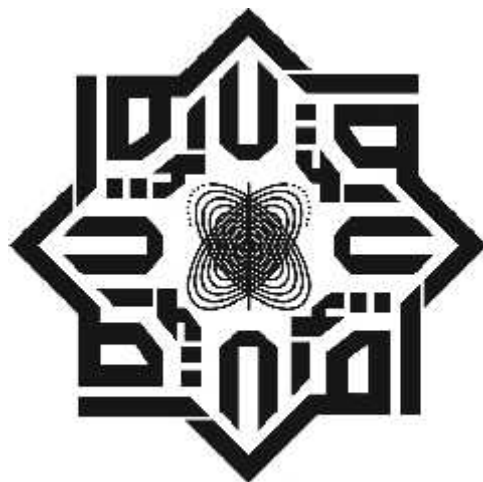


**THE EFFECT OF USING PARTNER READING STRATEGY  
TOWARD READING FLUENCY AT THE SECOND YEAR  
STUDENTS OF JUNIOR HIGH SCHOOL 1 SUNGAI  
PAKNING BENGKALIS REGENCY**



**UIN SUSKA RIAU**

**BY**

**WIDYA ASTUTI**

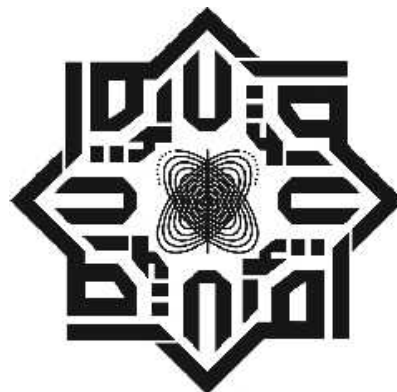
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**FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
PEKANBARU  
1434 H/2013 M**

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TOWARD READING FLUENCY AT THE SECOND YEAR  
STUDENTS OF JUNIOR HIGH SCHOOL 1 SUNGAI  
PAKNING BENGKALIS REGENCY**

A Thesis

Submitted As a Partial Fulfillment of the Requirements  
for Getting Bachelor Degree of Education  
(S.Pd.)



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1434 H/2013 M**

## ABSTRAK

### **Widya Astuti (2013): Pengaruh Penggunaan Strategi Partner Reading terhadap Kelancaran Membaca Siswa Kelas 2 SMPN 1 Sungai Pakning Kabupaten Bengkulu.**

Berdasarkan penelitian awal pada siswa kelas 2 SMPN 1 Sungai Pakning Kabupaten Bengkulu, penulis menemukan bahwa kelancaran membaca siswa masih rendah. Dengan demikian, penulis tertarik dalam melaksanakan penelitian ini. Tujuan dari penelitian ini adalah untuk mengetahui pengaruh yang signifikan dari penggunaan Strategi Partner Reading terhadap kefasihan membaca pada siswa kelas 2 SMPN 1 Sungai Pakning Kabupaten Bengkulu.

Penelitian ini merupakan penelitian eksperimental, tepatnya penelitian eksperimental kuasi. Delapan pertemuan dilaksanakan untuk perawatan kelas eksperimen. Instrumen penelitian ini adalah teks. Para peserta adalah siswa kelas 2 SMPN 1 Sungai Pakning Kabupaten Bengkulu. Populasi penelitian adalah 127 siswa kelas 2 SMPN 1 Sungai Pakning Kabupaten Bengkulu. Subyek penelitian ini adalah siswa kelas 2 SMPN 1 Sungai Pakning Kabupaten Bengkulu pada tahun akademik 2011/2012. Objek penelitian ini adalah efek dari menggunakan strategi Partner Reading terhadap kelancaran membaca siswa dan efek yang signifikan dari penggunaan strategi Partner Reading terhadap kefasihan membaca siswa.

Hasil penelitian menunjukkan bahwa perbaikan bisa dilihat dari skor analisis t-test. Total skor t-test adalah 8,45. Berdasarkan t-tabel,  $2.03 < 8.45 > 2.72$ . Ini berarti bahwa hipotesis nol ( $H_0$ ) ditolak, sedangkan hipotesis alternatif ( $H_a$ ) diterima. Oleh karena itu, dapat disimpulkan bahwa ada pengaruh yang signifikan dari penggunaan strategi partner reading terhadap kelancaran membaca siswa pada siswa kelas 2 SMPN 1 Sungai Pakning Kabupaten Bengkulu.

## ABSTRACT

**Widya Astuti (2013): The Effect of Using Partner Reading Strategy toward Reading Fluency at the Second Year Students of SMPN 1 Sungai Pakning Bengkalis Regency.**

Based on the preliminary research at the Second Year Students of SMPN 1 Sungai Pakning Bengkalis Regency, the writer found that the students' reading fluency is still low. Thus, the writer is interested in carrying out this research. The purpose of this research was to find out the significant effect of using Partner Reading Strategy toward reading fluency at the second year students of SMPN 1 Sungai Pakning Bengkalis Regency.

This research was an experimental research, precisely a quasi experimental research. Eight meetings were implemented for treatments of experimental class. The instruments of this research were a text. The participants were the second year students of SMPN 1 Sungai Pakning Bengkalis Regency. The population of the research is 127 students of the second year of SMPN 1 Sungai Pakning Bengkalis Regency. The subject of this research is the second year students of SMPN 1 Sungai Pakning Bengkalis Regency in 2011/2012 academic year. The objects of this research are the effect of using partner reading strategy toward students' reading fluency and the significant effect of using partner reading strategy toward students reading fluency.

The research findings showed that the improvement could be seen from the score of t-test analysis. The total score of t-test was 8.45. Based on t-table,  $2.03 < 8.45 > 2.72$ . It means that null hypothesis ( $H_0$ ) is rejected, while the alternative hypothesis ( $H_a$ ) is accepted. Therefore, it could be concluded that there was a significant effect of using partner reading strategy toward students' reading fluency at the second year students of SMPN 1 Sungai Pakning Bengkalis Regency.

(2013) : تأثير شركاء الاستراتيجية امام ريدينج

Pakning. Bengkalis 1 SMPN2

الأبحاث الأولية  
2 Bengkalis 1 SMPN2 Pakning نهر  
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من هذه الدراسة هو تحديد تأثير كبير من الشريك  
استراتيجيات  
هذا البحث هو التجريبية  
فئة تجريبية. هذا  
شبه التجريبية على وجه التحديد . ثمانية اجتماعات  
هو النص .  
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Pakning نهر .  
استراتيجية  
استراتيجية  
2012/2011. الهدف من هذه الدراسة هو  
كبيرة في  
استراتيجيات  
أظهرت النتائج  
الإجمالية T- 8.45.  
يمكن أن ينظر إليه من تحليل  
في حين يتم قبول الفرضية البديلة (ها . وبالتالي، فإنه يمكن  
هناك تأثير كبير  
استراتيجيات للشريك  
Bengkalis Pakning 1 SMPN2 نهر.

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Praises belong to ALLAH Almighty; The Lord of universe, by His guidance and mercy, the writer could complete this thesis as an academic requirement. Shalawat has also been uttered for Prophet Muhammad SAW (peace be upon him) on his strengthened doctrines.

This thesis has been completed to fulfill the requirement for award of degree at English education department of Education and teacher training faculty of state Islamic university of Sultan Syarif Kasim Riau. This research entitles “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 writer realizes that there are many weaknesses in this thesis. Therefore, construction and suggestion are needed to improve this thesis. The writer expresses his gratitude's and thanks to:

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Finally, this thesis is still far from perfect. Therefore, constructive comments, critiques, suggestions will be appreciated very much.

Pekanbaru, 28 Juni 2013  
The writer,

Widya Astuti  
NIM. 10714000715

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. The 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 is one of the four very important skills. Reading will help students to get easy in interpreting language. Reading makes students able to find every message of texts. Reading helps students learn to think. Then, it is a good way to find out new ideas, fact and experiences.

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, 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<sup>1</sup>. It means that when we read the text, there is process of transaction between the text and the reader.

Besides, reading is an essential skill that should be completed with comprehension, reading will be completed with another essential skill such as fluency. Even though research strongly argues that fluency is one of the central foundations for efficient reading. Fluency involves rapid and automatic word recognition, the ability to recognize basic grammatical information, and the rapid combination to create larger meaning units<sup>2</sup>.

According to Rasinski (2003), reading fluency refers to the ability of readers to read quickly, effortlessly, and efficiently with appropriate, meaningful expression or prosody<sup>3</sup>. If linked with students, it means that the purpose of learning to read is that the students have the skills to interact with the converted language encoded in the text. Learning to read is an activity to increase students' skills in reading skills.

