

# EEJ Journal 2022

*by* Ulvia Ramadhani Wahyuddin

---

**Submission date:** 29-May-2023 10:46AM (UTC+0700)

**Submission ID:** 2104222899

**File name:** EEJ\_ULVIA\_R.W..pdf (410.27K)

**Word count:** 3982

**Character count:** 20943



**THE USE OF PAIRED READING METHOD TO TEACH  
READING SKILL FOR THE EIGHTH GRADE STUDENTS OF  
ISLAMIC BOARDING SCHOOL**

**Ulvia Ramadhani Wahyuddin\***  
**Sahraini**  
**Andi Tenrisanna Syam**

*State Islamic Institute of Palopo, Indonesia*

**ABSTRACT**

This quasi-experimental research aimed at identifying the effect of paired reading method on the reading skill achievement of the eighth-grade students in the Islamic boarding school of Nurut Tauhid 2020/2021. To collect the data, 12 students were chosen as the subjects of purposive sampling. They were given a pre-test, treatments for 12 times by using paired reading method, and a post-test. The result of this study shows that paired reading method has a positive effect on the reading skill of the students at the Islamic boarding school of Nurut Tauhid. The researcher suggests that using a paired reading method can be an alternative way to improve their reading skills gradually. This research hopefully would become a consideration for a language teacher in the current context to implement paired reading in teaching reading in their classroom teaching.

**Keywords:** *experimental research, paired-reading method, reading skill.*

**INTRODUCTION**

Reading is one of the English abilities which combine mechanics, understanding, retention and use of memory and skills. It is imperative for students because from reading they can find new information from a text they have already read. Reading is a process to identify the important idea. The most important thing is that a reader can comprehend what he or she has already read.

---

\*Corresponding author, email: [ramadhaniwahyuddin12@gmail.com](mailto:ramadhaniwahyuddin12@gmail.com)

Although the mastery of reading skill is important, there were still problems in the students' reading skill. Based on the researcher's preliminary interview with an English teacher and pre-observation at the boarding school of Nurut Tauhid in Bilante on July 21st 2020, it revealed that the students at this school seemed to have a problem in their reading skills. When the researcher asked about the reading ability, the teacher said that the students were still weak in reading. It could be seen in the students' achievement when asked to answer the questions based on a narrative text. The researcher found that the students were still confused to understand the aspects of reading and difficult to answer the questions from the text.

Another problem was the lack of students' participation in the classroom. The students seemed to have a low interest in reading and the habit of reading has not become part of their daily learning activities. Therefore, they become more passive in an English class with reading activity.

Based on the case developed above, the problems can be identified as follows: (1) the students were still confused to understand the aspects of reading, (2) they were difficult to answer the questions from the text, (3) they passively participate in the teaching and learning processes in the reading class. From the problems above, the following research question was proposed: Does the paired reading method have a positive effect on the students' reading achievement?

The concept of using the paired reading to improve the students' reading skill has been explored in the previous discussion. Reading is one of the important tools to get any information. In a school case, reading is an essential skill because the students face a written text in their textbooks almost every day. In fact, the students face difficulties in learning process, especially in learning English. The difficulties are caused by a monotonous method which is used in the learning process. It is a serious problem because the difficulties influence other teaching and learning components. The students are not able to comprehend a passage well so that they cannot grab information of the passage comprehensively. There should be a solution to solve this problem.

This study aimed at discovering whether or not the paired reading method has a significant effect on the reading achievement of the students at the Islamic boarding school of Nurut Tauhid.

## LITERATURE REVIEW

Reading is one of the tools to communicate ideas from one person to another person through the medium of writing or printing text. That means that reading is the process of understanding the meaning of the text in order for readers to gain knowledge and information. Based on the Michigan Reading Association, reading is the process of constructing the meaning of the dynamic interaction between the readers' existing knowledge, the information suggested by the written language, and the reading situation's context (Wixson, et. al 2006). Moreover, reading is a process of response to make sense of texts. Readers need to understand the text language in the word and sentence levels. Moreover, readers can connect the message with their existing knowledge to easily comprehend the text which they are reading.

