THE EFFECTIVENESS OF USING BUDDY READING STRATEGY IN TEACHING READING COMPREHENSION
(A Pre Experimental Research at the Second Grade of MTs Muhammadiyah Lempangan Kab. Gowa)

A THESIS

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ABSTRACT

Rosmia Puspasari. 2018. *The Effectiveness of Buddy Reading Strategy in Teaching Reading Comprehension (A Pre-experimental Research at Second Grade Students of MTs Muhammadiyah Lempangan Gowa)*. Faculty of Teachers Training and Education, Makassar Muhammadiyah University (supervised by Nunung Anugrawati and Eka Prabawati Rum).

This research aimed to verify whether the use of the Buddy Reading Strategy was effective to improve students' reading comprehension at second grade student of MTs Muhammadiyah Lempangan Gowa. The researcher applied pre-experimental method with one group pre-test post-test design, and collected the data by giving Pre-test, treatment and Post-test. The sample of the research was class VIII-A of MTs Muhammadiyah Lempangan Gowa which consisted of 26 students. The selection of sample was taken by using purposive sampling technique.

The research findings showed that the second grade students of MTs Muhammadiyah Lempangan Gowa had average score in Pre-test. After treatment, their writing skill in descriptive text was significantly increase. The result of the research were the mean score of content obtained by the students through Pre-test was 68.03 and Post-test was 80.03. The t-test value was higher than t-table 13.25>2.06. And the last was the scores of test significants was 13.25. It was concluded that the use of buddy reading strategy was effective to improve the students reading skill in teaching reading comprehension.

Keywords: *Buddy Reading, Reading Comprehension, and Reading Skill*.

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Bismillahirrahmanirrahim

(In the name of Allah, Most Gracious, Most Merciful)

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Finally, willingly the researcher prays may all our efforts be blessed by Allah SWT. Amin.

Makassar,   January 2019

The Researcher

Rosmia Puspasari

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CHAPTER I

INTRODUCTION

A. Background

As a foreign language, English has become important subject. English taught from Elementary School as the lowest level of education until University as the highest level. Every school and teacher tried to improve their students' ability in English in order to make students fluent in English. English has four languages skill, they are: listening, speaking, reading and writing. The reading skill became very important in the education field, where by reading students can improve their knowledge and get information. Reading will help students to get easy in interpreting language.

Reading is a flexible for the students, because they can get information from the text they have read. Reading also is an active process identifying important ideas comparing. In addition, the main important thing that the readers should have the ability to comprehend what they have read. Carrillo (1976: 2) states that reading is a combination of mechanics, understanding, retention, and use. In this broadest of three views, the reader should be able not only to perform the mechanics and comprehend the meaning of the words, but to critically evaluate the ideas expressed and apply them to his or her situation. Reading is something that must be done by all students who are studying language. Reading is considered as one of important skill, which has to be learn because it can influent the other language skills.

The purpose of teaching 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.

According to Pauline (1998) 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.

McLaughlin and Allen (2002) also suggested that teachers can learn by using strategy, how the strategies work and become better able to teach them to their own students by applying the strategy to their own reading. Based on Jamie (2005) that one of strategy that can be use in teaching reading is a "Buddy Reading Strategy" this strategy allows students to take turns reading and provide each other with feedback as a way to monitor comprehension.

According to Melanie (2015) buddy reading or partner reading is another fun and effective pedagogical strategy for promoting the development of reading fluency. Buddy reading strategy can help the students in reading fluency. This strategy is chosen because it can help the students to improve reading fluency. National Institue of Child Health and Human Development (2000) states that students benefit from practicing the reading of connected text, according to, and this approach ensures that students spend significant amounts of time reading aloud or following along with their partner. Samuel (2004) states that buddy reading provides learners with the

opportunity to read a text repeatedly, which supports the development of automatic word reading.

One way to increase the students reading skills by using strategy in teaching reading comprehension. Based on the researcher's experience when the reasearcher was teaching English practice in SMA Muhammadiyah Disamakan Makassar. The researcher was giving a paragraph to read one by one at the time then the researcher was asking the students to tell some informations of the paragraph. At the end, the researcher concludes that teaching students reading skill not effective at that time because the researcher did not use a strategy in teaching reading comprehension.

Based on phenomena above, the researcher is interested to conduct a research entitled "The Effectiveness of Using Buddy Reading Strategy in Teaching Reading Comprehension".

B. Problem Statement

Based on the background, the problem statements of this research is formulated as follows:

Is buddy reading strategy effective in teaching reading comprehension at the Second Grade Students of MTs Muhammadiyah Lempangan Gowa?

C. Objective of the Research

The objective of the research is to find out whether the use of buddy reading strategy in teaching reading comprehension is effective or not at the Second Grade Students of MTs Muhammadiyah Lempangan Gowa.

D. Significance of the Research

The result of the research is expected to be useful information for many people such as :

1. For teachers or educators

   Theoretically, teachers or educators can more effective to teach and to motivate the students with using this strategy. Practically, the teachers can ask students to applying for their reading comprehension.

2. For students

   Theoretically, students can understand with the using this strategy. Practically, students can apply and practice this strategy to improving their reading skills.

E. Scope of the Research

In this study, the researcher focused on students' ability to finding main idea, supporting detail and making conclusion from the text. The appropriate technique used by the researcher is buddy reading strategy because this strategy makes the students are able to learn each other to improve their reading comprehension.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Related Research Findings

There are some previous findings of some researchers have relation to this research, as follows :

1. Nita (2014) in her research concludes that reading skill is needed to be developed by teacher in teaching for students. It is because by having a good ability in reading, students will be easy to express their ideas in reading form. Reading is very important, especially for students, because be reading students can build their critical thinking about something that happened around and make their brain work on.

2. Vevia (2014) in her research concludes that in teaching reading, the teacher encourages the students to talk with others about connections and questions as well as to establish purposes for further reading. Besides that, the teacher should improve students' thinking in reading, and then the teacher asks the students how to create their ideas about the text.

