-3	75	100	25	625
4	S-4	62.5	75	12.5	156.25
5	S-5	50	75	25	625
6	S-6	37.5	87.5	50	2500
7	S-7	62.5	75	12.5	156.25
8	S-8	75	100	25	625
9	S-9	50	75	25	625
10	S-10	62.5	75	12.5	156.25
11	S-11	50	87.5	37.5	1406.25
12	S-12	50	75	25	625
13	S-13	50	87.5	37.5	1406.25
14	S-14	50	87.5	37.5	1406.25
15	S-15	62.5	75	12.5	156.25
16	S-16	75	87.5	12.5	156.25
17	S-17	62.5	75	12.5	156.26
18	S-18	62.5	87.5	25	625
19	S-19	37.5	62.5	25	625
20	S-20	62.5	75	12.5	156.25
21	S-21	75	87.5	12.5	156.25
22	S-22	37.5	62.5	25	625
23	S-23	75	87.5	12.5	156.25
24	S-24	75	100	25	625
25	S-25	37.5	62.5	25	625
26	S-26	62.5	87.5	25	625
27	S-27	62.5	75	12.5	156.25
28	S-28	62.5	75	12.5	156.25
29	S-29	50	87.5	37.5	1406.25
30	S-30	37.5	87.5	50	2500
Total		1725	2425	700	20000
Mean Score (x)		57.5	80.83	23.33	666.66

APPENDIX I

The Classification Score of Students' Pre-test and Post-test in Main Idea

No	Pre-test	Classification	Post-test	Classification
	Main Idea		Main Idea	
1	50	Poor	75	Fairly Good
2	50	Poor	75	Fairly Good
3	75	Fairly Good	100	Excellent
4	50	Poor	75	Fairly Good
5	50	Poor	75	Fairly Good
6	50	Poor	75	Fairly Good
7	75	Fairly Good	75	Fairly Good
8	75	Fairly Good	100	Excellent
9	50	Poor	75	Fairly Good
10	50	Poor	75	Fairly Good
11	50	Poor	100	Excellent
12	50	Poor	75	Fairly Good
13	75	Fairly Good	100	Excellent
14	50	Poor	100	Excellent
15	50	Poor	75	Fairly Good
16	75	Fairly Good	100	Excellent
17	50	Poor	75	Fairly Good
18	50	Poor	75	Fairly Good
19	50	Poor	75	Fairly Good
20	50	Poor	75	Fairly Good
21	75	Fairly Good	100	Excellent
22	50	Poor	75	Fairly Good
23	75	Fairly Good	75	Fairly Good
24	75	Fairly Good	100	Excellent
25	50	Poor	75	Fairly Good
26	50	Poor	100	Excellent
27	50	Poor	75	Fairly Good
28	50	Poor	75	Fairly Good
29	50	Poor	100	Excellent
30	50	Poor	100	Excellent

APPENDIX J

The Classification Score of Students' Pre-test and Post-test in Supporting Details

No	Pre-test	Classification	Post-test	Classification
	Supporting Details		Supporting Details	
1	50	Poor	75	Fairly Good
2	75	Fairly Good	75	Fairly Good
3	75	Fairly Good	100	Excellent
4	75	Fairly Good	75	Fairly Good
5	50	Poor	75	Fairly Good
6	25	Very Poor	100	Excellent
7	50	Poor	75	Fairly Good
8	75	Fairly Good	100	Excellent
9	50	Poor	75	Fairly Good
10	75	Fairly Good	75	Fairly Good
11	50	Poor	75	Fairly Good
12	50	Poor	75	Fairly Good
13	25	Very Poor	75	Fairly Good
14	50	Poor	75	Fairly Good
15	75	Fairly Good	75	Fairly Good
16	75	Fairly Good	75	Fairly Good
17	75	Fairly Good	75	Fairly Good
18	75	Fairly Good	100	Excellent
19	25	Very Poor	50	Poor
20	75	Fairly Good	75	Fairly Good
21	75	Fairly Good	75	Fairly Good
22	25	Very Poor	50	Poor
23	75	Fairly Good	100	Excellent
24	75	Fairly Good	100	Excellent
25	25	Very Poor	50	Poor
26	75	Fairly Good	75	Fairly Good
27	75	Fairly Good	75	Fairly Good
28	75	Fairly Good	75	Fairly Good
29	50	Poor	75	Fairly Good
30	25	Very Poor	75	Fairly Good

