# CHAPTER II
# PARTNER READING STRATEGY
# ON READING COMPREHENSION

## 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 boom the quantity of time youngsters spend studying aloud with inside the school room even as offering the aid many suffering readers want to efficaciously negotiate textual content. It is a technique this is nice initiated after students have evolved a few familiarity with the textual content via methods mentioned some other place on this and different chapters. According to Vaughn et al in Melanie and Paula (2008), the students who companion-examine to 3 instances in keeping with week for 12 weeks confirmed a median 29% increase in studying fee on a standardized check of oral studying fluency, even though their comprehension and studying accuracy had been now no longer affected in an advantageous manner. It method that gives a version of fluent studying and allows the scholars analyze deciphering abilities via way of means of imparting advantageous feedback.

Partner reading is powerful for numerous reasons. First, students' advantage from practicing the studying of linked textual content and this technique guarantees that scholars spend great quantities of time studying aloud or following together with their companion. Second, companion studying affords freshmen with the possibility to examine a textual content repeatedly, which helps the improvement of computerized phrase studying. Third, youngsters get hold of correction and aid from their companion for the duration of the studying; they may be capable of exercise a textual content that they cannot but examine independently.

Reading in pairs improves sentence fluency, reading rate, and active skills, and makes it easier for students to demonstrate understanding. Paired reading further promotes a responsible slow start, in which students break free from the teacher's total dependence on independent reading without teacher intervention. According to Meisinger et al., in Melanie's book (2008), in complicity analysis, students are paired together to help each other verbally analyze related texts. This is a time for students to review and re-read the passages with their classmates. Teachers can match more gifted readers with much less gifted readers. The less gifted reader reads the previous passage, accompanied by his accomplice as a mediator. Students continue to take turns until they complete the text. Based on the above reasoning, the researcher concludes that companion reading is an excellent approaches to fluency among college students their motivation to test and educate scholars to roughly link the pictures together in text form.

## 2. The Procedures of Partner Reading Strategy

According to Meisinger et al., in Melanie and Paula book (2008), there are numerous suggestions on how you may organize, implement, and control accomplice reading in classrooms:

a. Provide ok practice of the simple accomplice reading script. Begin via way of means of explaining accomplice reading on your college students.

b. Practice what it approaches to be a very good accomplice. Go over the roles of every accomplice together along with your elegance and talk what being a very good accomplice includes and submit a precise of the subsequent points. Good companions concentrate to every different and examine alongside silently whilst it isn't their flip to examine aloud. Good companions assist every different examine/misinterpret words.

They offer unknown words, or maybe better, assist every different consider to apply word-analyzing techniques discovered in class. Good companions do now no longer snort or jeer at every different misinterpreted or unknown words, however sincerely offer the words. Good companions' assist every different discover their place, if needed,

and inspire every different to move on while worn-out or frustrated. Good companions additionally improve their hand to get their teacher's interest if a trouble arises all through associate reading, including an issue among the two companions or while neither of the companions is capable of decipher a hard word. Good companions have a high-quality mind-set and live on venture all through associate reading.

c. Practice and version associate reading behaviors. Partner reading is maximum a success while your students recognize precisely what behaviors they must showcase all through this activity.

d. Allow students to select their very own companions. Children realize with whom they get alongside and normally select an associate with whom they may engage cooperatively. You may also need to train college students to select their associate via way of means of agencies or via way of means of sections to ease the process.

e. Teachers want to reveal associate reading. Once the associate reading recurring has been established, your children will normally require little prompting or redirection, due to the fact it's miles an easy and fun activity. However, whilst the children associate-examine, you must stroll across the room taking note of them examine, supporting pairs which might be caught on an unknown word, redirecting individuals who are off venture, or modeling expressive reading while needed. Partner reading gives a notable possibility a good way to pay attention on your children's examines and lets in you to reveal their development at some point of the year.

The aim is to give a specific text; college students will enhance their ease through proof reading. Substances are quick and fun copies of lower-level readers' college diploma texts for each pair of students and a list of low-vocabulary texts. The reading sequence is as follows:

1. Pair a high action reader with a low action reader for smooth practice. Rank students by overall achievement level, then split Elegance, pairing the most active student inside Elegance with the top-ranked

student in the bottom half, student second performing maximum output and the second student with maximum action halved, and so on for the final college student.

2. Provide every pair with analyzing texts on the decrease-acting pupil's academic-reading degree. An smooth manner to fit books to college students' analyzing ranges is to present college students a listing of phrases from the textual content; in the event that they have trouble and not using a greater than approximately one in ten phrases, then the textual content is taken into consideration to be at their academic degree. (Independent-degree textual content also can be used.)