3. Huzaimah (2013) in her research concludes that reading is a way to get information from written material when a reader reads a text. Reading needs knowledge to comprehend the text or get the purpose of the reading exactly. Mostly students find difficulties in learning reading.

Based on the results above, it can be concluded that teachers are easier to teach reading comprehension when using by learning strategies, and students' knowledge can be increased by using reading comprehension learning strategies.

The similarity between previous research and above this research is use learning strategy, and the results show that using the strategy in teaching reading comprehension is effective to help the students in the class. While the difference is the researcher will focus on the use of buddy reading strategy, in teaching reading comprehension.

B. Some Pertinent Ideas

1. The Nature of Reading

Reading is the one of four language skills. It is the first direct communication of students to acquire their language development. After years of listening and speaking, students further goes to school where for the first time, they learn to read before writing.

According to Tarigan (2008) states that reading is a process in which done by reader to get message or information from the writer through printed media. It is very complex process in recognizing and comprehending written symbols which influenced by perceptual skill, decoding, experiences, language background, mind set and reasoning of reader.

According to Carrel (1988, p. 1), "reading is not passive but rather than active process. It is an active cognitive process of interacting print media in

which monitory comprehension to build up meaning". Moreover, Rahmatullah (2013) states that reading is the meaningful interpretation of printed or written verbal symbols. This activity is not simply looking. It is involves deriving meaning from printed words. It requires a high level of muscular coordination. The reader is not only seeing and identifying the symbols, but also understanding the meaning.

Based on the definition, present researcher concludes that reading is an active process of grasp new information which is needed by readers. It is an activity to understand the meaning of written or printed media.

2. **The Importance of Reading**

Reading is the way to get information from written media. Students will get knowledge by reading activities to motivate their learning, not only in formal education, but also in informal education. Therefore, reading is one of the urgent skills for students to obtain their success. Tarigan (2008) notes that by reading some information are given by the teacher through a text, students will find general information and experience which later they can increase their language skills such as listening, speaking and writing.

Teaching reading is very important for students. There are some reasons for this. The first reason is many English students need to read English text for their career, for study or simply for pleasure. The second reason is reading text also will help the students when they study writing.

According Harmer (2003) states that reading texts also provide good models for English writing. If the students are familiar with texts' form, teacher

will be easier to teach them how to write the texts. The last is reading text also provide opportunities to study language: vocabulary, grammar, punctuation, and the way to construct sentences, paragraphs and texts.

In a nutshell, when the students read a new text, they will find new vocabulary and different style of writing texts. Because of that, they can enrich their vocabulary includes the ability to use the appropriate diction. They will learn more about punctuation; strengthen their grammar understanding and know how to construct sentences, paragraph and text correctly.

3. **Micro and Macro Skills of Reading**

Brown (2003) explains that there are two kinds of skills that the reader should have. They are micro skill and macro skills.

a. Micro skills of reading

Here are some micro skills of reading:

1. Discriminating among the distinctive graphemes and orthographic pattern of English.

2. Retaining chunks of language of deference lengths in short-term memory.

3. Processing writing at an efficient rate of speed to suite the purpose.

4. Recognizing a core of word, and interpreting word order patterns and their significance.

5. Recognizing grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, and pluralization), patterns, rules, and elliptical forms.

6. Recognizing that are particular meaning may be expressed in deferent grammatical forms

7. Recognizing cohesive in written discourse and their rule in signaling the relationship between and among clauses.

b. Macro skills of Reading

Here are some macro skills of reading:

1. Recognizing the rhetorical forms of written discourse and their significance for interpretation.

2. Recognizing the communicative function of written text, according to form and purpose.

3. Inferring context that is not explicit using background knowledge.

4. From describe events, ideas, etc., inferring link and connection between events, deduce causes and effects, and detecting such relations as main idea, supporting idea, new information, generalization, and exemplification.

5. Distinguishing between literal and implied meaning.

6. Detecting cultural specific references and interpreting them in context of the appropriate cultural schemata.

7. Developing and using a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of word from context, and activating schemata for the interpretation of texts.

4. Aspect of Reading

In general, there are two important aspects of reading. Those are mechanical skills and comprehension skills.

a. **Mechanical Skills**

   Tarigan (2008, p. 12) states that "characteristic of mechanical skills are considered in lower order". The aspects are recognizing the letter form, recognizing the elements of linguistic, recognizing the correlation between syllable and sound, and speed reading to lower rates.

   1) Recognizing the letter form

      Recognizing the letter form is a capability in knowing the form of letter such pictures, lines, and points in which have good arrangement. Teachers should be able to recognize the letter forms to the learner by introducing the purposes of letter that involves in a text.

   2) Recognizing the elements of linguistic

      Recognizing the elements of linguistic is a capability in relating the signs in paper such picture in language. It is done in order to comprehend the language because it's impossible to learn reading comprehension without a capability on understanding the language. Based on the elements of linguistic formally, there are some elements of linguistic namely phoneme, word, phrase, sentence, paragraph, chapter or book.

   3) Recognizing the correlation between syllable and sound

      Teaching students to identify the correlation between syllable and sound is called phonics. Phonics is based on the systematic teaching of sound and letter's relationships, as well as sound and spelling patterns.

4) The speed reading to lower rates

Students can be fast or slow in reading text. They read fast to find out the information and writer's idea. Then, they will sl ow in understanding those information and ideas more deeply.

b. **Comprehension Skills**

Tarigan (2008, p. 12) states that "characteristic of comprehension skills are considered in higher order". The aspects of comprehension skills are comprehending the simple meaning, comprehending significance or meaning, evaluation or assessment, and flexibility of reading speed.

1) Comprehending the simple meaning

In understanding a text, students should know about lexical, grammatical, and rhetorical of a language being learning.

2) Comprehending significance or meaning

Reader or learner should know the writer's purposes in the text such as to learn, to find out information, to be entertained, to reflect or as religious practice. The purpose for reading is closely connected to a person's motivation for reading. By talking to students about the different purposes for reading, the students will become more aware of what to focus on the text which they read.

