



# BRIGHT VISION

*Journal of Language and Education*

Email: [brightvisionjournal@uinsu.ac.id](mailto:brightvisionjournal@uinsu.ac.id)  
<http://jurnaltarbiyah.uinsu.ac.id/index.php/brightvision>

## THE EFFECT OF USING PARTNER READING STRATEGY TOWARD READING FLUENCY AT THE 7<sup>TH</sup> GRADE STUDENTS' OF SMP N 2 BATANG ANGKOLA

**Desiska Vianty Harahap**

*Department of English Education Faculty of Tarbiyah and Teachers Training  
State Islamic University of North Sumatera – Medan  
desiskavianty@gmail.com*

### ABSTRACT

This research focused on discussing about the effect of using partner reading strategy as a new strategy toward students' reading fluency in SMP N 2 Batang Angkola. In this case, the research method was quantitative research by using experimental method. the population of the research is the seven grade students' in SMP N 2 Batang Angkola, the population of this research is the second year of the 7<sup>th</sup> grade students' in SMP N 2 Batang Angkola, the sample was taken by using cluster technique. To take the control class and the experimental class. The instrument of this research is using reading narrative text, researcher give a pre-oral test and post- oral test to measuaring the student fluency in reading text. After analyzed the data used statistic calculation the researcher found that coefficient of  $t_{\text{observation}} = 8.45$  and the  $d_f$  (degree of freedom) is 36 and 36 in  $t_{\text{table}}$  at the level of significant of 5% is 2.03 and level significant of 1% is 2.72, so it can be write that  $2.03 < 8.45 > 2.72$  . So the result of this research showed that there is a significance effect of partner reading strategy toward student's reading fluency. The seven grade students' in SMP N 2 Batang Angkola Reading ability is increasing after using partner reading strategy.

**Keywords:** Partner Reading Strategy, Reading Fluency

### INTRODUCTION

Reading fluency refers to the ability of readers to read rapidly, easily and efficiently with acceptable, meaningful speech or prosody, according to Rasinski (2003).<sup>1</sup> If associated with pupils, it indicates that students have the ability to communicate with the translated language encoded in the text for the purpose of learning to read. Learning to read is a practice aimed at raising students Competencies of reading ability. Reading must be used as a fundamental skill in the teaching and learning language process in school to assist students in acquiring knowledge. As an instructor, mastering language skills such as writing, listening, communicating and reading should be learned as a technique. In Junior High School, reading fluency is taught depending on the school curriculum (K13). This study concentrates on reading the text of the story. There are three basic competencies in reading skills for Junior High School that should be acquired by second-year junior high

<sup>1</sup> Susan Lenski and Jill Lewis. *Reading Success for struggling Adolence Learner*. New York : A Dilivison of Guilford Publication, inc 2008 p. 156.

school students in the second semester. Second, the students are able to read aloud, which relates to expression, tension and intonation in substantive and practical text-shaped short essays and narrative text. Second, in a simple short essay, learners are able to respond precisely and smoothly to context and rhetorical steps. Third, in a short written text, students can correctly and fluently access the practical meaning and thank the world in a short written text.<sup>2</sup>

Partner reading is another enjoyable and productive pedagogical technique for encouraging the production of reading fluency, according to Melanie.<sup>3</sup> The technique of partner reading will encourage students to read fluently. This technique has been selected because it can assist students to develop fluency in reading. The researchers believe that partner reading is successful for many reasons, according to the researchers in the Melanie novel. Second, students benefit from reading. Linked text (National Reading Panel, 2000), and this method suggests that students read aloud or follow along with their partner for a large amount of time. Second, partner reading provides learners with the ability to read a text repeatedly, which encourages the development of automatic word reading (Samuels, 2004). Third, during reading, children receive correction and encouragement from their partner, they can practice a text they can not yet read independently (Rasinski, 2003). Taken together, these variables facilitate rapid progress in the growth of fluency in reading.<sup>4</sup>

According to the reseacher preliminary analysis at MTs PAB Helvetia, the students were unable to read a foreign language in English. A lot of students also have reading difficulties. In reading class, students can't read the text fluently and can not enjoy it. Students find it difficult to read, especially in terms of reading fluency. The signs of the following problems can be seen:

1. In reading, some of the students don't pronounce the words excellently.
2. Many of the learners are having trouble with their reading break.
3. The stress of words in reading is not determined by some of the students.
4. Several other learners have issues with their reading intonation and rhythm.