3. Model and explain the accompaniment reading procedures.

4. Assign pairs of students to roles, partner A being the strongest reader and partner B being the least active reader. Stop explaining to students what A or B means.

5. Have university students take turns analyzing. Partner A reads the text aloud, modeling the analysis fluently, in one minute. Partner B follows suit. Then, Partner B reads the identical text aloud for one minute.

6. Elegance can fully engage even when you are timing readings.

**B. Advantages and Disadvantages of Partner Reading Strategy**

According to Meisinger et al., in Melanie and Paula (2008), book, there are many tips on how you can organize, implement, and control complicit reading in the classroom:

**1. Advantages of Partner Reading Strategy**

a. Allows students to enjoy materials that they are not be able to read on their own.

b. Ensures that all students feel successful by providing support to the entire group.

c. Students act as though they are reading.

d. Helps novice readers learn about the relationship between oral language and printed language.

e. Assists students in learning where to look and focus their attention.

f. Supports students as they gain weariness of symbols and print conventions, while constructing meaning from text read.

g. Assists students in making connection between background knowledge and new information.

h. Focuses on and helps develop concepts about print and phonemic connections.

i. Helps in teaching frequently used vocabulary.

j. Encourages prediction in reading.

## 2. Disadvantages of Partner Reading Strategy

a. Time constraints also can have a negative impact on companion studying; it's far critical to allocate enough character interest at some point of the consultation.

b. Partner reading should serve a purpose, if the getting to know goal isn't always clear, the consultation will now no longer have fulfilled its goal.

## C. The Concept of Reading Comprehension

## 1. Definition of Reading Comprehension

Reading isn't always simplest to get statistics however it desires expertise and comprehension to get a few factors from the textual content. In this case, studying and expertise are associated with every different. Reading itself consists of the hobby to recognize higher statistics in keeping with studying textual content. In different to recognize or to get factors from textual content, we want comprehension for it. Therefore, studying can't be separated from comprehension. According to Sheng (2000,p.13), "Comprehension is the know-how of the meaning of the written material and covers the conscious strategies that bring about recognize". Therefore, its miles higher for the scholars educate themselves to study nicely and feature excessive comprehension in reading.

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

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

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

**2. Aspects of Reading Comprehension**

In an effort to enable the student to comprehend the text, there are some aspects that will be mentioned as part of understanding reading comprehension itself. These aspects govern how to comprehend a text, below the Researcher will mention five aspects of reading comprehension from Turlington (2013:147) as follows:

a. Understanding the factual information

This aspect governs how readers find specific information located within the text. Usually the information that the readers would find are reason, purpose, result, comparison, identity, time and location.

b. Acknowledging the main idea

The second aspect governs how readers identify the topic or theme that being discussed in the text or in a paragraph. Usually the main idea is located at the beginning of a text however it also could be located in the middle or in the last paragraph of the text. By enabling readers to find the main idea of text it could ease them to understand the text that they read.

c. Identifying Vocabulary

The third aspect governs how readers identify the vocabulary that they found within the text. It also develops readers' vocabulary knowledge and their skills to understand an everyday used vocabulary to advance vocabulary.

d. Developing Inference

The fourth aspect governs how readers able to create a conclusion based on the information that they have received from reading the text. These enable readers to think critically, predicting, and enabling them to fully understand the text not only from the already stated information within then text.

e. Identifying References

The last aspect governs how readers identify who and what within the reading text. Usually readers would find a pronoun of I, You, They, We, He, She, and It. By enabling readers to understand to whom those pronouns refer; would make readers to easily identify the character and those involve within the text.

**3. Teaching Reading**

Reading is one of four essential skills in learning English. Thus makes reading become a compulsory skill that needs to be taught in learning. Moreover, in environment such as English as Foreign Language ultimately stress Reading as a very important skill to master. This is because most of the test item on the national final examination is in form of reading test. That is why reading is very crucial to teach and to learn in English as Foreign Language environment.

In addition, not only because reading test will be the last gate for the student to finish their school year but the ability to read or literacy is also a very important element for the students to learn. Ramirez (2000:10) argues that "Literacy is one of the most fundamental academic skills, important in its own right and essential for success in all other academic areas." In other words by mastering reading skill students can enable themselves to continue their study to a higher level. Also, Clarke et al (2014:9) states that "…reading is central to teaching and learning…" it means that the importance of reading is acknowledge to have a big influence in teaching and learning process.