3) Evaluation or assessment

In reading a text, students should know the content and the form of a text. Thereby, evaluation and assessment are needed to know the ability of students in understanding the content and the form of text.

4) Flexibility of reading speed

Flexibility of reading speed means that the learner should manage the time when they read a text. It is based on the situation and condition that they have at the time.

5. Reading Comprehension

According to Tarigan (2008), reading is a process in which done by reader to get message or information from the writer through printed media. It is very complex process in which recognize and comprehend written symbols are influenced by perceptual skill, decoding, experiences, language background, mind set and reasoning of reader.

Comprehension has same meaning with understanding. It is capability to grasp meaning in a text and also the writer's idea. It is readers' ability to understand the author's message which is influenced by their background knowledge in the topic given by the text. According to Hornby (1995, p.235), "comprehension is means and has excessive aimed in improving or testing one's understands of a language whether written or spoken". Comprehension is not only need in student's reading activities, but also to measure the ability of each student in classroom.

Carrel (1998) states that "reading comprehension in general viewed is the resulting from the four way interaction between readers, text, task, and structured activity. The success of this interaction depends of the availability of quality of content and strategist schemata to new problem solving situations. Moreover, reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It entails three elements: the reader who is doing the comprehending, the text that is to be comprehended, and the activities.

Considering this sentence whether it can be read and comprehended: "Apple banana blue walk tree happy sing". Surely students are able to read each of the words in that sentence and understand what they meant independently. An apple is a fruit that is usually round and red, green or yellow. A banana is another fruit that is yellow. Blue is a color and so forth. However, when you look at the sentence as a whole, it does not make a sense. This nonsense sentence demonstrates the difference between being able to read words and comprehend text.

In short, reading comprehension is the act of understanding what readers are being read. It is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing. Without comprehension, reading is nothing more than tracking symbols on a page with eyes and sounding them out. People read for many reasons but understanding is always a part of their purpose. Reading comprehension is important because without it, reading doesn't provide the reader with any information.

6. The Elements of Reading Comprehension

Comprehension is the process of making sense words, sentences, and connected text. Comprehension must be the central focus of teaching children to read and not something to be emphasised only after children have learned how to decode and identify words. According to Snow (1998) states that comprehension entails three elements :

a. The reader who is doing the comprehension

b. The text is to be comprehended

c. The activity in which comprehension is a part

7. The Levels of Reading Comprehension

Reading comprehension is a "construction process" because it involves all of the elements of the reading process working together as a text, read to create a representation of the text in the reader's mind. Theoretically, reading comprehension is a process of interaction between the reader with the text or it is a process by which the reader constructs meaning by interacting with the text. According to Smith in Westwood (1969) states that reading comprehension is considered to occur at four levels of complexty. These levels are :

a. Literal comprehension: reading is to understand, remember, or recall the information explicitly contained in a passage.

b. Inferential comprehension: reading to find information which is not explicitly stated in a passage, using the reader's experience and intuition, and by inferring.

c. Critical or evaluative comprehension: reading is to compare information in a passage with the reader's own knowledge and values.

d. Appreciative comprehension: reading is to gain an emotion or other kinds of valued response from a passage.

Rubin in Westwood (2000, p. 171) defines that reading comprehension has been described as a complex intellectual process involving a number of abilities'. Readers must use information, already acquired to filter, interpret, organize, reflect upon and establish relationships with the new incoming information on the page. In order to understand text, a reader must be able to identify words rapidly, know the meaning of almost all of the words and be able to combine units of meaning into a coherent message. Effective comprehension requires that the reader maintains the meaning throughout the reading of the text.

Finally, It can be concluded that reading comprehension is the process of making meaning from a written text. Therefore, reading comprehension is a complex process by which a reader tries to reconstruct a message in graphic language by a writer. It is an interaction between reader and author.

8. **Buddy Reading**

   a. **Definition of Buddy Reading**

   Buddy Reading is a cooperative learning strategy in which two students work together to read an assigned text. Buddy Reading strategy allows students to take turns reading and provide each other with feedback as a way to monitor comprehension. Buddy Reading is a research-based fluency strategy. This strategy used to know with readers who lack fluency. In this strategy, the students read aloud to each other. More fluent readers can be paired with less fluent readers, or students who read at the same level can be paired to together. Buddy Reading can be used with any book since students can take turns reading by sentence, paragraph, page, or chapter.

   According to Wood (2009) states this strategy allows a combination of individual, paired, and small – group activity throughout a learning task. In reading, the students can use some steps to encourage their thinking to make a conclusion from some questions related with the text, then they should write their summary in report paper, so the teacher can know about their ability in reading text.

b. Procedure of Buddy Reading

According to Carter (2007), there are some procedures of Buddy Reading strategy :

1) First, teacher previews the reading assignment to determine the students' background knowledge in reading text.

2) Second, teacher constructs an interactive reading guides for students to complete with partners or in cooperative groups.

3) Third, teacher divides the passage into segments to be read orally by individuals to their group.

4) Fourth, teacher asks students to synthesize information from each question into a summary.

5) Last, teacher asks the students to write about their topic, and they process to discuss each question and the information that relates with the text.

c. Advantages of Buddy Reading

Any strategy that is used by the teacher in teaching learning give advantages to the teachers and students. According to Carter (2007:103) states that there are several advantages of buddy reading strategy in teaching learning process:

1) The students can develop individual ICharts that focus their inquiry and organize their notes.

2) Students' writing is less likely to be a rambling compendium of facts and is more likely to centered on the significant questions that they had a role in developing.

3) Students receive guided practice in synthesizing and summarizing information.

4) Students use multiple sources that provide a variety of information as a basis for an inquiry project rather than answering identical questions based on a single source.

5) This strategy is especially well suited for web – based inquiry projects.