Some of the students have problem with their intonation and rhythm in reading. The researcher aims to find out whether the technique is useful for teaching reading in an alternative approach. The author tries to find out how nice the second-year student of SMP N 2 Batang Angkola's approach to reading fluency is. When they are exposed to a new text that will make the students enjoy reading, the students would be more involved and will help the students.

## **LITERATURE REVIEW**

### **Concepts of the partner reading**

Another enjoyable and productive educational technique for fostering reading fluency growth is partner reading. intended to maximize the amount of time children spend in the classroom reading aloud while offering the help that many struggling readers need to negotiate text effectively. It is a method that is best initiated after kids have gained some

---

<sup>2</sup> Departemen pendidikan nasional, silabus mata pelajaran bahasa inggris, 2013, P. 23-24.

<sup>3</sup> Melanie R. Kuhn, Paula J. Schwanenflugel. Fluency in the classroom. New York. The Guilford press. 2008. P. 42.

<sup>4</sup> Ibid. P. 45

knowledge of the text through processes mentioned in this and other chapters elsewhere. Partner reading is a classroom technique aimed at offering encouragement to all children by using a turn-taking procedure in the reading of related text. This methodology is used in this analysis for second-year junior high school students. The children who partner-read two to three times a week for 12 weeks showed an average 29 percent improvement in reading rate on a standardized oral reading fluency test, although their understanding and reading accuracy were not affected in a positive way (Vaughn in Melanie and Paula, 2008)<sup>5</sup>

For several reasons, partner reading is efficient. First, children profit from reading related text and this method means that students, along with their partner and read aloud together. Second, partner reading offers learners the opportunity to repeatedly read a text, which encourages the development of automatic word reading. Third, during reading, children receive correction and encouragement from their partner, they are able to practice a text they are not yet able to read independently. In Melanie's book, partner reading was used effectively as part of an intervention aimed at minimizing and preventing behavioral issues in kindergarten, according to Boyle et al. So, it promotes cooperation with students and promotes.<sup>6</sup>

Empowers readers through peer-assisted learning to encourage one another. Students track the reading of a fellow student during partner reading. Students track the reading of a fellow student during partner reading. Pairs work together on a variety of texts, building faith in their reading, increasing attention, practicing positive social interaction, and strengthening their reading motivation. Partner reading boosts abilities for fluency, reading rate, and word attack, and lets students monitor their own understanding. Partner reading also encourages a gradual release of obligation, where students step away without the teacher's interference from complete reliance on the teacher to reading independently.

According to Meisinger et al., in Melanie's book, children are partnered in partner reading to provide help for each other in linked oral reading. This is when students read and read passages with classmates.

Teachers may pair more skilled readers with less skilled ones. The less proficient reader, preceded by his or her partner, reads the passage first. When they complete the email, the students begin taking turns.<sup>7</sup> The writer concludes from the above description that partner reading is a successful technique for the fluency of reading by students, by using this method, the students obtain correction and encouragement from their partner during reading a text, increasing their incentive to read and educate students about pairs working together on a variety of text.

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

According to Meisinger et al., there are so many suggestions in the Melanie and Paula book about how you should coordinate, enforce, and handle partner reading in classrooms:

1. Provide the simple partner reading script with appropriate guidance. Start by talking to your students about partner reading.

---

<sup>5</sup> Melanie. R. Kuhn. Paula J. Schwanenflugel fluency in the classroom. New York . the Guilford Press. 2008. P. 45.