In teaching and learning language process in school, reading must be used as a basic skill to help students in catching knowledge. As a teacher should have

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<sup>1</sup> Gibbons. Pauline. *Learning to Learn in a Second Language*. Australia: Primary English Teaching Association NSW. 1993. p. 70

<sup>2</sup> Murcia.M.C. *Teaching English as a Second or Foreign Language Third Edition*. USA: Heinle & Heinle, a Division of Thomson Learning, Inc. 2001.p. 196.

<sup>3</sup> Susan Lenski and Jill Lewis. *Reading Success for Struggling Adolescent Learners*. New York: A Division of Guilford Publications, Inc. 2008 p. 156

a strategy in teaching learning languages skills such as writing, listening, speaking and reading.

In Junior High School, reading fluency is taught based on School Curriculum (KTSP). Based on this curriculum students should read aloud of short functional text in narrative and recount with utterance, stressing and good intonation which are related to environment. In the process of teaching and learning English, the students' should be able to master English which consists of four skills, namely listening, speaking, writing and reading. This research focus on reading narrative text.

In reading skill for Junior High School, there are three basic competences that should be achieved by the students of the second year of junior high school in the second semester. First, the students are able to read aloud which is meaningful and functional text-shaped short essays recount and narrative text to speech, stress and intonation. Second, students are able to respond meaning and rhetorical steps in a simple short essay accurately and smoothly. Third, students are able to the functional meaning in a short written text accurately and fluently and thank relating to the environment<sup>4</sup>. In English subject, the passing score is 65.

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<sup>4</sup> Departemen Pendidikan Nasional, *Silabus Mata Pelajaran Pendidikan Bahasa Inggris*, 2006, P.23-24

The teachers also have good strategies in teaching reading at the class. Ideally, most of students can read the textbook well, they have no problem to get the passing score. In fact based on the writer's preliminary study, the students were not able to read in English of a foreign language. Many of students frequently have problems in reading. The students are not able to read text fluently and cannot enjoy in reading class. The students get difficulties in reading, especially in reading fluency. The problems can be seen from the following symptoms:

1. Some of the students do not pronounce the words well in reading.
2. Some of the students have problem with their pause in reading.
3. Some of the students are not able to determine the stress of words in reading.
4. Some of the students have problem with their intonation and rhythm in reading.

In this study, writer tries to find out alternative solution what the strategy is good for teaching reading. The writer tries to find out how good the strategy of the second year student of SMPN 1 Sungai Pakning Bengkalis Regency in reading fluency. The students will be more interested and can support the students when they are introduced to a new text that can make the students enjoy reading.

According to Melanie, Partner reading is another fun and effective pedagogical strategy for promoting the development of reading fluency<sup>5</sup>. Partner reading strategy can help the students in reading fluency. This strategy is chosen because it can help the students to improve reading fluency. According to researchers in Melanie book, the researchers suggests that partner reading is effective to several reasons. First, students benefit from practicing the reading of connected text (National Reading Panel, 2000), and this approach ensures that students spend significant amounts of time reading aloud or following along with their partner. Second, partner reading provides learners with the opportunity to read a text repeatedly, which supports the development of automatic word reading (Samuels, 2004). Third, children receive correction and support from their partner during the reading, they are able to practice a text that they cannot yet read independently (Rasinski, 2003). Taken together, these factors promote accelerated progress in the development of reading fluency<sup>6</sup>.

Based on phenomena above, the writer is interested to conduct a research entitled **The Effect of Using Partner Reading Strategy Toward Reading Fluency At the Second Year Students of Junior High School 1 Sungai Pakning Bengkalis Regency.**

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<sup>5</sup> Melanie R. Kuhn, Paula J. Schwanenflugel. *Fluency in the classroom*. New York. The Guilford Press. 2008. p.42

<sup>6</sup> *Ibid.* p. 45



## **B. The Definition of the Terms.**

In order to avoid misunderstanding and misinterpretation in reading this paper, it is necessary to define the following terms:

### **1. Effect**

Effect based on oxford dictionary is starting to produce the result that is intended<sup>7</sup>. In this research, effect means the effect of partner reading strategy toward reading fluency at the second year students of SMPN 1 Sungai Pakning Bengkalis Regency.

### **2. Partner reading strategy**

Partner reading is a classroom strategy whose aim is to provide supported practice in the reading of connected text for all children by including a turn-taking procedure<sup>8</sup>. In this research, this strategy is used at the second year students of SMPN 1 Sungai Pakning Bengkalis Regency.

### **3. Reading Fluency**

Fluency is the ability being able to speak or write a language, especially a foreign language, easily and well<sup>9</sup>. In this research, reading fluency means the ability to read text quickly and accurately. Accurate here means correct pronunciation and expression of the text. In this research reading fluency is the ability to read the text fluently. Reading fluency is

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<sup>7</sup> Oxford University (2005). *Oxford Learners Pocket Dictionary (New Edition)*. Oxford: Oxford University press.

<sup>8</sup> *Op.Cit*, p. 43

<sup>9</sup> A.S. Hornby, *Loc.cit*, P.595

used at the second year students of SMPN 1 Sungai Pakning Bengkalis Regency.

## **C. The Problem**

### **1. The Identification of the Problem**

Based on the background above, we can see clearly that some of the students at the second year of Junior High School 1 Sungai Pakning still face problems about fluency in reading. The problems are identified as follows;

- a. Do most of the students pronounce the words well?
- b. How is the students have problem with their pause in reading?
- c. Are most of the students determining the stress of word in reading?
- d. What makes some of the students have problem with their intonation and rhythm in reading?

### **2. The Limitation of the Problem**

Based on the background and some phenomena above, and this research focuses on Partner Reading Strategy and Reading Fluency in narrative text at the second year students of Junior High School 1 Sungai Pakning Bengkalis Regency.

### **3. The Formulation of the Problem**

Based on the limitation of the problem, the writer formulates the problem of the study as follows;

1. How is the students' reading fluency in narrative text taught by using Partner Reading Strategy toward reading fluency at the second year students of SMPN 1 Sungai Pakning Bengkalis Regency?
2. How is the students' reading fluency in narrative text taught without using Partner Reading Strategy toward reading fluency at the second year students of SMPN 1 Sungai Pakning Bengkalis Regency?
3. Is there any significant effect of using partner reading strategy toward reading fluency in narrative text at the second year students of SMPN 1 Sungai Pakning Bengkalis Regency?

#### **D. The Objective and the Significance of the Research**

##### **1. The Objective of the Research**

- a. To find out the students' reading fluency by using partner reading strategy at the second year students of Junior High School 1 Sungai Pakning Bengkalis Regency.
- b. To find out the students' reading fluency without using partner reading strategy at the second year students of Junior High School 1 Sungai Pakning Bengkalis Regency.
- c. To find 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.

**2. The Significance of the Research**

- a. To give contribution to the English teacher that enhancing students' fluency is required in reading a text.
- b. To enlarge the writer's knowledge.
- c. To provide information for the next researcher.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. The Theoretical Framework

##### 1. The Concepts of Partner Reading Strategy

Partner reading is another fun and effective pedagogical strategy for promoting the development of reading fluency. It is designed to increase the amount of time children spend reading aloud in the classroom while providing the support many struggling readers need to successfully negotiate text. It is a procedure that is best initiated after children have developed some familiarity with the text through procedures discussed elsewhere in this and other chapters.

According to Vaughn et al in Melanie and Paula book, 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<sup>1</sup>. It means that provides a model of fluent reading and helps the students learn decoding skills by offering positive feedback.

Partner reading is effective for several reasons. First, children benefit from practicing the reading of connected text and this approach ensures that

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<sup>1</sup> Melanie R. Kuhn, Paula J. Schwanenflugel. *Fluency in the Classroom*. New York: The Guilford Press. 2008. p. 45

students spend significant amounts of time reading aloud or following along with their partner. Second, partner reading provides learners with the opportunity to read a text repeatedly, which supports the development of automatic word reading. Third, children receive correction and support from their partner during the reading, they are able to practice a text that they cannot yet read independently.

According to Boyle et al., in Melanie's book, partner reading has been used successfully as part of an intervention aimed at reducing and preventing behavioral problems in school<sup>2</sup>. So, it promotes student collaboration and empowers readers to support one another through peer-assisted learning.

During partner reading, students monitor the reading of a fellow student. Pairs work together on a variety of texts, building their reading confidence, increasing concentration, practicing interacting socially in a positive way, and improving their motivation to read. Partner reading improves fluency, reading rate, and word attack skills, and helps students monitor their own comprehension. Partner reading also fosters a gradual release of responsibility, where students move away from total dependence on the teacher to reading independently without the teacher's intervention. According to Meisinger et al., in Melanie's book, in partner reading, children are paired to provide one another with support in the oral reading of connected

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<sup>2</sup> *Ibid.* p. 52

text<sup>3</sup>. 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.