There are two main purposes of reading (Sation, 2008). Firstly, reading is done for fun or pleasure, meaning that it is purposed to follow the narrative and enjoy the sound of the literary text. By reading for fun, readers can increase vocabulary, reading speed, comprehension, and writing. Secondly, reading to obtain information, and it means that people are reading a text to gain some information.

Teaching reading skill is aimed at helping students to read a text well. It is a multi-component and highly complex process that involves interaction among students and teachers. In teaching reading, the readers not only teach how to read, but also try to comprehend the meaning of the content.

Teaching reading can be done through several approaches, one of which is the bottom-up reading approach (Andrews & Bond, 2009). In this approach, readers should start reading by recognizing small parts and continue to identify the larger ones. It means that the reading process starts from the word sound as the small part of meaning to the largest part, the structure of knowing the language. 5

On the next level above a sentence, narrative is a text that relates a series of logically or chronologically related events caused by some factors. The essential key to comprehending narrative text is the plot, character, and event. This is the reason why a student is difficult to comprehend a narrative text; paired reading can be proposed to solve the challenge.

Paired reading (partner reading) is a reading strategy that facilitates the development of fluent reading (Li & Nes 2001). In paired reading, students pair together to form a team to support each other

while reading the text. A team consists of fluent readers and less fluent readers. They take a turn in reading aloud to each other. Moreover, paired reading method needs a model and special instruction in a proper behaviour, including what comments and corrections are appropriate. The students are motivated to follow the rules because they feel privileged working with their partner. Paired Reading is a straightforward and generally enjoyable way for more able readers to help less able readers develop better reading skills (i.e. a form of cross-ability tutoring). The method is adaptable to any reading material and tutees select texts which are of intrinsic interest to them but a little above their independent readability level (otherwise the support of paired reading is pointless). This might include newspapers, magazines, community literature or texts in electronic environments. Definitely, the texts must be within the independent readability level of the tutor.

2 The are some steps to use the paired reading (Gumilar, 2018). List the students in order from highest to lowest according to reading ability. Next, divide the list in half and place the top student in the first list with the top student in the second list. Then, continue until all students have been partnered. Please be sensitive to pairings of students with special needs, including learning or emotional needs. Adjust pairings as necessary. The teacher has to ensure the reader from the first list should read first while the reader from the second list listens and follows along. The second reader should pick up where the first reader stops. If additional practice is needed, the second reader can reread what the first reader reads. Finally, the teacher encourages pairs to ask each other about what was read.

There are advantages of Paired-Reading (Topping, 2010). Students are encouraged to follow their interest to choose reading material in reading. Students are in their control of what is going on. Paired reading is more flexible. The student gets lots of praise and there are lots of emphases on understanding. Paired reading is claimed to give continuity. Reading with a partner can learn to read with an expression.

## METHODOLOGY

This research used uasi-experimental research which the researcher did not use a control class. Moreover, this research used a one-group pre-test and post-test to measure the treatments' result. The



4

*The use of paired reading method to teach reading skill for the eighth grade students of Islamic boarding school (U. R. Wahyuddin, Sahraini & A. T. Syam)*

7

pre-test (O<sub>1</sub>) was administered prior to the treatments (X) to measure the students' initial reading ability, whereas the post-test (O<sub>2</sub>) was given after it to observe the effect of the treatments on the students' reading skill. During treatments, the researcher applied paired reading method and the type of text used was narrative text. The treatments were conducted face-to-face for 12 times. The following are the general steps of the whole experiment process:

1. The researcher explained the aspect of reading text and how to determine it.
2. The researcher explained about paired reading.
3. The researcher paired the students according to pre-test result where the high score students paired with their low score partners.
4. The researchers gave a narrative text. Then, the researchers asked the students to read the text. After that, they discussed with their partners in determining the aspect of reading.
5. Then, the students were asked to come forward to read the text aloud with her/his partners. After the students read their text, they were asked to understand the text and tell what information and aspect of reading the students got from the text.
6. The researchers gave the students the questions based on the text.
7. The researcher gave post-test to measure particular treatment effectiveness.

The populations of this research were 12 eighth-grade students of boarding school of Nurut Tauhid, Bilante. The researchers used the total population sampling to choose the sample because the number of students was small.