APPENDIX K

1. The Mean Score of Students' Literal Reading Comprehension in Pre-Test

- a) Mean score of students' pre-test in main idea

$$\bar{X} = \sum \frac{X}{N}$$

$$\bar{X} = \sum \frac{1700}{30} = 56.66$$

- b) Mean score of students' pre-test in supporting details

$$\bar{X} = \sum \frac{X}{N}$$

$$\bar{X} = \sum \frac{1750}{30} = 58.33$$

2. The Mean Score of Students' Literal Reading Comprehension in Post-Test

- a) Mean score of students's post-test in main idea

$$\bar{X} = \sum \frac{X}{N}$$

$$\bar{X} = \sum \frac{2525}{30} = 84.16$$

- b) Mean score of students' post-test in supporting details

$$\bar{X} = \sum \frac{X}{N}$$

$$\bar{X} = \sum \frac{2325}{30} = 77.5$$

APPENDIX L

1. The Improvement of Students' Literal Reading Comprehension

- a) Improvement of the students' score in main idea

$$P = \frac{X_2 - X_1}{X_1} \times 100$$

$$P = \frac{84.16 - 56.66}{56.66} \times 100$$

$$P = \frac{27.5}{56.66} \times 100$$

$$P = 48.53\%$$

- b) The improvement of the students' score in supporting details

$$P = \frac{X_2 - X_1}{X_1} \times 100$$

$$P = \frac{77.5 - 58.33}{58.33} \times 100$$

$$P = \frac{19.17}{58.33} \times 100$$

$$P = 32.86\%$$

APPENDIX M

CALCULATING THE T-TEST ANALYSIS

Calculating the t-test analysis of reading comprehension

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

where :

\bar{D} = Difference score between pre-test and post-test

$$= X^2 - X^1$$

$$\bar{D} = \frac{\sum D}{N} = \frac{700}{30} = 23.33$$

$$t = \frac{23.33}{\sqrt{\frac{20000 - \frac{(700)^2}{30}}{30(30-1)}}$$

$$t = \frac{23.33}{\sqrt{\frac{20000 - \frac{490000}{30}}{30(29)}}$$

$$t = \frac{23.33}{\sqrt{\frac{20000 - 16333.33}{870}}}$$

$$t = \frac{23.33}{\sqrt{4.21}}$$

$$t = \frac{23.33}{2.05}$$

$$t = 11.4$$

t-test value = 11.4

APPENDIX N

The Distribution of T.table

Df	(Level of Significance) (one-tailed test)					
	0.25	0.10	0.5	0.025	0.01	0.005
	(Level of Significance) (two-tailed test)					
	0.5	0.2	0.1	0.05	0.02	0.01
1.	1.000	3.078	6.314	12.706	31.821	63.657
2.	0.816	1.886	2.920	4.303	6.965	9.925
3.	0.765	1.638	2.353	3.182	4.541	5.841
4.	0.741	1.533	2.132	2.776	3.747	4.604
5.	0.727	1.476	2.015	2.571	3.365	4.032
6.	0.718	1.440	1.943	2.447	3.143	3.707
7.	0.711	1.415	1.895	2.365	2.998	3.499
8.	0.706	1.397	1.860	2.306	2.896	3.355
9.	0.703	1.383	1.833	2.262	2.821	3.250
10.	0.700	1.372	1.812	2.228	2.764	3.169
11.	0.697	1.363	1.796	2.201	2.718	3.106
12.	0.695	1.356	1.782	2.179	2.681	3.055
13	0.692	1.350	1.771	2.160	2.650	3.012
14	0.691	1.345	1.761	2.145	2.624	2.977
15	0.690	1.341	1.753	2.131	2.602	2.547
16	0.689	1.337	1.746	2.120	2.583	2.921
17	0.688	1.333	1.740	2.110	2.587	2.989
18	0.688	1.330	1.734	2.101	2.552	2.878
19	0.6870	1.328	1.729	2.093	2.539	2.861
20	0.687	1.325	1.725	2.086	2.528	2.845
21	0.686	1.325	1.721	2.080	2.518	2.831
22	0.686	1.321	1.717	2.074	2.508	2.829
23	0.685	1.319	1.714	2.069	2.500	2.807
24	0.685	1.318	1.711	2.064	2.492	2.797

25	0.684	1.316	1.708	2.060	2.485	2.787
26	0.684	1.315	1.706	2.056	2.479	2.779
27	0.684	1.314	1.703	2.052	2.473	2.771
28	0.683	1.313	1.701	2.048	2.467	2.763
29	0.683	1.311	1.699	2.045	2.462	2.756
30	0.683	1.310	1.697	2.042	2.457	2.750
40	0.681	1.303	1.684	2.021	2.423	2.704
60	0.679	1.296	1.671	2.000	2.390	2.660
120	0.677	1.289	1.658	1.980	2.358	2.617

For level of significance (D)= 0.05

Degree of freedom (df)=N-1=30-1=29

T-test(11.4) > t-table (2.045)

DOCUMENTATION





CURRICULUM VITAE



NURAFNI was born on December 16th, 1996 in Akkalibatue, Kab.Soppeng. She is the first child in her family. She has one brother and two sisters. Her father is Anwar and her mother is Nurfiani. She graduated her elementary school in 2008 at SD Negeri 257 Akkalibatue.

She continued her Junior High School at SMP Negeri 2 Liliraja and graduated in 2011. Then she continued at SMA Negeri 1 Liliraja and graduated in 2014. She was accepted at Muhammadiyah University of Makassar as A Student of English Education Department at 2014.

At the end of her study, she could finish with her thesis under the title “The Influence of Partner Reading Strategy to Improve Students’ Reading Comprehension”.