From the explanation above, the writer concludes that partner reading is a good strategy for students' reading fluency, by using this strategy the students receive correction and support from their partner during reading a text, improving their motivation to read and teach the students about pairs work together on variety of text.

## **2. The Procedures of Partner Reading Strategy**

According to Meisinger et al., in Melanie and Paula book there are several recommendations on how you can organize, implement, and manage partner reading in classrooms<sup>4</sup>:

- a. Provide adequate instruction of the basic partner reading script. Begin by explaining partner reading to your students.
- b. Practice what it means to be a good partner. Go over the jobs of each partner with your class and discuss what being a good partner involves and post a summary of the following points. 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

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<sup>3</sup> *Ibid.* p.43

<sup>4</sup> *Ibid.* p. 46

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.

- c. Practice and model partner reading behaviors. Partner reading is most successful when your children understand exactly what behaviors they should exhibit during this activity.
- d. Allow children to choose their own partners. Children know with whom they get along and generally choose a partner with whom they will interact cooperatively. You may want to instruct students to choose their partner by groups or by sections to ease the process.
- e. Teachers need to monitor partner reading. Once the partner reading routine has been established, your children will generally require little prompting or redirection, because it is a simple and enjoyable activity. However, while the children partner-read, you should walk around the room listening to them read, helping pairs that are stuck on an



unknown word, redirecting those who are off task, or modeling expressive reading when needed. Partner reading provides a wonderful opportunity for you to listen to your children read and allows you to monitor their progress throughout the year.

In Sharon Vaughn and Sylvia Linan-Thompson book, there are several procedures in partner reading strategy. This adapted from the University of Texas Center for Reading and Language Arts and based on the work of Fuchs, Fuchs, Mathes, and Simmons in Vaughn book<sup>5</sup>.

The objective are given a selected text, students will increase fluency by rereading it. The materials are copies of short and interesting texts at the lower-performing reader's instructional level for each pair of students and a list of high-interest low-vocabulary texts. The sequences of partner reading are as follows:

1. Pair higher-performing readers with lower-performing readers for fluency practice. Rank the students according to performance level, and then split the class in half, pairing the highest-performing student in the class with the top-ranked student from the lower half, the second highest performing student with the second-highest performing student from the lower half, and so on for the remaining students.

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<sup>5</sup> *Op.Cit*, p.63

2. Provide each pair with reading texts at the lower-performing student's instructional-reading level. An easy way to match books to students' reading levels is to give students a list of words from the text; if they have difficulty with no more than about one in ten words, then the text is considered to be at their instructional level. (Independent-level text can also be used.)
3. Model and explain partner reading procedures.
4. Assign roles to student pairs, with Partner A being the stronger reader and Partner B the lower-performing reader. Do not explain to students what A or B stands for.
5. Have students take turns reading. Partner A reads the text aloud, modeling fluent reading, for one minute. Partner B follows along. Then Partner B reads aloud the same text for one minute.
6. The whole class can participate at the same time while you time the readings.

#### **a. Partner Reading with Graphing**

This adapted from Delquadri, Greenwood, Wharton, Carta, and Hall and Fuchs, Fuchs, Mathes, and Simmons in Vaughn book<sup>6</sup>.

The objective are given a selected text, students will increase fluency by rereading it. The materials are copies of 100- to 200-word instructional-level passages, individual student fluency graphs, an

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<sup>6</sup> *Ibid.* p. 64

Error Correction Card, and one timer for each student pair. The sequences of partner reading are as follows:

1. Select a series of short instructional-level passages for each student. Cumulatively count the number of words in each row, and write a running total beside each line. This makes it easier to determine the number of words read. (Note: Commercially available fluency-building passages are acceptable for this activity. These programs generally include a series of passages at different grade levels with the number of words per line already noted in the margin.).
2. Identify an appropriate fluency goal for each student using grade-level norms.
3. Place a bracket after the word that indicates the student's fluency goal.
4. Explain that students will be working with a partner to improve their fluency.
5. Pair students, partnering higher-performing readers with lower-performing readers.
6. Explain that fluency goals are marked on the passages and vary from student to student.
7. Have the higher-performing reader read the lower-performing reader's passage. Next, have the lower-performing reader read

the same passage three times, while the higher-performing reader provides feedback using the Error Correction Card. The higher-performing reader should time his or her partner's third reading for one minute. When done reading, the lower-performing reader should graph his or her WCPM.

8. As pairs read, check that students are modeling, providing appropriate feedback, reading the passages the required number of times, and graphing their progress.
9. Monitor students' fluency progress, making note of how many words students read in one minute and whether
  - a) Students meet their fluency goal during the timing, and if so, whether this occurred over multiple passages;
  - b) Any student requires more or less difficult reading material; and
  - c) There are any consistent error patterns.

#### **b. Partner Reading with Comprehension Check**

Adapted from Delquadri, Greenwood, Whorton, Carta, and Hall and Fuchs, Fuchs, Mathes, and Simmons in Vaughn book<sup>7</sup>.

The objective are given a selected text, students will increase fluency by rereading it. The materials are copies of instructional-level

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<sup>7</sup> *Ibid.* p.68

texts and comprehension cue cards. 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. For example:
  - a. Partner A reads a page of text. Partner B reads the same text.
  - b. Partner A asks Partner B the questions on the comprehension cue card.

- c. Partner A reads the next page of text. Partner B reads the same page and asks the questions on the comprehension cue card.
  - d. Partners continue reading the text following the above procedure.
5. Monitor pairs. Provide assistance as needed

**c. Partner Reading with Retell**

This adapted from Delquadri, Greenwood, Wharton, Carta, and Hall and Fuchs, Fuchs, Mathes, and Simmons in Vaughn book<sup>8</sup>. The objective are given a selected text, the student will increase fluency and improve comprehension by rereading it. The materials are copies of instructional-level texts and retell cue cards. The sequences of partner reading are as follows:

1. Pair students and give them copies of the text and retell cue cards.
2. The higher-performing reader reads first, then the lower-performing reader reads the same text. At the beginning of each section, the higher-performing reader should ask his or her partner, “What did you learn first?” Then, as often as necessary to cover all the information presented by the text, he or she should ask, “What did you learn next?”
3. Have the pairs continue the above procedure with the lower-performing reader retelling each section after reading it.

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<sup>8</sup> *Ibid.* p. 68

From several recommendations on how the teacher can organize, implement, and manage partner reading in classrooms, the writer pick one of the procedures or recommendation adapted from the University of Texas Center for Reading and Language Arts and based on the work of Fuchs, Fuchs, Mathes, and Simmons in Vaughn book<sup>9</sup>.

### **3. The Concept of Reading Fluency**

Reading is an interactive and a thinking process of transferring printed letters into meaning in order to communicate certain message between the writer and the reader. In reading actively a reader brings her or his background knowledge, emotion, and experience to construct his or her idea in understanding the meaning of the text. Clay in George and Loretta defined reading as a getting of message, activity of problem-solving that improving power and flexibility and it can be more in practice<sup>10</sup>. Reading plays an important role in learning process especially in learning language. Reading can be defined as a process to build knowledge. Reading is an important way to improve students' fluency of language skill in English. It is one of important skills to get information.

Reading is an activity with a purpose. People may read in order to get information or enrich their knowledge and sometimes to critique a writer's

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<sup>9</sup> *Ibid.* p.63

<sup>10</sup> George R. Taylor and Loretta Mac Kenney, *Improving Human Learning in Classroom: Theories and Teaching Practices*. Maryland: A Division of Rowman & Littlefield publisher, Inc. 2008. p.230

idea or writing style. People also read for pleasure or enhance knowledge of the language being read. Getting those as the consideration, the purposes for reading guide the reader's select better texts to read.

As students learn to read they must develop skill in all five of these areas in order to become successful reader<sup>11</sup>.

a. Phonemic awareness

Phonemic awareness is commonly defined as the understanding that spoken words are made up of separate units of sound that are blended together when words are pronounced.

b. Phonics

Phonic is the connection between sounds and letter symbol. It is also the combination of these sound-symbol connections to create words. Without phonic, words are simply a bunch of squiggles and lines on a page

c. Fluency

Fluency is defined as “the ability to read connected text rapidly, smoothly, effortlessly, and automatically with little attention to the mechanics of reading, such as decoding”

d. Vocabulary

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<sup>11</sup> Department of Education U.S, *A Closer Look at the Five Essential Components of Effective Reading Instruction: A Review of Scientifically Based Reading Research for Teachers*. Naperville: Learning Point Associates, 2004. p. 1



Vocabulary is the total number of words used by someone or by a particular group of people

e. Comprehension

Comprehension is what most people think reading is. This is because comprehension is the main reason why we read. It is the aspect of reading that all of the others serve to create. Reading comprehension is understands what text is all about. It is more than just understanding words in isolation. It is putting them together and using prior knowledge to develop meaning.