The instrument was a reading test it was narrative text. The researcher took instruments on the internet, because there are only a few narrative text stories in the book. Meanwhile, the researchers needed many stories for pre-test and post-test. The researcher used multiple choices. It consists of 25 items in the test. The students got 1 point each item if their answer was correct and 0 points if the answer was incorrect. The correct answer got 1 point, and the wrong answer got 0 points.

According to Nuttal (1982), reading test consists of the main ideas, finding specifics information, references, inferences, and vocabulary.

Calculating the students' score by using the following formula:

$$\text{Scoring} = \frac{\text{Total score of student} \times 100}{\text{maximum score}}$$

10 After collecting the data of the students, the researchers classified the score of the students. In rank the students' score, there were five classifications which were used as follows:

A	90 – 100	Excellent
B	80 – 89	Good
C	70 – 79	Adequate
D	60 – 69	Inadequate/unsatisfactory
E	Bellow 60	Failing/unacceptable

6 The researcher calculated the mean score, standard deviation, and t-test of the students' reading scores using SPSS 18.

## RESULTS AND DISCUSSION

### Results

This section showed the students' pre-test and post-test scores which have been analysed statistically using SPSS.

**Table 1.** The students' pre-test score

Level of classification	Number of students' score	Percentage (student)	Classification
90-100	0	0%	Excellent
80-89	0	0%	Good
70-79	0	0%	Adequate
60-69	1	8.33%	Inadequate
0-59	11	91.67%	Failing
Total	12	100%	

Table 1 shows the percentage of the students' pre-test scores. 11 students got the failing score, while one student received an inadequate score. However, none of them got adequate, good, or excellent scores. It means that based on the pre-test scores, we can safely conclude that all students were weak in reading skill. This fact was substantiated by our observation in the first treatment in which there were no students who understood the reading aspects.

4

*The use of paired reading method to teach reading skill for the eighth grade students of Islamic boarding school (U. R. Wahyuddin, Sahraini & A. T. Syam)*

**Table 2.** Inferential analysis of the students' pre-test scores

	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Std. Deviation</i>
Pre-test	12	32.00	68.00	42.0000	10.98760
Valid N					

Table 2 shows that the lowest score received by the students was 32.00, whereas the highest score reached 68.00. Furthermore, the mean score in pre-test was 42.0000, and the standard deviation was 10.98760. This means that the average score of the pre-test is 42 and the variance error across scores indicated by the standard deviation is approximately 10.

**Table 3.** The students' post-test scores

<i>Level of classification</i>	<i>Number of students score</i>	<i>Percentage (students)</i>	<i>Classification</i>
90-100	0	0%	Excellent
80-89	1	8.33%	Good
70-79	4	33.33%	Adequate
60-69	7	58.33%	Inadequate
0-59	0	0%	Failing
Total	12	100%	

Table 3 shows the percentage of the students' post-test result. Table 3 above shows that there was one student who got a good score. Meanwhile, four students received an adequate student, and seven students got inadequate score.

9

**Table 4.** The inferential statistics of the students' post-test score

	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Std. Deviation</i>
Post-test	12	60.00	80.00	70.3333	5.77350
Valid N					

Table 4 above explains that the maximum score of the post-test was 80.00, and the minimum score was 60.00. Moreover, the mean score in the post-test was 70.3333, while the standard deviation was 5.77350.

From the results of analysis above, we can see that the mean score of pre-test was 42.0000, and post-test was 70.3333, meaning that the mean score of post-test was higher than that of pre-test. The



researcher concluded that using the paired reading effectively improved students' reading achievement in reading skill.

### Discussion

The researcher taught reading by using the paired reading method to improve the students' reading skill. Paired reading is a method to pair students to read and understand some texts together. This PR method was intended to encourage a different kind of thinking and encourage comprehension (Crawford et al, 2005).

The researchers gave the pre-test to measure the student's initial reading skill and achievement before applying the paired reading method. The researchers, then, conducted the treatments for 12 times by using paired reading method. Two meetings were held on the first day of the treatments. In these meetings, the students felt shy because that was the first time the researchers taught them. After the researchers taught the students by applying the paired teaching method, the students started knowing some reading aspects such as main idea, specific information, reference, inference, and vocabulary, but they were still confused to determine reading from the text. So, the students were difficult to answer the questions. The next day, the researcher gave treatment to the students with a different process. In this section, the student began to understand some aspect of reading; they knew how to determined vocabulary and references, and still confused another aspect of reading. The third day of the treatment, the students began to feel enjoy and active in the class. The students also began to understand the aspects of reading, and they knew how to get information from the text. The aspects that the students were hard to comprehend were inference and main idea. On the fourth day, some students began to understand how to determine the main idea and inference from the text. The fifth day of giving treatment, some student began to understand all aspect of reading.