However, the process to learn this skill needs time and also took a lot of process to make the student understand how to comprehend the text. Clarke et al (2014:13) argues that "Reading is a highly complex process and therefore it may not be surprising that some children struggle to become proficient readers." With this in mind, teacher should pay more attention to the process of learning reading. This is caused by the possibility that not all students able to achieve comprehension at the same time. Some students might have slow progress than others. This challenging issue urge teacher to

think critically of making reading class more efficient and can balance each student's ability in processing the information that they receive from the teacher.

In addition, Procedures in teaching reading comprehension were varied however the researcher will point out seven procedures in teaching reading. According to Department of Education of West Australia (2013:5) claims that "Seven reading procedures have been selected as critical to implementing a comprehensive approach to reading." The procedures according to them are shown in the table below:

**Table 2.1 Procedures in Teaching Reading**

| No. | Procedures | Activity | Key Features |
|---|---|---|---|
| 1. | **Reading to Students** | Reading a Text aloud to the students | • To create joy in reading. <br> • Uninterrupted Reading. <br> • Takes 10-15 Minutes |
| 2. | **Modeled Reading** | Demonstrating reading behaviors and verbalizing the cognitive processes involved with those behaviors. | • Clear' think-aloud' statements. <br> • Singular or limited focus. <br> • Multiple demonstrations <br> • Brief Sessions from 5 to 10 minutes. |
| 3. | **Language Experience** | To use a shared experience as a basis for jointly creating a text that is then used for further reading. | • Based on a shared Experience. <br> • Text created as a result of the experience. <br> • Use students' language when creating the text. <br> • Use the created text for further reading activities. |
| 4. | **Shared Reading** | A teacher-managed blend of modeling, choral reading and focused discussion. | • Short Session from 10 to 20 minutes. <br> • Singular or limited focus. |

| | | | |
|---|---|---|---|
| | | | • Text visible and accessible to all.<br>• Differentiated activities.<br>• Multiple readings of the text. |
| 5. | **Guided Reading** | Teacher scaffolds and supports a group of students as they read a common text. | • Clearly defined purpose.<br>• A group of students with identified common need.<br>• Most reading done silently.<br>• A pattern of asking guiding questions, reading, discussing. |
| 6. | **Book Discussion Groups** | A small group of students who meet to read and discuss a text they have selected. | • Groups are temporary.<br>• Students facilitate discussion.<br>• Students select texts.<br>• Regular meeting time |
| 7. | **Independent Reading** | Students select texts to read by themselves | • Students select texts<br>• Uninterrupted time span |

*Taken from: Department of Education of West Australia (2013:7)*

Teaching reading might not be a simple matter but by planning and choosing the right strategy teacher can help their student to achieve comprehension. Also, teacher should understand the student needs and what kind of reading text that can stimuli them to engage within the class and become an active learner. Most of the reading text are purposely created to please the reader, such as recount text where telling a precious memory or activity can amuse the student. So, preparation is the key to teach reading and not only organizing the right plan and strategy but also choosing the text that will be discussed in the class is also crucial in teaching reading.

## 4. Reading Assessment

Assessing student's performance and their process in learning are fundamental in teaching and learning. According to Brown (2003:4)

"Assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the student's performance." In other words, when teaching and learning occurs every action related to learning will be assessed to see the process of learning within the classroom. It is also a way for teacher to track their student's development in learning and also find which strengths that the students should keep and their weaknesses that need to be fixed.

Generally in terms of assessing a student a test is considered to be the right method to assess their performance. Furthermore, Brown (2003:3) states that "A test, in simple terms, is a method of measuring a person's ability, knowledge, or performance in a given domain." Generally, a test will be teacher's companion in order for them to begin to assess their students and a test should be precisely assess the field that the student have learned from the classroom to see not only their understanding but also their effort in paying attention to the teacher.

In assessing reading particularly in English as Foreign language context, there are two types of assessment according to Pang et al (2003:18) first is diagnostic assessment and second is to measure the student's process. Diagnostic assessment is to develop a two way communication between teacher and student in terms of giving support and correction to the students. Also, tracking the student's development in learning will have a great benefit for the teacher to understand their student's needs and wants throughout the course of teaching and learning process.

Based on the information above there are three things that should be clear in terms of assessing: First, assessment is fundamental in teaching and learning without it teacher will be unable to know their student's development in learning. Second, no matter how scary it is, a test will always be a tool for teacher to utilize in order to assess their student's and one thing for sure that the test should measure what the students already learned from their teacher not something that is entirely new to them. Third, diagnostic assessment and tracking student's progress are two types of

reading assessment. Diagnostic is to give correction and support to the students, meanwhile tracking the students will be an efficient way to give track the student's development in learning.