From five the develop skills to become successful reader one of skill is fluency.

Fluency is the ability to read text accurately and quickly. Fluency means faster smoother reading that approaches the speed of speech<sup>12</sup>. Fluency is also defined as the ability of readers to read quickly effortlessly and efficiently with appropriate, meaningful expression or prosody<sup>13</sup>.

Fluency is important because it provides a bridge between word recognition and comprehension. Because fluent readers do not have to concentrate on decoding the words, they can focus their attention on what the text means. They can make connections among the ideas in the text and

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<sup>12</sup> Willis, Judy. *Teaching the Brain to Read: Strategies for Improving Fluency, Vocabulary and Comprehension*. USA: Association for supervision and Curriculum Development. 2008. P. 47

<sup>13</sup> Susan Lenski and Jill Lewis. *Reading Success for Struggling Adolescent Learners*. New York: A Division of Guildford Publication, Inc. 2008, p.156

between the text and their background knowledge. In other words, fluent readers recognize words and comprehend at the same time. Less fluent readers, however, must focus their attention on figuring out the words, leaving them little attention for understanding the text<sup>14</sup>.

Reading fluency develops through practice. With practice a child moves from being a hesitant, word-by-word reader who reads with considerable difficulty to a fluent, expressive, automatic reader who understands what he or she reads. Readers who have achieved some fluency are more likely to engage in more extensive amounts of reading than readers who lack fluency.

There are the critical elements that have been documented to improve reading fluency<sup>15</sup>:

1. Providing an explicit model of fluent reading. This model could be the teacher, a well-trained adult, another student, or even a cassette.
2. Giving students multiple opportunities to read the same text. Students need many opportunities to read the same text over and over again. Teachers, trained adults, or students should provide corrective feedback.
3. Establishing performance criteria for the speed and accuracy of reading text. Teachers should establish baselines for the number of words

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<sup>14</sup> <http://www.nichd.nih.gov/publications/pubs/PRF-teachers-k-3-fluency.cfm>. retrieved April 2012

<sup>15</sup> Vaughn, Sharon, Sylvia.Linan-Thompson. *Research-Based Methods of Reading Instruction, Grades K–3*. Alexandria: Association for Supervision and Curriculum Development. 2004.p. 53

students read correctly per minute in a specified text level, as well as systematically monitor fluency progress.

Reading fluency is comprised of three component skills, or fluency indicators<sup>16</sup>:

1. Accuracy

Accuracy is determined by the percentage of words a reader can read correctly, it has been shown to be a valid measure of reading proficiency.

2. Automaticity

Automaticity is defined as quick, correct and effortless word recognition at the single word level.

3. Prosody

Prosodic or melodic features of spoken language, stress, pitch variations, intonation, rate, phrasing, and pausing in their voices.

Prosody is a sign or an index that the reader is actively constructing the meaning of the passage as the words are being identified and pronounced.

There are essential components of prosody which are<sup>17</sup>:

- a. Intonation

One of the first major components of prosody is known as intonation. Intonation can be said to include pitch accent, tune, pitch resetting, and tones and breaks. Nonetheless, all of these contributors work together to create intonation, which is just one of the necessary components of

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<sup>16</sup> Rasinski. T.V, *Assessing Reading Fluency*. Hawai: Pacific Resources for Education and Learning, Retrieved <http://www.prel.org/programs/rel/rel.asp>. 2004. p. 5

<sup>17</sup> <http://red6747.pbworks.com/w/page/8522964/Prosody>. retrieved on April 2012

fluency. A pitch accent refers to the word or syllable that is accented rather than some of the weaker syllables that are considered unaccented. The tune refers to the overall movement of the phrase.

One phrase may have a rising tone that suggests the word, sentence, or phrase will continue or a phrase might have a falling tone which is indicative of a gradual release, pause, or simply the end of an utterance. The next aspect of intonation is known as pitch resetting. Pitch resetting allows the speaker to produce the gradually falling intonation pattern which is characteristic of declarative utterances without falling outside his or her pitch range. The final aspect of intonation is known as tones and breaks. This is the formal system that hinges upon the idea that all tones are comprised of either high or low tones- that is accented and unaccented.

b. Timing

The second major component of prosody is known as timing. Timing is the length or prosodic structure a reader gives to a sentence. It differs from intonation in the fact that it is not an adjustment to the tone, palette, or any other audible structure. Timing simply refers to the pace the reader gives a selection. In the case of fluency the expression “timing is everything” reigns supreme. With the mere adjustment of a Reading Rate, a reader can add clarity to a piece.

A fluent reader adjusts the rate according to the phrasal construction or syntax of a sentence. Such readers know when a pause is necessary

because of the grammatical structure of the sentence. Is there a pause, comma, semicolon, etc? Non-fluent readers have little to no concept of phrase-final lengthening, which is determining when a boundary in the text has occurred and thus necessary for a lengthened pause, etc. Non-fluent readers who struggle with the timing aspect of prosody also have trouble differentiating between Function Words and Content Words.

c. Stress

The third component of prosody is known as stress. In elementary school, we were taught to hold our forehands up to our chins and say a multi-syllabic word very slowly to see how many times our chins hit our hands. This aided in helping us determine how many syllables the word contained. However, there was not a trendy technique to help us determine which syllable contained a stress and which syllable did not. Because there is no solidified technique, stress can often be a difficult component for young readers to master.

At times, students even must resort to simply acquiring meaning from hearing the word over and over. For instance, in the word *research*, some fluent readers put the stress on the first syllable pronouncing it re' search. Other readers put the stress on the second syllable. In this case, they pronounce the word as re search'. Neither way is specifically correct. However, a habitual problem with stress on simplistic words that do not

have multiple pronunciations is a good indicator that a student might have a significant deficiency in prosodic development.

d. Focus

While there are varying components of prosody according to specific researchers, there is one final component that almost all researchers can agree upon. Focus is often said to be the most difficult component of fluency because it has multiple layers. It has both semantic and phonological aspects. Focus can be signaled by the use of a particular type of grammatical structure, or it can be indicated solely with sound, via a pitch accent. But interestingly, even when a syntactic device for focusing is used, pitch accenting seems to occur as well. For instance, when one person asks a question there is a semantic pause at the end to signal a question. Likewise, the reply has a certain intonation as well to suggest that it is not a mere statement, but rather a response to another person's question. In this regard, the phrase or statement combines phonological aspects with semantic aspects. In other words, the reader is not simply reading the sentence.

The reader is reading with a purpose or focus in mind. Likewise, he or she is constructing meaning, believable dialogue, and a solid structure. Recent research has even shown that focus can help to clear up ambiguity within sentences. This is particularly true in terms of contributing deeper meaning to a sentence. The reader must have a focus in mind, and the

reader must read the sentence with a certain intonation that conveys the full meaning and truth of the text.

Based on statement above, the writer concludes that the fluent readers can decode, recognize, and comprehend the meaning of text at the same time, so their can directly and efficiently. In addition, students who read the text smoothly they will be easier to read text quickly, and also more confident in expressing a text with appropriate intonation, timing, stress and focus.

## **B. The Relevant Research**

1. Quality of the interaction during partner reading. This research was conducted by Elizabeth B. Meisinger. In this research the this study was to identify factors that affect the quality of the partner reading interaction for the purpose of providing teachers with empirically based strategies for organizing, managing, and implementing partner reading. Essential elements of cooperative interactions were extracted from the cooperative learning literature and were used to create an observational rating scale for evaluating the quality of the partner reading interaction. 43 pairs (86 children) of second grade students and 10 classroom teachers were observed during partner reading. An effect was found for partner selection, teacher instruction, and teacher

monitoring for social cooperation, and an ability pairing strategy X ability discrepancy interaction was found for on-task behavior<sup>18</sup>.

2. Partner Reading and Writing: Peer Social Dialogue And The Zone Of Proximal Development. This research was conducted by Lisbeth A. Dixon-Krauss. In this research the student engagement 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' miscued words; (b) fluency in the areas of hesitant/halting reading, punctuation miscues, use of expression; and (c) excerpts of students' dialogue and notes on the strategies students used to share text meanings, provide partner assistance, and evaluate the partner activity<sup>19</sup>.

### **C. The Operational Concept**

To avoid misunderstanding to the title of the research, the writer is going to operate the abstract theories which have been mentioned in theoretical framework. In this research, there are two variable. Variable X is about partner reading strategy and variable Y is about reading fluency.