However, some students were still difficult to understand inference and main idea. The last day in giving treatment, the student felt enjoy in learning, they did not feel bored cause the researcher taught the students by different models in each treatment. In this section, the students' easy to answer were vocabulary, inference, and find information. Then, the students are difficult to understand the main idea and inference because it not shown in the text.

After the researcher taught the students by applying paired reading method, the researchers gave the students the post-test to measure specific treatment effectiveness.

The data above explained that from 12 samples, in the pre-test, there were no students with an excellent score, good score, adequate score, but one student (8.33%) got an inadequate score, and 11 students (91.67%) got failing score. In the pre-test, the highest score was 68, and the lowest score was 30. The mean score of pre-test was 42.00. While in post-test, there was one student (8.33%) who got a good score; four students (33.33%) got an adequate score, while seven students (58.33%) got the inadequate score. There was no student who got the failing score.

In post-test, the highest score of 12 experimental students was 80, and the lowest score was 60. Thus, the mean of the post-test was 70.33. The student got better post-test achievement because the researchers applied the paired reading method in teaching reading during treatments. The students were motivated and enjoyed learning without feeling bored, and the researchers always gave the students task in the last activity of every treatment. Therefore, the students were used to answering the question, but there were some aspects of reading that the student felt difficult to understand, namely the main idea and inference because the writer of the text did not write it on the text.

In line with Yulita (2014), paired reading was useful and was proved in teaching reading. Gumilar (2018) stated that paired reading could help students understand the text to improve the students' reading skills in general and paired reading activity helped students be motivated and develop students' interest in reading English text. Widyastuti (2012) concluded her research that applied paired reading improved students' reading skill, including the abilities to get main ideas, get information, and guess the word meaning. Ardiana (2015) stated that partner reading strategy is effective and significant in improving the students' reading skill, especially in students' reading comprehension. Triana (2019), from her research, concluded that the paired reading method could increase reading comprehension ability. The most significant increasing aspect of reading in this research were vocabulary with the mean score of the post-test (90.0) higher than the pre-test (38.3), references with the mean score of post-test (90.0) also higher than pre-test (50.0000), and specific information with the mean score of post-test (60.0) higher than that of pre-test (41.6667).

Teaching reading by using paired reading at boarding school of Nurut Tauhid improved the students' reading scores in narrative text. Therefore, it could be stated that applying paired reading method in teaching reading have solved the eighth-grade student' problems in reading skill and increased the students' reading skill at boarding school of Nurut Tauhid. From the data above, the value of  $t_{test}$  is 10.787. It was compared with the value of  $t_{table}$  with df of numerator is 11. Based on the table of  $t_{table}$ , it is known that the  $t_{table}$  on the significant level 0.05 (5%) is 2.201. The  $t_{table}$  is lower than  $t_{test}$  ( $10.787 > 2.201$ ). It means that the variances of sample are homogenous. The probability was lower than alpha ( $0.00 < 0.05$ ). It indicated that the alternative hypothesis ( $H_1$ ) was accepted and the null hypothesis ( $H_0$ ) was rejected. It showed that paired reading could improve student reading skill.

Thus, the hypothesis proposed in this research said that the students have better achievement after they were taught by using the paired reading method is accepted.

#### CONCLUSION AND SUGGESTION

Based on the findings and discussion, the researchers concluded that the eight-grade students of boarding school of Nurut Tauhid had better achievement after they were taught by using the paired reading method. The students quickly understood the aspect of reading and easily answer the questions from some reading aspect. It can be proved from the data analysis of the mean score of pre-test, which was lower than that of post-test. The mean of post-test is higher than the mean of pre-test. It can be concluded that teaching reading in the narrative text by using paired reading can improve the eight-grade students at the boarding school of Nurut Tauhid achievement in reading skill.