C. Conceptual Framework

The framework of this research can be illustrated as follows :
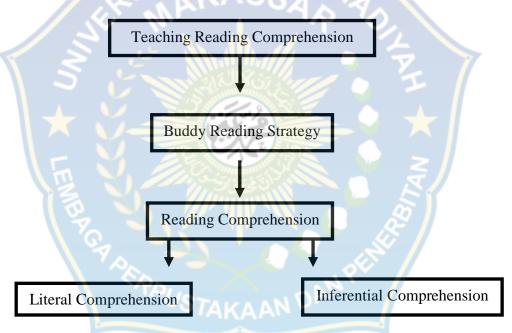
Figure 2.1 Conceptual Framework

The conceptual framework above describes the research conducted by the researcher. The research is pre-experimental research which describe about the use of buddy reading strategy in teaching reading comprehension. The researcher teach about reading comprehension. After teach about reading comprehension to students, the researcher concluded that students have the different elements of reading comprehension. The different elements of reading comprehension are literal comprehension that reading is to understand, remember, or recall the information explicitly contained in a paragraph while inferential comprehension that reading to find information which is not explicitly stated in a passage, using the reader's experience and intuition, and by inferring.

D. Hypothesis

H0   : Using Buddy Reading strategy is not effective to improve students' reading comprehension at the second grade students of MTs Muhammadiyah Lempangan Gowa.

H1   : Using Buddy Reading strategy is effective to improve students' reading comprehension at the second grade students of MTs Muhmmadiyah Lempangan Gowa.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research employed pre-experimental method and using one-group, pre-test and post-test design. The diagram of this research design was drawn as follow :

Pre-test	Treatment	Post-test
O1	X	O2

Notes:

O1 = The result of the students' pre-test

X = The treatment by using Buddy Reading Strategy

O2 = The result of the students' post-test

Gay (1981)

B. Variables and Indicators

1. Variables

This research consisted of two variables, dependent variable and independent variable. The dependent variable (Y) in this research was students' reading ability in teaching reading comprehension, while the independent variable (X) in this research was buddy reading strategy.

2. Indicators

The indicators of the research were literal comprehension and inferential comprehension consisting of main idea, supporting detail and making conclusion.

C. Population and Sample

1. Population

The population of MTs Muhammadiyah Lempangan Gowa. There were two classes of this school, they were VIII A and VIII B. It consisted of 26 students of VIII A and 25 students of VIII B. The total number of population was 51 students.

2. Sample

The selection of sample was taken by using purposive sampling technique. The researcher used this method because there were some students was understand about reading comprehension especially to get information from the text. The sample was taken one class, it was VIII A class with 26 students.

D. Instrument of the Research

In collecting data, the researcher used essay test consisted of some questions about finding main idea, supporting detail and making conclusion from the text. The researcher gave the topict to measure the students' competence in reading before treatment and after treatment.

E. Research Procedures

The procedures of collecting data in this research covered the following steps as follows:

1. Determined the population and selected the samples.

2. Selected and arranged the materials to teach and test as a pre-test. The researcher was choose a paragraph for the students.

3. Administered the pre-test. The Pre-test was needed to know the elements of reading comprehension students who literal comprehension in reading and inferential comprehension in reading. The researcher asked the students to read the paragraph one by one.

4. Conducted the treatment. The students paired in reading the paragraphs.

   a. Meeting 1

      ➢ The researcher gave the paragraph text to the students.

      ➢ The researcher asked the students to read the text in pairs.

      ➢ The students asked to answers the questions.

      ➢ The students asked to tell the answer about main idea from the paragraph.

   b. Meeting 2

      ➢ The researcher continued the materials.

      ➢ The students asked to back and sit together with their group mates.

      ➢ The researcher gave another types of paragraph text.

      ➢ The researcher asked the students to read the text in pairs.

      ➢ The students asked to tell the answer about main idea from the paragraph.

c. Meeting 3

> The researcher continued the materials.

> The students asked to back and sit together with their group mates.

> The researcher gave another types of paragraph text.

> The researcher asked the students to read the text in pairs.

> The students asked to tell the answer about main idea from the paragraph.

d. Meeting 4

> The researcher repeated and reminded all the material to all of the students.

> The researcher asked one by one the students about their understanding.

> The researcher asked the students to tell about *"The Teacher"*. The aims was to prepare the students to face the post-test.

> The researcher checked the task and gave explanation to the students.

> The researcher gave advices and suggestions.

5. Administered the post-test. The post-test was conducted after the treatment. In the post-test, the researcher asked the students to tell main idea, supporting detail and conclusion from the text in front of their classmates.

F. Technique of Data Analysis

Analyzed the data (the result of pre-test and post-test). Firstly, the researcher gave scores about finding main idea, supporting detail and making conclusion from the text of the students in the pre-test and post-test. After that, the researcher analyzed them by seeing the comparison of the scores, after and before treatment.

The data from the pre-test and post-test are analyzed by using steps as follows:

1. Classified the students' score into five classification.

Excellent	90-100
Very good	80-89
Good	70-79
Average	60-69
Poor	≤50

(Depdikbud : 2006)

2. Calculated the mean score of the students' answer by using formula:

$$\overline{X} = \frac{\Sigma X}{N}$$

Where : $\overline{X}$ = Mean score

ΣX = The sum of all scores

N = The total number of sample

(Gay, 2006 :320)

3. Finding out the significant difference between the pre-test and post-test by using formula :

$$\overline{D} = \frac{\sum D}{N}$$

Where : $\overline{D}$ = Devition

$\sum D$ = Standard Devi

N = The number of subject

$$SD = \frac{\sqrt{\sum X^2 - \frac{(\sum X)}{N}}}{N-1}$$

Where : SD = Standard Deviation

$\sum X$ = Total row score

N = Number of Students

$$T = \frac{\overline{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(n-1)}}}$$

Where : T = Test of significant

$\overline{D}$ = Different between the matcher pairs

$(\sum D)_2$ = The square of $\sum D$

$\sum D2$ = The sum of D squares

N = The number of samples

Gay (1981)

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The findings of the research that teaching reading through buddy reading strategy is effective in reading comprehension. Students' reading comprehension using buddy reading strategy had different in Pre-test and Post-test. For further interpretation of the data analysis are given below.