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<sup>18</sup> Elizabeth B. Meisinger. "*Quality of the Interaction During Partner Reading*". Georgia: The University of North Carolina at Chapel Hill.. 2000.

<sup>19</sup> Lisbeth A. Dixon-Krauss. *Partner Reading and Writing: Peer Social Dialogue and the Zone of Proximal Development*. West Florida: University of West Florida. Journal of Literacy Research. 1995.



Therefore, the operational concept can be seen in the procedure of teaching strategy and indicators of fluency.

1. Variable X is the indicator of using partner reading strategy<sup>20</sup>:
  - a. The teacher gave copies of short and interesting texts.
  - b. The teacher pair higher-performing readers with lower-performing readers for fluency practice and divided into two groups from rank the students.
  - c. The teacher model and explain partner reading procedures.
  - d. The teacher assign roles to student pairs, with Partner A being the stronger reader and Partner B the lower-performing reader.
  - e. Teacher ask students to take turns reading. Partner A reads the text aloud, modeling fluent reading, for one minute. Partner B follows along. Then Partner B reads aloud the same text for one minute.
  - f. The whole class can participate at the same time while the teacher times the readings.
  
2. Variable Y is the indicator of reading fluency

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<sup>20</sup> *Ibid.* p.63

- a. The students are able to read the text with good accuracy (pronunciation)
- b. The students are able to read the text with good automaticity (rhythm)
- c. The students are able to read the text with good prosody (stress, intonation, pausing).

#### **D. The Assumption and Hypothesis**

##### **1. Assumption**

In this research, the writer assumes that the result of this research will show there is significant effect of partner reading strategy to improve student's reading fluency.

##### **2. Hypothesis**

Ho: there is no significant effect of using partner reading strategy toward reading fluency at the second year students of SMPN 1 Sungai Pakning, Bengkalis Regency.

Ha: there is significant effect of using partner reading strategy toward reading fluency at the second year students of SMPN 1 Sungai Pakning, Bengkalis Regency.

## CHAPTER III

### METHOD OF THE RESEARCH

#### A. The Research Design

The method use in this research is experimental research. This research is designed with quasi-experimental research. The purpose of this research determines the cause and effect between independent variable and dependent variables<sup>1</sup>. There are two variables that are used. Variable X (Partner Reading strategy) is independent variable, and variable Y (students reading fluency) is dependent variable. The researcher took two groups as a sample of this study are experimental (the students who are given the treatment by using partner reading strategy) and control group (the students who are not given partner reading strategy). Before doing treatment, both of the group will be given pre test in order to know their ability in reading fluency. Then researcher will give treatment by using partner reading strategy for the experimental class, while control did not. At the end, both of group will be given post test. In this research pre test and post test will be comparing in order to find out the effect of using partner reading strategy toward reading fluency.

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<sup>1</sup> Creswell, John W. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. New Jersey: Pearson Education, Inc, 2008 p.299

**TABLE III.1**  
**Research Design**

Group	Pre-test	Treatment	Post-test
Experiment class	$O_1$	X	$O_2$
Control class	$O_1$	-	$O_2$

$O_1$  : Pre-test

X : Treatment

$O_2$  : Post-test

### **B. The Location and Time of The Research**

This research location will be conducted at the second year students of Junior High School 1 Sungai Pakning Bengkalis Regency. This research will be conducted on January until February 2012.

### **C. The Subject and Object of The Research**

Based on the title of the research, the subject of the research is the second year of students at Junior High School 1 Sungai Pakning Bengkalis Regency. Then, the object of the research is the effect of partner reading strategy toward students' reading fluency.

### **D. The Population and Sample**

The population of this research was the second year students of Junior High School 1 Sungai Pakning Bengkalis Regency. There are six classes. The total of the population is 127 students. The writer took two classes as the sample of the research. It can be seen in the following table:

**TABLE III.2**  
**The Population of the Research**

No	Class	Population		Total
		Male	Female	
1	2A	5	14	19
2	2B	8	11	19
3	2C	7	13	20
4	2D	7	15	22
5	2E	7	16	23
6	2F	8	16	24
	<b>Total</b>	<b>42</b>	<b>85</b>	<b>127</b>

Based on the research design, the researcher took only two classes for the samples taken by using cluster technique. One class was control group that was 2B and another was experimental group that was 2A. Each class consisted of 19 students. It can be seen in the following table:

**TABLE III. 3**  
**Sample of the Research**

No	Classes	Students
<b>1</b>	2 A	19
<b>2</b>	2 B	19
	<b>Total</b>	<b>38</b>

## **E. The Technique of Collecting Data**

The collected data will be analyzed by using the analysis technique of “t test”. This technique is used to know the effect of using partner reading strategy toward reading fluency. There are instruments that are used to acquire the data from the students. Test is divided into 2 categories. The first is pre-test. The pre-test is used to know how far fluently of students in reading before using the strategy. The second is post-test. Post-test is used when the students has been taught with using partner reading strategy toward students reading fluency. Post test was given to the students after giving the treatment of the strategy to the experimental class and to the control class which is not given the treatment.

### **1. The Validity of the Test**

According to Hughes, a test is said to be valid if it measures accurately what it is intended to measure<sup>2</sup>. According to Gay, validity is the appropriateness of the interpretations made from the tests score<sup>3</sup>. Furthermore, Gay says that there are three kinds of validity. They are content validity, criterion-related validity, and construct validity. All of them have different usage and function.

Content Validity is used to compare content of the test to the domain being measured. Gay also states that there is no formula used in this kind of

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<sup>2</sup> Arthur Hughes, *Testing for Language Teachers*, Cambridge: Cambridge University Press, 1989, p.22.

<sup>3</sup> L.R. Gay and Peter Airasian, *Educational Research Competencies for Analysis and Application*. 6<sup>th</sup> Ed. New Jersey: Prentice-Hall Inc, 2000, p. 161

validity and there is no way how to express it quantitatively.<sup>4</sup> Content validity just focused on how well the items represent the intended area. In addition, Hadari Nawawi states that this kind of validity is also said as a curricular validity.<sup>5</sup> It means that the content of the curriculum of a course that must be mastered by the students becomes the standard in determining the validity. To determine the validity using such validity is by referring to the material given to the students based on the curriculum.

Based on the explanation above, the writer used the content validity to measure whether the test was valid or not in this research. In other words, the tests given to the students were based on the material that they have learned.

## **2. The Reliability of the Test**

According to Gay, reliability is the degree to which the test consistently measures whatever it is measuring<sup>6</sup>. Furthermore he says that to know the reliability of the test such as essay tests, short-answer tests, performance and product tests, and projective test, we are concerned with interjudge or intrajudge reliability. The interjudge reliability is also said as interscorer, interrater, or interobserver reliability.

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<sup>4</sup> *Ibid.* p. 164

<sup>5</sup> Hadari Nawawi and M. Martini Hadari, *Instrumen Penelitian Bidang Sosial*, Pontianak: Gajah Mada University Press. 2006. p.181-182.

<sup>6</sup>L. R Gay and Peter Airasian, *Op.Cit*, p. 175.

In this research, the writer used interjudge (interrater) reliability. It means that the score of the test was evaluated by more than one people. In this research, the students' reading fluency scores were evaluated by two raters.

#### **F. The Technique of Data Analysis**

In this research, the data were analyzed by using statistical method. The writer uses students post test scores of the experimental and the control group. The writer analyzed the data by using t-test<sup>7</sup> to know whether the result of the research statistically significant. The formula can be seen below:

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

Where:

- $t_o$  : Table Observation
- $SD_x$  : Standard Deviation variable x
- $SD_y$  : Standard Deviation variable y
- $M_x$  : Mean of variable x
- $M_y$  : Mean of variable y
- $N$  : The Number of respondent

After computing t-test, it is necessary to obtain the degree of freedom that is used to determine whether the t-score is significant or not. The obtained

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<sup>7</sup> Hartono, *Statistik Untuk Penelitian*, Yogyakarta: Pustaka Pelajar, 2009, p. 208.



value is consulted with the value of t-table by using degree of freedom. The formula of degree of freedom is as follows<sup>8</sup>:

$$(df) = (N_1 + N_2) - 2.$$

Where:

df : the degree of freedom

$N_x$  : the number of students in experimental class

$N_y$  : the number of students in control class

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<sup>8</sup> *Ibid.* p. 212.

## **CHAPTER IV**

### **DATA PRESENTATION AND DATA ANALYSIS**

#### **A. The Description of the Research Instrument**

In the data presentation, the writer used instrument oral presentation test. To gain the data of the effect of partner reading strategy toward students' reading fluency at the second year students of Junior High School 1 Sungai Pakning Bengkalis Regency, the writer used pre-oral test and post- oral test.