There are some suggestions for teacher or the researcher. In choosing material, consider material that is appropriate to the students' level so that it easy to understand. Please use a picture story so that students are more interested in reading! And finally, provide a bilingual dictionary!

There are suggestions for students. Pay more attention when the teacher explains the material! Do not refuse when the teacher determines a partner! And, answer the question earnestly! These three suggestions would raise the quality of learning in paired reading.

## ACKNOWLEDGMENTS

The writer would thank to the participants of this research especially the headmasters, the English teachers and also the eighth grade students of boarding school of Nurut Tauhid.

## REFERENCES

- Andrews, S., & Bond, R. (2009). Lexical expertise and reading skill: Bottom-up and top-down processing of lexical ambiguity. *Reading and Writing*, 22(6), 687-711.
- Ardiana. (2015). Improving the students reading comprehension narrative text through patterned partner reading. *Exposure Journal*, 4(2), 140-155.
- Crawford, A., Saul, E. W., & Makinster, J. (2005). *Teaching and learning strategies for the thinking classroom*. New York: The International Education Association.
- Gumilar, A. F. (2018). *The use of paired reading strategy in teaching reading skills to EFL students (A case study of the 8<sup>th</sup> grade of Junior High School in Antapani)* (Unpublished thesis). Indonesia University of Education, Bandung.
- Li, D., & Nes, S. (2001). Using paired reading to help ESL students become fluent and accurate readers. *Reading Improvement*, 38(2), 50-61.
- Nation, I. S. (2008). *Teaching ESL/EFL reading and writing*. Routledge.
- Nuttal, C. (1982). *Teaching reading skill in a foreign language*. London: British Library Cataloguing in Publication Data.
- Topping, K. (2010). *Paired reading, writing and spelling*. A&C Black.
- Triana, N. (2019). Penerapan metode paired reading/paired summarizing untuk meningkatkan kemampuan pemahaman membaca teks pada siswa SMK Abdurrab Pekanbaru. *Inteligensi: Jurnal Ilmu Pendidikan*, 2(1), 33-38.
- Widyastuti, A. (2012). *Improving student's reading skill using paired reading (An action research at the eighth grade students of SMP Negeri 16 Surakarta in the academic year of 2011/2012)* (Unpublished thesis). Sebelas Maret University, Surakarta.
- Yulita, S. S. (2014). *The effectiveness of paired-reading method in teaching reading comprehension: An experimental study for the*

*eighth grade students of SMPN 13 Mataram in academic year 2014/2015* (Unpublished thesis). Mataram University, Mataram.

Wixson, K. K., Peters, C. W., & Schools, O. (2006). Reading Redefined: A Michigan Reading Association Position Paper. Reading.



## ORIGINALITY REPORT

---

**21** %  
SIMILARITY INDEX

%  
INTERNET SOURCES

%  
PUBLICATIONS

**21** %  
STUDENT PAPERS

---

## PRIMARY SOURCES

---

**1** Submitted to UIN Sunan Gunung Djati Bandung  
Student Paper 3%

---

**2** Submitted to University of Tennessee Martin  
Student Paper 3%

---

**3** Submitted to Pennsylvania State System of Higher Education  
Student Paper 2%

---

**4** Submitted to Teachers' Colleges of Jamaica  
Student Paper 2%

---

**5** Submitted to Universitas Riau  
Student Paper 2%

---

**6** Submitted to University of Technology, Sydney  
Student Paper 1%

---

**7** Submitted to Universitas Negeri Makassar  
Student Paper 1%

---

**8** Submitted to Sriwijaya University  
Student Paper 1%

---

9	Submitted to Universitas Muhammadiyah Ponorogo Student Paper	1 %
10	Submitted to Universitas Muhammadiyah Makassar Student Paper	1 %
11	Submitted to Walden University Student Paper	1 %
12	Submitted to Universitas Muria Kudus Student Paper	1 %
13	Submitted to Higher Education Commission Pakistan Student Paper	1 %
14	Submitted to Florida Gulf Coast University Student Paper	<1 %
15	Submitted to Thai Nguyen University of Education Student Paper	<1 %
16	Submitted to University of Nottingham Student Paper	<1 %
17	Submitted to Asia e University Student Paper	<1 %
18	Submitted to University of Mpumalanga Student Paper	<1 %

Exclude bibliography On