1. The Effectiveness of Using Buddy Reading Strategy in Reading Comprehension

The method used to gather the data for this study is essay test to finding main idea, supporting detail and making conclusion. The finding of the research deals with the scoring classification of the students' pre-test and post-test, hypotheses testing of paired sample containing mean score, and t-test significance these findings described as follows :

a. **Result of Pre-test**

The data in Table 4.1 shows the rate percentage and frequency of the students' reading skill from pretest. There were variant score on the table of the students' pretest. The table showed that from 26 there were 13 students

(50%) classified into 'average' score and 13 students (50%) were classified into 'good' score. The data was presented in table 4.1 below:

No.	Classification	Score	Pre-test	
			F	%
1.	Excellent	90-100	-	-
2.	Very Good	80-89	-	-
3.	Good	70-79	13	50 %
4.	Average	60-69	13	50 %
5.	Poor	≤50		-
Total			**26**	**100 %**

Table 4.1. Classification of the Students' Reading Comprehension of Using Buddy Reading Strategy (Pre-test)

b. **Result of Post-test**

The data in Table 4.2 shows the rate percentage and frequency of the students' reading skill gained from post-test. There were variant score on the table of the students' post-test. The table showed that from 26 there were 13 students (50%) classified into 'good' score and 13 students (50%) were classified into 'very good' score. The data was presented in table 4.2 below :

No.	Classifications	Score	Post-test	
			F	%
1.	Excellent	90-100	-	-
2.	Very Good	80-89	13	50 %

3.	Good	70-79	13	50 %
4.	Average	60-69	-	-
5.	Poor	≤ 50	-	-
Total			**26**	**100 %**

Table 4.2. Classification of the Students' Reading Comprehension of Using Buddy Reading Strategy (Post-test)

From the table above, the researcher concluded that the students more understand and made a significant improvement to finding main idea, supporting detail and making conclusion from the text after using buddy reading strategy.

2. Hypothesis Testing

Variable	T-test Value	T-table Value
	13.25	2.06

Table 4.3. The T-test of Students' Improvement

To know the level of significance value of the pre-test and post-test, the researcher used t-test analysis on the level of significance (p) = 0.05 with the degree of freedom (df) = N-1, where N= Number of subject (26 students) then the value of t-table is 13.25. The t-test statistical, analysis for independent sample was applied.

In order to find out the degree of freedom (df), the researcher used the following formula:

df = n-1

df = 26-1

df = 25

Result of Comparison	Hypothesis	
	H_0	H_1
t-test>t-table	2.06 > 13.25	13.25 > 2.06

Table 4.4. Result of Hypothesis

The Table 4.6 above shows that t-test value for reading skill was higher than t-table 13.25 > 2.06. It means that there is significant difference between the students' reading in the class before and after using buddy reading strategy at the second grade students of MTs Muhammadiyah Lempangan Gowa.

The hypothesis was needed to find out whether the hypothesis was accepted or rejected. If the result of t-test was lower than t-table' value, the null hypothesis (H0) will be rejected, and if the result of t-test was higher than the t-table' value, the alternative hypothesis (H1) will be accepted.

B. Discussion

As it was stated in second chapter, according to Wood (2009) states that buddy reading was a learning process in which two students work together or pairs to read an assigned text. From that definition, the researcher concluded that buddy reading strategy was a strategy which was very helpful in teaching especially in English, buddy reading strategy could make the students more open their mind, remember and understand the information from the text. Moreover, the students also enjoy the learning process with their pair and the students were not bored as long as learning English.

On the other hand, students' reading comprehension is supported by the mean score of students on Pre-test and Post-test. The students' mean score in Pre-test and Post-test were 60.03 and 80.03 which are classified as fairly good and very good. Before applying buddy reading strategy, the students were difficult to finding main idea, supporting detail and making conclusion from the text as well. But after applying the strategy, they are easily to finding main idea, supporting detail and making conclusion from the text. It was suitable with Wood (2009) states this strategy in reading, the students can use some steps to encourage their thinking to make a conclusion from some questions then they should write their summary in paper after that the teacher can know about their ability in reading text.

To sum up, based on the result of this study, which showed the students' scores were much higher after the treatment in experimental class buddy reading strategy in teaching reading was surely beneficial improve students' reading skill. It was suitable with Melanie (2015) states that buddy reading or partner reading is another fun and effective pedagogical strategy for promoting the development of reading fluency and buddy reading strategy can help the students to improve their reading skill.

The use of buddy reading strategy was the most appropriate strategy for learning because the teachers could provide interesting materials from the environment. In the use of buddy reading strategy there were advantages as follows:

1) It allows students to take turns reading and provide each other with feedback as a way to monitor comprehension.

2) It provides a model of fluent reading and helps students learn decoding skills by offering positive feedback.

3) It provides direct opportunities for a teacher to circulate in the class, observe students, and offer individual remediation.

From the comparison of the result of pre-test and post-test score in the experimental class, the skill of experimental class was getting higher. It concluded that the treatment of using buddy reading strategy to the experimental class was successful.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the pre experimental research about the effectiveness of using buddy reading strategy in teaching reading comprehension and based on the researcher findings in the previous chapter, the researcher concluded that:

Buddy reading strategy is effective the students reading skill in teaching reading comprehension. The result of the research were the mean score of content obtained by the students through Pre-test was 68.03 and Post-test was 80.03. The deviation scores for pre-test was 2.65 and post-test was 3.14. The standar deviation scores for pre-test was 69.08 and post-test was 81.66. And the last was the scores of test significant was 13.25.