To collect the data, the writer gave oral test to the second year students of Junior High School 1 Sungai Pakning Bengkalis Regency. There are two tests in this study, they are pre-test and post-test for experimental and control class. The test was adapted from book. The data of this research were the score of students' post-test. The data were obtained by giving post test to the experimental class and control class. The result of reading fluency test was evaluated by concerning five components: pronunciation, intonation, rhythm, pausing and stress.

#### **B. The Data Presentation**

The data from the test in this research were gained from the students' post-test score. The data were collected through the following procedure:

- 1) Both classes (experimental and control class), at pre-test and post-test, were asked to read a narrative text based on topic.

- 2) Students' reading performance was recorded by using mobile phone. Then it was replayed to be evaluated by the readers to evaluate students' pronunciation, intonation, rhythm, pausing and stress.
- 3) The readers evaluated sentence by sentence of students' reading performance. The readers put the score for aspects of reading fluency that consist of pronunciation, intonation, rhythm, pausing and stress.

## **1. Description of Students Scores of Experimental Class**

### **a. Description of students Pre –test Scores of Experimental Class**

The description of students Pre-test scores of experimental class can be seen are the table below:

**TABLE IV.1**  
**The Students' Pre-Test Scores**  
**(Experiment Class)**

<b>Students</b>	<b>Pronunciation</b>	<b>Intonation</b>	<b>Rhythm</b>	<b>Pausing</b>	<b>Stress</b>	<b>Score</b>
students 1	40	40	40	50	40	<b>42</b>
students 2	40	40	50	40	40	<b>42</b>
students 3	40	50	50	60	40	<b>48</b>
students 4	40	40	40	40	30	<b>38</b>
students 5	40	40	40	40	30	<b>38</b>
students 6	50	40	40	40	30	<b>40</b>
students 7	40	40	40	50	40	<b>42</b>
students 8	50	50	50	50	40	<b>48</b>
students 9	40	40	40	40	40	<b>40</b>
students 10	40	40	40	40	40	<b>40</b>
students 11	50	40	40	40	40	<b>42</b>
students 12	40	50	50	60	40	<b>48</b>
students 13	40	40	40	50	40	<b>42</b>
students 14	40	40	40	50	50	<b>44</b>
students 15	40	50	50	60	40	<b>48</b>
students 16	50	40	40	50	40	<b>44</b>
students 17	40	40	40	50	40	<b>42</b>
students 18	50	40	40	50	40	<b>48</b>
students 19	40	40	40	50	40	<b>42</b>
<b>total</b>	<b>810</b>	<b>800</b>	<b>810</b>	<b>910</b>	<b>740</b>	<b>818</b>
<b>mean</b>	<b>42.63157895</b>	<b>42.10526</b>	<b>42.6316</b>	<b>47.8947</b>	<b>38.9474</b>	<b>43.0526</b>

The table above shows that the total score of pre-test from experiment class is 818 and mean score is 43.0526, while the highest score is 48 and the lowest score is 40.

**b. Description of Students Post-test Scores of Experimental Class**

The description of students Post-test scores of experimental class can be seen are the table below:

**TABLE IV.2**  
**The Students' Post-Test Scores**  
**(Experiment Class)**

<b>Students</b>	<b>Pronunciation</b>	<b>Intonation</b>	<b>Rhythm</b>	<b>Pausing</b>	<b>Stress</b>	<b>Score</b>
students 1	50	50	60	60	50	<b>54</b>
students 2	50	50	50	60	50	<b>52</b>
students 3	50	60	50	60	50	<b>54</b>
students 4	50	50	50	50	50	<b>50</b>
students 5	50	60	50	50	50	<b>52</b>
students 6	50	60	50	60	50	<b>54</b>
students 7	50	50	50	60	50	<b>52</b>
students 8	50	60	60	60	50	<b>56</b>
students 9	50	50	50	60	50	<b>52</b>
students 10	50	60	50	60	60	<b>56</b>
students 11	50	60	60	60	60	<b>58</b>
students 12	50	60	60	60	50	<b>56</b>
students 13	60	50	50	60	50	<b>54</b>
students 14	60	60	60	70	60	<b>62</b>
students 15	50	60	60	60	50	<b>56</b>
students 16	50	50	50	60	60	<b>54</b>
students 17	50	60	50	60	50	<b>54</b>
students 18	50	60	60	60	50	<b>56</b>
students 19	70	60	60	70	70	<b>66</b>
<b>Total</b>	<b>990</b>	<b>1070</b>	<b>1030</b>	<b>1140</b>	<b>1010</b>	<b>1048</b>
<b>Mean</b>	<b>52.10526316</b>	<b>56.3157895</b>	<b>54.21053</b>	<b>60</b>	<b>53.1579</b>	<b>55.1579</b>

The table above shows that the total score of post-test from experiment class is 1048 and mean score is 55.1579, while the highest score is 66 and the lowest score is 50.

## 2. Description of Students' Scores of Control Class

### a. Description of Students' Pre-test Scores of Control Class

The description of students Pre-test scores of control class can be seen are the table below:

**TABLE IV.3**  
**The Students' Pre-Test Scores**  
**(Control Class)**

<b>Students</b>	<b>Pronunciation</b>	<b>Intonation</b>	<b>Rhythm</b>	<b>Pausing</b>	<b>Stress</b>	<b>Score</b>
Student 1	40	40	40	40	40	<b>40</b>
Student 2	40	40	40	60	40	<b>44</b>
Student 3	40	40	40	50	30	<b>40</b>
Student 4	40	50	40	50	40	<b>44</b>
Student 5	40	40	40	50	30	<b>40</b>
Student 6	40	40	40	60	40	<b>44</b>
Student 7	30	40	40	40	30	<b>36</b>
Student 8	40	40	40	50	30	<b>40</b>
Student 9	40	40	40	50	40	<b>42</b>
Student 10	40	40	40	40	40	<b>40</b>
Student 11	50	40	40	50	30	<b>42</b>
Student 12	40	40	40	40	40	<b>40</b>
Student 13	40	40	40	40	30	<b>38</b>
Student 14	30	40	40	50	30	<b>38</b>
Student 15	40	40	40	40	30	<b>38</b>
Student 16	40	40	40	40	30	<b>38</b>
Student 17	40	40	40	50	40	<b>42</b>
Student 18	40	40	40	40	40	<b>40</b>
Student 19	40	40	40	50	30	<b>40</b>
<b>Total</b>	<b>750</b>	<b>770</b>	<b>760</b>	<b>890</b>	<b>660</b>	<b>766</b>
<b>Mean</b>	<b>39.47368421</b>	<b>40.52632</b>	<b>40</b>	<b>46.8421</b>	<b>34.7368</b>	<b>40.3158</b>

The table above shows that the total score of pre-test from control class is 766 and mean score is 40.3158, while the highest score is 42 and the lowest score is 38.

**b. Description of Students' Post-test of Control Class**

The description of students Post-test scores of control class can be seen are the table below:

**TABLE IV.4**  
**The Students' Post-Test Scores**  
**(Control Class)**

<b>Students</b>	<b>Pronunciation</b>	<b>Intonation</b>	<b>Rhythm</b>	<b>Pausing</b>	<b>Stress</b>	<b>Score</b>
students 1	50	50	50	50	50	<b>50</b>
students 2	50	50	40	60	50	<b>50</b>
students 3	40	40	50	50	40	<b>44</b>
students 4	40	50	40	60	50	<b>48</b>
students 5	50	50	50	50	40	<b>48</b>
students 6	40	50	40	50	40	<b>44</b>
students 7	50	40	40	60	40	<b>46</b>
students 8	40	40	40	50	40	<b>42</b>
students 9	50	50	50	50	50	<b>50</b>
students 10	40	50	40	50	40	<b>44</b>
students 11	50	50	50	50	50	<b>50</b>
students 12	40	50	50	50	40	<b>46</b>
students 13	40	40	50	50	40	<b>44</b>
students 14	40	50	40	60	50	<b>48</b>
students 15	40	50	50	50	40	<b>46</b>
students 16	40	50	50	50	40	<b>46</b>
students 17	50	50	50	50	40	<b>48</b>
students 18	40	50	50	50	50	<b>48</b>
students 19	40	50	40	50	40	<b>44</b>
<b>Total</b>	<b>830</b>	<b>910</b>	<b>870</b>	<b>990</b>	<b>830</b>	<b>886</b>
<b>Mean</b>	<b>43.68421053</b>	<b>47.89473684</b>	<b>45.78947</b>	<b>52.1053</b>	<b>43.68421</b>	<b>46.6316</b>

The table above shows that the total score of post-test from control class is 886 and mean score is 46.6316, while the highest score is 50 and the lowest score is 42.