## D. Descriptive Text

Descriptive text is a form of textual content used to provide statistics. The context of this type of textual content is an outline of a particular thing, animal, individual or otherwise, e.g. our pets or someone we recognize well (Gerot & Wignell, 1994) . Moreover, an amazing description is like a "sentence picture"; the reader can consider objects, places or individuals in his mind. Regarding the above clarification, in order for you to understand its purpose, the content of the descriptive text has its own schema form and linguistic characteristics, which can be outlined below. Every genre has a form or degree of positivity that you can achieve through language (Emilia, 2014, p.86). There are elements such as a requirement for textual content to be recognized as descriptive text; general identification or detailed statement and description (Derewianka, 2011). The construction of the schema form of the descriptive text content is mentioned below.

1. Identification: the identity detail objectives at introducing and figuring out particular player (someone, thing, place, animal or event) to be defined with inside the descriptive textual content (Gerot & Wignell, 1994).

2. Description: the outline objectives at describing the particular player in textual content. It includes descriptive info or statistics of the particular player through imparting the outline of its characteristics, appearances, personality, behavior or qualities (Emilia and Christie ,2013).

   Regarding its linguistic functions, (Gerot and Wignell, 1994) show that a descriptive text uses the following linguistic functions: focus on unique individuals as protagonists;

   1) Use the present tense as the dominant tense;

   2) Frequent use of linking verbs or a relational technique (is, is, a, possessive, belongs) as a means of classifying and describing appearance or disposition and additive or functional capacity of the phenomenon);

3) Use motion verbs or tissue engineering and behavioral techniques to describe more movement and behavior with the use of human resources in the text;

4) Use intellectual verbs or even intellectual techniques to describe feelings;

5) Frequently use nominal organization to describe;

6) Use adjectives and adverbs to indicate the statistics of the noun and add statistics to the verb to describe the subject more nicely;

7) Use adverbial sentences to further describe statistics about how, where, or when and is sometimes found in an embedded clause that acts like a circumstance.

8) Use adverbial phrases to describe additional records of how, place, or time, and over time and then discovered out in embedded clause which functions as circumstances.

## F. Relevant of Previous Study

The researcher takes any information from the website, previous essay, thesis and journal. The information of the website, previous essay, thesis and another journal give advantages for the researcher to finish the proposal. The researcher takes the thesis and journal that related with the title in this thesis. There are some previous studies as comparison:

1. The Effectiveness of Partner Reading Strategy on Students Reading Comprehension. This research was conducted by Khilma Aufifil Izzati, (2023), in this research the researcher employed a quantitative quasi-experimental design. The findings revealed significant posttest results for both the experimental and control groups, with p- values below the 0.05 threshold. Notably, the experimental group exhibited a more substantial increase in mean posttest scores compared to the control group. As a result, the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was supported. Specifically, the experimental group achieved a mean score of 79.06 on the posttests, while the control group attained a mean score of 68.75. These outcomes indicate that the experimental group, which received instruction through the partner reading strategy, outperformed the control group, which utilized the individual reading strategy. Consequently, there

exists a significant disparity in reading skills between students instructed using the partner reading strategy and those taught with the individual reading strategy.

2. Previous study was about "The Effectiveness of Partner Reading Strategy to Improve Students' Reading Comprehension for Junior High School Students" conducted by Nur Fitri Anisa and Nafisah Endahati, (2022). In this research was found that the students had low ability and motivation in reading. For that reason, it is necessary to provide strategy in teaching reading; teachers should pay attention to the strategy. Using two classes, the experiment classes were taught by using partner reading strategy, and control class by using independent reading strategy. The result of the analysis showed that the students' comprehension of reading text has improved. It was proven by the improvement of the score of students' pre-test and post-test in the experiment class. It can be seen from the result of paired sample t-test. It is lower than 0,05 or 0,000 < 0,05. So, Ho was rejected and Ha was accepted. Besides that the result of students' reading comprehension of the control class differs from the experimental class. The control class result an average of 66 while the experimental class reached 82. It means that Partner Reading strategy affects the students' reading comprehension of eighth graders of SMP 16 Yogyakarta.

The researcher would like to take this research to find out whether Partner Reading Strategy could be effectively used in descriptive text and also because the previous research only observe two components in reading comprehension the researcher would create a reading test based on five components of reading comprehension such as: understanding the factual information, acknowledging the main idea, identifying vocabulary and developing inference.