B. Suggestion

There were a lot of learning strategies or methods to be used in teaching learning progress. The using of buddy reading strategy was an alternative way of teaching reading, especially, reading comprehension. Here were some suggestions as follows:

1. Buddy reading strategy was suggested to use for teacher as an alternative strategy or method in teaching English especially reading.

2. The further researchers are suggested to find out much references about buddy reading strategy.

3. Finally, the researcher expected that this thesis would bring new views for all the readers and the english teachers. Hopefully, there would be other advantages of using buddy reading strategy in teaching and learning process not only in reading, but also in the other skills.

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APPENDICES

Name :

Class :

Theme : Place

Instruction:

1. Finding main idea from the text !
2. What is supporting detail of the text ?
3. Making conclusion from the text !

The Monas National Monument

The Monas National Monument is a 132-meter tower in the center of Merdeka Square, Central Jakarta, Indonesia Jakarta, is the capital of the state. It symbolizes the struggle for Indonesian independence of our country. The monument consists of a 117.7 m obelisk on a 45m square platform at a height of 17 m. The towering monument symbolizes the philosophy of Lingga and Yoni. Resembles a phallus, or pestle mortar pestle and Yoni resembles rice or mortar, two important things in the tradition of Indonesian agriculture. Construction began in 1961 under the direction of President Sukarno, the first president of the us and the monument was opened to the public in 1975. It is topped by a flame covered with gold foil, and now the monument calls.

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APPENDIX I
The Students' Total Score in Pre-test

No	Sample	The Students' Result		
		Pre-test (O_1)	$O_1{}^2$	Classification
1	S-1	65	4.225	Average
2	S-2	71	5.041	Good
3	S-3	71	5.041	Very poor
4	S-4	65	4.225	Average
5	S-5	64	4.096	Average
6	S-6	65	4.225	Average
7	S-7	64	4.096	Average
8	S-8	72	5.184	Good
9	S-9	72	5.184	Good
10	S-10	71	5.041	Good
11	S-11	71	5.041	Good
12	S-12	65	4.225	Average
13	S-13	72	5.184	Good
14	S-14	71	5.041	Good
15	S-15	64	4.096	Average
16	S-16	72	5.184	Good
17	S-17	65	4.225	Average
18	S-18	65	4.225	Average
19	S-19	71	5.041	Good
20	S-20	72	5.184	Good
21	S-21	72	5.184	Good
22	S-22	64	4.096	Average
23	S-23	65	4.225	Average
24	S-24	65	4.225	Average
25	S-25	71	5.041	Good
26	S-26	64	4.096	Average

N=26	Total	1.769	120.671	Average
	Mean	68.03		

"POS-TEST"

Name :

Group :

Class :

Theme : Artist

Instruction:

1. Finding main idea from the text !
2. What is supporting detail of the text ?
3. Making conclusion from the text !

Cristiano Ronaldo

His name is Cristiano Ronaldo. We can call him as Ronaldo. But, Madridista (Real Madrid's fans) often calls him CR7. CR is the abreaviation of Cristiano Ronaldo, and 7 is his shirt number when playing for both Manchester United and Real Madrid. Ronaldo was born in Funchal, Madeira, Portugal on 5 February 1985. His father's name is Jose Dinis Aveiro. His mother's name is Maria Dolores Dos Santos Aveiro. He has one brother, Hugo, and two sisters, Elma and Liliana Catia. Cristiano Ronaldo is a famous footballer. He is from Portugal, a country in Europe. Before playing for Real Madrid, he has played for Sporting Lisbon and Manchester United. People knows Cristiano Ronaldo is a good football player. He can run fast and dribble well. As a striker, he becomes a goal getter for Manchester United and Real Madrid along his career. He can get more than 30 goals every season.

APPENDIX II
The Students' Total Score in Post-test

No	Sample	Post-test (O_2)	$O_2{}^2$	Classification
1	S-1	78	6.084	Good
2	S-2	82	6.724	Very Good
3	S-3	82	6.724	Very Good
4	S-4	78	6.084	Good
5	S-5	77	5.929	Good
6	S-6	78	6.084	Good
7	S-7	77	5.929	Good
8	S-8	83	6.889	Very Good
9	S-9	83	6.889	Very Good
10	S-10	82	6.724	Very Good
11	S-11	82	6.724	Very Good
12	S-12	78	6.084	Good
13	S-13	83	6.889	Very Good
14	S-14	82	6.724	Very Good
15	S-15	77	5.929	Good
16	S-16	83	6.889	Very Good
17	S-17	78	6.084	Good
18	S-18	78	6.084	Good
19	S-19	82	6.724	Very Good
20	S-20	83	6.889	Very Good
21	S-21	83	6.889	Very Good
22	S-22	77	5.929	Good
23	S-23	78	6.084	Good
24	S-24	78	6.084	Good
25	S-25	82	5.625	Very Good

26	S-26	77	5.929	Good
N=26	Total	2.081	166.719	Very Good
	Mean	80.03		

APPENDIX III
The Students' Rating Score in Pre-test and Post-test

No	Sample	Tests		D (O_2-O_1)	D^2
		Pre Test	Post Test		
1	S-1	65	78	13	169
2	S-2	71	82	11	121
3	S-3	71	82	11	121
4	S-4	65	78	13	169
5	S-5	64	77	13	169
6	S-6	65	78	13	169
7	S-7	64	77	13	169
8	S-8	72	83	11	121
9	S-9	72	83	11	121
10	S-10	71	82	11	121
11	S-11	71	82	11	121
12	S-12	65	78	13	169
13	S-13	72	83	11	121
14	S-14	71	82	11	121
15	S-15	64	77	13	169
16	S-16	72	83	11	121
17	S-17	65	78	13	169
18	S-18	65	78	13	169
19	S-19	71	82	11	121
20	S-20	72	83	11	121
21	S-21	72	83	11	121
22	S-22	64	77	13	169
23	S-23	65	78	13	169
24	S-24	65	78	13	169