### C. The Data Analysis

#### 1. The Students' Reading Fluency Taught by Using Partner Reading Strategy

**TABLE IV.5**  
**The Distribution of Frequency of Students' Pre-test**  
**Scores of Experimental Class**

<b>Score</b>	<b>Frequency</b>	<b>Percentage</b>
<b>38</b>	<b>2</b>	<b>10.53%</b>
<b>40</b>	<b>3</b>	<b>15.79%</b>
<b>42</b>	<b>7</b>	<b>36.48%</b>
<b>44</b>	<b>2</b>	<b>10.53%</b>
<b>48</b>	<b>5</b>	<b>26.31%</b>
<b>Total</b>	<b>19</b>	<b>100%</b>

Based on the table above, it can be seen that there were 2 students who got score 38 (10.53%), 3 students who got score 40 (15.79%), 7 students who got score 42 (36.48%), 2 students who got score 44 (10.53%), 5 students who got score 48 (26.31%). The highest frequency was 7 at the score 42. The total frequency was 19.



**TABLE IV.6**  
**The Distribution of Frequency of students' Post-test**  
**Scores of Experimental Class**

<b>Score</b>	<b>Frequency</b>	<b>Percentage</b>
<b>50</b>	<b>1</b>	<b>5.26%</b>
<b>52</b>	<b>4</b>	<b>21.05%</b>
<b>54</b>	<b>6</b>	<b>31.58%</b>
<b>56</b>	<b>5</b>	<b>26.31%</b>
<b>58</b>	<b>1</b>	<b>5.26%</b>
<b>62</b>	<b>1</b>	<b>5.26%</b>
<b>66</b>	<b>1</b>	<b>5.26%</b>
<b>Total</b>	<b>19</b>	<b>100%</b>

Based on the table above, it can be seen that there were 1 students who got score 50 (5.26%), 4 students who got score 52 (21.05%), 6 students who got score 54 (31.58%), 5 students who got score 56 (26.31%), 1 students who got score 58 (5.26%), 1 students who got score 62 (5.26%), 1 students who got score 66 (5.26%). The highest frequency was 6 at the score 54. The total frequency was 19.

**TABLE IV.7****Table Mean and Standard Deviation of Experimental Class**

No	NILAI		x	y	x <sup>2</sup>	y <sup>2</sup>
	Pre-test (X)	Post-test (Y)				
1	42	54	-1.05	-1.16	1.108	1.3407
2	42	52	-1.05	-3.16	1.108	9.9723
3	48	54	4.95	-1.16	24.476	1.3407
4	38	50	-5.05	-5.16	25.529	26.604
5	38	52	-5.05	-3.16	25.529	9.9723
6	40	54	-3.05	-1.16	9.3186	1.3407
7	42	52	-1.05	-3.16	1.108	9.9723
8	48	56	4.95	0.84	24.476	0.7091
9	40	52	-3.05	-3.16	9.3186	9.9723
10	40	56	-3.05	0.84	9.3186	0.7091
11	42	58	-1.05	2.84	1.108	8.0776
12	48	56	4.95	0.84	24.476	0.7091
13	42	54	-1.05	-1.16	1.108	1.3407
14	44	62	0.95	6.84	0.8975	46.814
15	48	56	4.95	0.84	24.476	0.7091
16	44	54	0.95	-1.16	0.8975	1.3407
17	42	54	-1.05	-1.16	1.108	1.3407
18	48	56	4.95	0.84	24.476	0.7091
19	42	66	-1.05	10.8	1.108	117.55
<b>Total</b>	<b>818</b>	<b>1048</b>			<b>210.95</b>	<b>250.53</b>
<b>Mean</b>	<b>43.05263</b>	<b>55.15789</b>				

Based on the table above, the calculation of pre-test of Experimental class we can know that:

$$N = 19$$

$$X = 818$$

The mean of pre-test of experimental class (X)

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

$$M_x = \frac{818}{19}$$

$$M_x = 43.06$$

Standard deviation (SDx) of Experimental class (X)

$$SD_x = \frac{\sqrt{\sum x^2}}{N}$$

$$SD_x = \frac{\sqrt{2110.95}}{19}$$

$$SD_x = \sqrt{11.10}$$

$$SD_x = 3.33$$

Based on the table above, the calculation of post-test of Experimental class we can know that:

$$N = 19$$

$$y = 1048$$

The mean of post-test of Experimental class (Y)

$$M_y = \frac{\sum y}{N}$$

$$M_y = \frac{1048}{19}$$

$$M_y = 55.16$$

Standard deviation (SD<sub>y</sub>) of Experimental class (Y)

$$SD_y = \frac{\sqrt{\sum X^2}}{N}$$

$$SD_y = \frac{\sqrt{250,53}}{19}$$

$$SD_y = \sqrt{13,18}$$

$$SD_y = 3,63$$

From the data above, the mean score pre-test of experimental class (M<sub>x</sub>) is 43.06 and standard deviation (SD<sub>x</sub>) is 3.33, while the mean score post-test of experimental class (M<sub>y</sub>) is 55.16 and standard deviation (SD<sub>y</sub>) is 3.63.

## 2. The Students' Reading Fluency Without Using Partner Reading Strategy

**TABLE IV.8**

**The Distribution of Frequency Students' Pre-test Scores of Control Class**

Score	Frequency	Percentage
36	1	5.26%
38	4	21.05%
40	8	42.11%
42	3	15.79%
44	3	15.79%
<b>Total</b>	<b>19</b>	<b>100%</b>

Based on the table above, it can be seen that there were 1 students who got score 36 (5.26%), 4 students who got score 38 (21.05%), 8 students who got

score 40 (42.11%), 3 students who got score 42 (15.79%), 3 students who got score 44 (15.79%). The highest frequency was 8 at the score 40. The total frequency was 19.

**TABLE IV.9**  
**The Distribution of Frequency of students' Post-test**  
**Scores of Control Class**

<b>Score</b>	<b>Frequency</b>	<b>Percentage</b>
<b>42</b>	<b>1</b>	<b>5.26%</b>
<b>44</b>	<b>5</b>	<b>26.31%</b>
<b>46</b>	<b>4</b>	<b>21.05%</b>
<b>48</b>	<b>5</b>	<b>26.31%</b>
<b>50</b>	<b>4</b>	<b>21.05%</b>
<b>Total</b>	<b>19</b>	<b>100%</b>

Based on the table above, it can be seen that there were 1 students who got score 42 (5.26%), 5 students who got score 44 (26.31%), 4 students who got score 46 (21.05%), 5 students who got score 48 (26.31%), 4 students who got score 50 (21.05%). The highest frequency was 5 at the score 44 and 48. The total frequency was 19.

**TABLE IV.10**  
**Table Mean and Standard Deviation of Control Class**

No	NILAI		x	y	x2	y2
	Pre-test (X)	Post-test (Y)				
1	40	50	-0.32	3.37	0.0997	11.346
2	44	50	3.68	3.37	13.573	11.346
3	40	44	-0.32	-2.63	0.0997	6.9252
4	44	48	3.68	1.37	13.573	1.8726
5	40	48	-0.32	1.37	0.0997	1.8726
6	44	44	3.68	-2.63	13.573	6.9252
7	36	46	-4.32	-0.63	18.626	0.3989
8	40	42	-0.32	-4.63	0.0997	21.452
9	42	50	1.68	3.37	2.8366	11.346
10	40	44	-0.32	-2.63	0.0997	6.9252
11	42	50	1.68	3.37	2.8366	11.346
12	40	46	-0.32	-0.63	0.0997	0.3989
13	38	44	-2.32	-2.63	5.3629	6.9252
14	38	48	-2.32	1.37	5.3629	1.8726
15	38	46	-2.32	-0.63	5.3629	0.3989
16	38	46	-2.32	-0.63	5.3629	0.3989
17	42	48	1.68	1.37	2.8366	1.8726
18	40	48	-0.32	1.37	0.0997	1.8726
19	40	44	-0.32	-2.63	0.0997	6.9252
<b>Total</b>	<b>766</b>	<b>886</b>			<b>90.105</b>	<b>112.42</b>
<b>Mean</b>	<b>40.31579</b>	<b>46.63158</b>				

Based on the table above, the calculation of pre-test of Control class we can know that:

$$N = 19$$

$$X = 766$$

The mean of pre-test of Control class (X)

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

$$M_x = \frac{766}{19}$$

$$M_x = 40.31$$

Standard deviation (SDx) of Control class (X)

$$SD_x = \frac{\sqrt{\sum X^2}}{N}$$

$$SD_x = \frac{\sqrt{90.105}}{19}$$

$$SD_x = \sqrt{4.74}$$

$$SD_x = 2.17$$

Based on the table above, the calculation of post-test of Control class we can know that:

$$N = 19$$

$$y = 886$$

The mean of post-test of Control class (Y)

$$M_y = \frac{\sum y}{N}$$

$$M_y = \frac{886}{19}$$

$$M_y = 46.63$$

Standard deviation (SD<sub>y</sub>) of Control class (Y)

$$SD_y = \frac{\sqrt{\sum X^2}}{N}$$

$$SD_y = \frac{\sqrt{112.42}}{19}$$

$$SD_y = \sqrt{5.91}$$

$$SD_y = 2.43$$

From the data above, the mean score pre-test of control class (M<sub>x</sub>) is 40.31 and standard deviation (SD<sub>x</sub>) is 2.17, while the mean score post-test of control class (M<sub>y</sub>) is 46.63 and standard deviation (SD<sub>y</sub>) is 2.43.