25	S-25	71	82	11	121
26	S-26	64	77	13	169
N=26	**Total**	**1.769**	**2.081**	**312**	**3.770**

APPENDIX IV
DATA ANALYSIS OF THE STUDENTS' SCORE

1. **Mean score of the students in pre-test**

$$\overline{X} = \frac{\Sigma X}{N}$$

$$\overline{X} = \frac{1.769}{26} = 68,03$$

2. **Mean score of the students in post-test**

$$\overline{X} = \frac{\Sigma X}{N}$$

$$\overline{X} = \frac{2.081}{26} = 80,03$$

3. **Standar Deviation (Pre-test)**

$$SD = \frac{\sqrt{\Sigma X^2 - \frac{(\Sigma X)}{N}}}{N-1}$$

$$SD = \frac{\sqrt{120.671 - \frac{(1.769)}{26}}}{26 - 1}$$

$$SD = \frac{\sqrt{\frac{3.137.446}{26}}}{25}$$

$$SD = \frac{\sqrt{3.137.446}}{650}$$

$$SD = \sqrt{4.772},84 = 69,08$$

4. **Standar Deviation (Post-test)**

$$SD = \frac{\sqrt{\sum X^2 - \frac{(\sum X)}{N}}}{N - 1}$$

$$SD = \frac{\sqrt{166.719 - \frac{(2.081)}{26}}}{26 - 1}$$

$$SD = \frac{\sqrt{\frac{4.334.694}{26}}}{25}$$

$$SD = \frac{\sqrt{4.334.694}}{650}$$

$$SD = \sqrt{6.668,76} = 81,66$$

5. **Deviation (Pre-test)**

$$\overline{D} = \frac{\sum D}{N}$$

$$\overline{D} = \frac{69,08}{26} = 2,65$$

6. **Deviation (Post-test)**

$$\overline{D} = \frac{\sum D}{N}$$

$$\overline{D} = \frac{81,66}{26} = 3,14$$

7. Test of Significant

$$T = \frac{\overline{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(n-1)}}}$$

$$T = \frac{\overline{2,65}}{\sqrt{\dfrac{3.770 - \dfrac{97.334}{26}}{26(25)}}}$$

$$T = \frac{\overline{2,65}}{\sqrt{\dfrac{26,38}{650}}}$$

$$T = \frac{2,65}{0,02} = 13,25$$

APPENDIX V
The Distribution of T-Table

Df	α(level of significant)			
	0.10	0.05	0.01	0.001
1	6.314	12.706	63.657	636.619
2	2.920	4.303	9.925	31.598
3	2.353	3.182	5.841	12.941
4	2.132	2.776	4.604	8.610
5	2.015	2.571	4.032	6.859
6	1.943	2.447	3.707	5.959
7	1.895	2.365	3.499	5.405
8	1.860	2.306	3.355	5.041
9	1.833	2.262	3.250	4.781
10	1.812	2.228	3.169	4.587
11	1.796	2.201	3.106	4.437
12	1.782	2.179	3.055	4.318
13	1.771	2.160	3.012	4.221
14	1.761	2.145	2.977	4.140
15	1.753	2.131	2.602	4.073
16	1.746	2.120	2.921	4.015
17	1.740	2.110	2.898	3.965
18	1.734	2.101	2.878	3.922
19	1.729	2.093	2.845	3.850
20	1.725	2.086	2.831	3.819
21	1.721	2.080	2.831	3.819
22	1.717	2.074	2.819	3.792
23	1.714	2.069	2.807	3.767
24	1.711	2.064	2.797	3.745
25	1.708	**2.060**	2.787	3.725
26	1.706	2.056	2.779	3.707
27	1.706	2.052	2.771	3.690
28	1.701	2.048	2.763	3.674
29	1.699	2.045	2.462	3.659
30	1.697	2.042	2.750	3.646
40	1.684	2.021	2.704	3.551
60	1.671	2.000	2.660	3.460
120	1.658	1.980	2.617	3.373

APPENDIX VI
The Attendance List of VIII A MTs Muhammadiyah Lempangan Gowa

Numb	Reg. Numb	Name	TR 1	TR 2	TR 3	TR 4	Ket.
1	17001	AFS	A	P	P	P	
2	17002	ASY	P	P	P	P	
3	17004	AML	P	P	P	P	
4	17005	ANS	P	A	P	P	
5	17006	ATQ	P	P	P	A	
6	17007	DWY	P	P	P	P	
7	17008	FBR	P	P	P	P	
8	17009	ISSN	A	P	P	P	
9	17010	JSB	P	P	P	P	
10	17011	MLM	P	P	P	P	
11	17012	MTN	P	P	P	P	
12	17013	NAML	P	P	P	P	
13	17014	NHD	P	A	P	P	
14	17015	NHN	P	P	P	A	
15	17016	NNS	P	P	P	P	
16	17017	NRH	P	P	P	P	
17	17018	NDS	P	P	A	P	
18	17019	RSM	A	P	P	P	
19	17020	RRM	P	P	A	P	
20	17021	SVN	P	A	P	P	
21	17022	STA	P	P	A	P	
22	17023	SC	A	P	A	P	
23	17024	ULF	A	P	P	A	
24	17025	ZFD	P	A	P	P	

| 25 | 17026 | MTH | P | P | A | A | |
| 26 | 17027 | NRI | P | P | A | P | |

Note :

1. TR (Treatment)
2. P (Present)
3. A (Absent)

APPENDIX VII

LESSON PLAN

School   : MTs Muhammadiyah Lempangan Gowa

Subject   : English

Grade   : VIII A

Skill Focus : Reading the paragraph

Strategy focus : Buddy Reading Strategy

Time Allotment : 2 x 45 minutes (90 minutes)

A. Standar Kompetensi : 11. Memahami makna dalam esei pendek sederhana berbentuk *recount* untuk berinteraksi dengan lingkungan sekitar

B. Kompetensi Dasar : 11.1 Membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk *recount* dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

C. Kompetensi Inti

1. Memahami dan menghayati ajaran agama yang dianutnya.

2. Menghargai dan menghayati perilaku yang jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.

3. Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan , teknologi, seni, budaya, terkait fenomena dan kejadian tampak mata.