In conclusion, the result of post-test scores experimental class is greater than post-test of control class. Its mean that teaching reading fluency by using partner reading strategy is better than taught without using partner reading strategy.

### **3. The Significant Effect of Using Partner Reading Fluency Strategy toward Reading Fluency**

In order to find out whether or not there is significance effect of students' in reading fluency of two classes, the calculated data was taken from the post-test scores. The post-test scores from two classes (experimental and control class) can be seen in following table :



**TABLE IV.11**  
**The Students' Post-test Scores**

<b>Students</b>	<b>Experiment (X)</b>	<b>Students</b>	<b>Control (Y)</b>
Students 1	<b>54</b>	Students 1	<b>50</b>
Students 2	<b>52</b>	Students 2	<b>50</b>
Students 3	<b>54</b>	Students 3	<b>44</b>
Students 4	<b>50</b>	Students 4	<b>48</b>
Students 5	<b>52</b>	Students 5	<b>48</b>
Students 6	<b>54</b>	Students 6	<b>44</b>
Students 7	<b>52</b>	Students 7	<b>46</b>
Students 8	<b>56</b>	Students 8	<b>42</b>
Students 9	<b>52</b>	Students 9	<b>50</b>
Students 10	<b>56</b>	Students 10	<b>44</b>
Students 11	<b>58</b>	Students 11	<b>50</b>
Students 12	<b>56</b>	Students 12	<b>46</b>
Students 13	<b>54</b>	Students 13	<b>44</b>
Students 14	<b>62</b>	Students 14	<b>48</b>
Students 15	<b>56</b>	Students 15	<b>46</b>
Students 16	<b>54</b>	Students 16	<b>46</b>
Students 17	<b>54</b>	Students 17	<b>48</b>
Students 18	<b>56</b>	Students 18	<b>48</b>
Students 19	<b>66</b>	Students 19	<b>44</b>

To analyze the data, the writer used the following statistical formula to get the mean score (M) and standard deviation (SD):

Mean score of each group:

1. Mean formula of experimental group

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

2. Mean formula of control group

$$M = \frac{\sum Y}{N}$$

Standard deviation of each group:

1. Standard deviation of experimental group

$$SD_x = \sqrt{\frac{\sum x^2}{N}}$$

2. Standard deviation of control group

$$SD_x = \sqrt{\frac{\sum y^2}{N}}$$

The mean score and standard deviation for post test can be seen in table below:

**TABLE IV.12****Table Mean and Standart Deviation**

No	Nilai		x	y	x2	y2
	X	Y				
1	54	50	-1.16	3.37	1.3407	11.346
2	52	50	-3.16	3.37	9.9723	11.346
3	54	44	-1.16	-2.63	1.3407	6.9252
4	50	48	-5.16	1.37	26.604	1.8726
5	52	48	-3.16	1.37	9.9723	1.8726
6	54	44	-1.16	-2.63	1.3407	6.9252
7	52	46	-3.16	-0.63	9.9723	0.3989
8	56	42	0.84	-4.63	0.7091	21.452
9	52	50	-3.16	3.37	9.9723	11.346
10	56	44	0.84	-2.63	0.7091	6.9252
11	58	50	2.84	3.37	8.0776	11.346
12	56	46	0.84	-0.63	0.7091	0.3989
13	54	44	-1.16	-2.63	1.3407	6.9252
14	62	48	6.84	1.37	46.814	1.8726
15	56	46	0.84	-0.63	0.7091	0.3989
16	54	46	-1.16	-0.63	1.3407	0.3989
17	54	48	-1.16	1.37	1.3407	1.8726
18	56	48	0.84	1.37	0.7091	1.8726
19	66	44	10.8	-2.63	117.55	6.9252
<b>Total</b>	<b>1048</b>	<b>886</b>	<b>0</b>	<b>0</b>	<b>250.53</b>	<b>112.42</b>
<b>Mean</b>	<b>55.15789</b>	<b>46.63158</b>				

a. The formula of T-test as follow:

After finding mean score and standard deviation score, the writer analyzed t-test as follow:

$$t_0 = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 - \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

$$t_0 = \frac{55.16 - 46.63}{\sqrt{\left(\frac{3.63}{\sqrt{19-1}}\right)^2 - \left(\frac{2.43}{\sqrt{19-1}}\right)^2}}$$

$$t_0 = \frac{55.16 - 46.63}{\sqrt{\left(\frac{3.63}{\sqrt{18}}\right)^2 - \left(\frac{2.43}{\sqrt{18}}\right)^2}}$$

$$t_0 = \frac{8.53}{\sqrt{\left(\frac{3.63}{4.24}\right)^2 - \left(\frac{2.43}{4.24}\right)^2}}$$

$$t_0 = \frac{8.53}{\sqrt{(0.85)^2 - (0.57)^2}}$$

$$t_0 = \frac{8.53}{\sqrt{0.72 - 0.32}}$$

$$t_0 = \frac{8.53}{\sqrt{1.04}}$$

$$t_0 = \frac{8.53}{1.01}$$

$$t_0 = 8.45$$

The degree of freedom:

$$\begin{aligned} df &= (N1+N2) - 2 \\ &= (19+19) - 2 \\ &= 36 \end{aligned}$$

From the data analysis it can be decided that the result of t-test is 8.45. To prove whether there is a significant effect of Partner Reading Strategy or not, the writer gives interpretation of  $t_{\text{observation}}$  (8.45). The degree of freedom is 36. The mark of 36 in  $t_{\text{table}}$ , at the level of significant of 5 % is 2.03 and level of significant of 1% is 2.72. It can be stated  $2.03 < 8.45 > 2.72$ . So,  $t_{\text{observation}}$  is higher than  $t_{\text{table}}$  at level significant of 5% and 1%. It means that null hypothesis ( $H_0$ ) is rejected, while the alternative hypothesis ( $H_a$ ) is accepted.

Based on score obtained, the writer can conclude that  $H_0$  is rejected and it means that there is no significant effect of partner reading strategy toward students reading fluency at the second year of students of SMPN 1 Sungai Pakning Bengkalis Regency, while  $H_a$  is accepted and it means that there is significant effect of partner reading strategy toward students reading fluency at the second year of students of SMPN 1 Sungai Pakning Bengkalis Regency.

In conclusion, teaching reading fluency by implementing Partner Reading Strategy at the second year students of SMPN 1 Sungai Pakning Bengkalis Regency is better than without implementing Partner Reading Strategy.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

After the writer conducted post-test, the writer found that students reading fluency in narrative text after being taught by using Partner Reading strategy in experimental class increase. It means that the result of students' score on post-test is better than on pre-test. While at students reading fluency in narrative text taught without using partner reading strategy at the second year students of Junior High School 1 Sungai Pakning Bengkalis Regency from the post-test score of control class is lower than post test score of experimental class.

Based on the data analysis, the writer concludes that the significant effect score showed 8.45. In level significant 5% the score was 2.03. In level significant 1% the score was 2.72. It could be read  $5\% < 8.45 > 1\%$ . It means that there is a significant effect of partner reading strategy toward students' reading fluency at the second year students of state Junior High School 1 Sungai Pakning Bengkalis Regency. In conclusion teaching reading by using partner reading strategy at the second year students of state Junior High School 1 Sungai Pakning Bengkalis Regency is better than without using Partner Reading Strategy. In conclusion, teaching reading fluency by using partner reading strategy is effective.

## **B. Suggestion**

Based on research result and conclusion the writer would like to give some suggestion as follows:

### **1. Suggestion for the Teacher**

- a. The teacher should be creative in selecting the strategy that can be used in English teaching, especially teaching reading in order to make the students' reading fluency better.
- b. To the English teacher the writer suggest that he or she should be able to make students interested in reading activities.

### **2. Suggestion for the Students**

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



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