4. Mencoba mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai

dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang/teori.

D. Tujuan pembelajaran

Pada akhirnya pembelajaran, siswa dapat:

1. Siswa dapat menemukan ide utama dari bacaan.
2. Siswa dapat menyampaikan ide utama dari bacaan.
3. Merespon pertanyaan.
4. Merespon instruksi.

E. Materi Pembelajaran

Teks Bacaan (Descriptive)

<u>**Aedes Aegephty**</u>

Aedes aegephty is an animals to bring a fever dengue disease. The mosquito breed in the stagnant water. It developed very fast. If person has dengue fever, he will have a fever for more than 3 days. After that, fever falls. Unresolved fever causes out red spots. Fever will increase again. Blood vessels can break in the body. Some people to be death.

F. Metode Pembelajaran

Buddy Reading Strategy

G. Langkah-langkah Kegiatan

Pertemuan ke-1

Phase	Activities	Time
Opening	1. The researcher opens the lesson by	20 minutes

Phase	Activities	Time
	greeting "Assalamualaikum wr. Wb, Good Morning students…" 2. The researcher checks the students' roll 3. The researcher introduces himself and his purpose 4. The students are asked to introduce themselves one by one by using english 5. The researcher builds the students' motivation 6. The researcher explains about buddy reading strategy and the rules when applying it 7. The researcher divides the students into some groups (2 students each group).	
Main	e. The researcher give the paragraph text to the students. f. The researcher ask the students to read the text in pairs. g. The students are asked to answers the questions. h. The students are asked to tell the answer about main idea from the paragraph.	20 minutes
Closing	1. The researcher gives a conclusion about the materials. 2. The researcher closes the lesson by praying.	5 minutes

Pertemuan Ke-2

Phase	Activities	Time

Opening	1. The researcher opens the lesson by greeting "Assalamualaikum wr. Wb, Good Morning students…" 2. The researcher checks the students' roll 3. The researcher asks the students about the previous material and give explanation	10 minutes
Main	1. The researcher continues the materials. 2. The students are asked to back and sit together with their group mate 3. The researcher give another types of paragraph text. *"A house is a building that functions as a home, ranging from rudimentary huts of nomadic tribes to complex, fixed structures of wood, brick, concrete or other materials containing plumbing, ventilation and electrical systems. Many houses have several large rooms and several small rooms with their specialized functions. Most modern houses usually consist of a bedroom, bathroom, kitchen or cooking area, and a living room."* 4. The researcher ask the students to read the text in pairs. 5. The students are asked to tell the answer about main idea from the paragraph.	20 minutes
Closing	1. The researcher gives a game to the students 2. The researcher gives a conclusion about the materials.	15 minutes

	3. The researcher closes the lesson by praying.	

Pertemuan Ke-3

Phase	Activities	Time
Opening	1. The researcher opens the lesson by greeting "Assalamualaikum wr. Wb, Good Morning students…" 2. The researcher checks the students' roll 3. The researcher explains the previous materials	10 minutes
Main	1. The researcher continues the materials. 2. The students are asked to back and sit together with their group mate **3.** The researcher give another types of paragraph text. ***Machu Picchu is a famous symbol of the Incan Empire history. It is also well known as the lost Incan city. It was built in 1450 but a hundred years later it was abandoned after the Spanish came and conquered the Incan Empire. Machu Picchu is a city built with the polished stone. It is located in the middle of a tropical mountain forest with an extraordinarily beautiful panorama. The main building is Intihuatana, the Temple of the Sun, and Room of the Three***	20 minutes

Phase	Activities	Time
	Windows, which are called the Sacred District. Initially, the city was a fortress and then transformed into the capital of the Incas. Machu Picchu means Old Mountain. The city stands about 3 thousands meters above sea-level, among the high mountains. Though it takes long time to reach the place, the dazzling panorama is very worth it. 4. The researcher ask the students to read the text in pairs. 5. The students are asked to tell the answer about main idea from the paragraph.	
Closing	1. The researcher gives a game to the students 2. The researcher gives a conclusion about the materials. 3. The researcher closes the lesson by praying.	15 minutes

Pertemuan ke-4

Phase	Activities	Time
Opening	1. The researcher opens the lesson by greeting "Assalamualaikum wr. Wb, Good Morning students…" and then checking the students' roll	15 minutes

	2. Before starting the teaching learning process, the researcher gives brain gym to students as an ice breaking to make students felt relaxed and created enjoyable atmosphere in the clas	
Main	1. The researcher repeats and reminds all the material to all of the students. 2. The researcher asks one by one the students about their understanding. 3. The researcher ask the students to tell about *"The Teacher"*. The aims is to prepare the students to face the post-test 4. The researcher checks the task and gives explanation to the students 5. The researcher gives advices and suggestions	25 minutes
Closing	The researcher closes the class	5 minutes

Sungguminasa,   November 2018

Mengetahui,
Guru Mata Pelajaran   Peneliti

ST. SAHDANA HUSNAINI, S.Pd   **ROSMIA PUSPASARI**
NBM. 123 170   NIM. 10 535 6039 14

APPENDIX VIII DOCUMENTATION

CURRICULUM VITAE

Rosmia Puspasari was born on August 06th, 1996 in Takalar. She is child of marriage between Syahrir and Rahmawati. She has one brother and one sister (Muh. Risal Syahrir and Nur Aeny Syahrir). In 2000, she started in Kindergarten at TK Darma Wanita, and graduated in 2002. Then, she continued her study at SD Inpres Lengkese II in 2002 and graduated in 2008. After that, she continued her study at SMP Negeri 1 Mangarabombang and graduated in 2011 then she continued her study again at SMA Negeri 1 Takalar and graduated in 2014. In 2014, she registered in Muhammadiyah University of Makassar as a student in English Education Department, Faculty of Teacher and Training Education.