<sup>6</sup> *Ibid* p. 52

<sup>7</sup> *Ibid*. P. 43

2. To be a successful partner, learn what it entails. Go over each partner's jobs with your class and discuss what's associated with being a successful partner and post a review of the following points. When it is not their turn to read aloud, good friends listen to each other and read along quietly. Healthy partners help each other read/misread words. They have terms that are obscure, or even better, help each other remember to use word-reading strategies learned in class. Good partners should not laugh or jeer at the misread or unidentified words of each other, but simply have the words. If possible, good partners help each other find their position, and inspire each other to continue when they are tired or irritated. During partner reading, good partners have a good attitude and stay on assignment.
3. Behaviors of work and model partner reading. When your kids understand exactly what behaviors they should demonstrate during this task, partner reading is most effective.
4. Enable children to choose partners of their own. Children know who they're getting along with and usually pick a partner they're going to work with cooperatively. To ease the process, you may wish to advise students to select their partner by groups or sections.
5. Teachers need partner reading to be monitored. Your kids would usually need little reinforcement or redirection once the partner reading routine has been developed, since it is an easy and enjoyable activity. However, you can walk around the room listening to them read as the children partner-read, helping pairs who are stuck on an unfamiliar phrase, redirecting those that are off track, Expressive reading or modelling when appropriate. Partner reading provides you with a fantastic opportunity to listen to your kids reading and helps you to track their progress throughout the year. There are many procedures in the partner reading strategy in Sharon Vaughn and Sylvia Linan-novel. Thompson's. This was based on the work of Fuchs, Fuchs, Mathes, and Simmons in Vaughn's novel, adapted from the University of Texas Center for Reading and Language Arts.<sup>8</sup>

Via practice, reading fluency improves. A child transitions from a tentative, word-by-word reader who reads with great difficulty to a fluent, expressive, automatic reader who knows what he or she reads by practice. Readers who have gained some fluency are more likely than readers who lack fluency to indulge in more substantial amounts of reading. To boost reading fluency, there are essential elements that have been reported.<sup>9</sup>

1. Delivering a clear, fluent reading model. The teacher, a well-trained adult, another student, or even a cassette may be this template.
2. Providing several chances for students read same text. Learners could use a couple of chances, over and over again, Corrective input should be provided by instructors, qualified adults, or students.
3. Maintaining performance standards for reading text speed and accuracy. As well as systematically tracking fluency improvement, teachers should create baselines for the number of words students read correctly per minute at a given text level.

---

<sup>8</sup> *Op.Cit* p. 63

<sup>9</sup> Vaughn Sharon, sylvia linan thompson. *Research method of reading instruction, Grades K-13*. Alexandria; Assosiation for Supervision and curricula development. 2004. P. 53

There are three component in reading fluency:<sup>10</sup>

1. Accuracy, accuracy is measured by the percentage of words that a reader can read correctly, a reliable test of reading ability has been shown.
2. Automaticity At the single word level, automaticity is characterized as quick, correct and easy word recognition.
3. In their voices, prosody, prosodic or melodic characteristics of spoken language, stress, pitch variations, intonation, pace, phrasing, and pause. Prosody is a symbol or an index that, when the words are defined and pronounced, the reader is consciously constructing the context of the passage. There are important prosody components, which are:

a) Intonation

One of the first major components of prosody is recognized as intonation. Accent of the pitch, tune, resetting pitch, and tones and breaks may be said to involve intonation. Nevertheless, Several of these participants collaborate together. to establish tune , where only one aspect fluency that is required. The tune refers to the phrase's overall movement. One sentence may have an increasing tone that indicates the continuation of the word, phrase, or phrase, or a phrase may have a dropping tone that indicates pause release.

b) Timing

Timing is regarded as the second major component of prosody. Timing means to the rate that a selection is offered by the reader. The phrase timing is everythin reigns supreme in the case of fluency. The rate is balanced by a fluent reader according to a sentence's phrasal structure or syntax. These readers know when, grammatical structure in a sentence , a pause required. Does a pause, a comma, a semicolon, etc. exist? Non-fluent readers have little or no knowledge of phrase-final lengthening, which decides when a boundary has arisen in the text and is therefore appropriate for a lengthening.

c) Stress

Stress is regarded as the third part of prosody. In elementary school, they was told to put their backhands up to our chins and say more syllable word really softly seeing how many times our chins touch our hand. helped us calculate the number of syllables that the word produced. There was, however, no trendy tool to help us decide syllable contain stress Stress may challenging aspect for young readers to master because there is no solidified technique. Students often also have to resort to simply learning sense by hearing the word over and over again. For example, some fluent readers placed stress on the first syllable in the word study,. The stress was imposed, next syllable by other readers. Here , the word is pronounced like re quest. However no way is right, precisely, a common issue stress on simplified phrases didn't have several pronunciation, however, strong indication that a student only have severe prosodic development deficiency.

d) Focus

---

<sup>10</sup> Rasinski T.V *assesing reading fluency*. hawai pacific resources for education and learning. Retrieved <http://www.prel.org/programs/rel/rel.asp>.2004. P.5.

Various prosody individual be agreed upon by almost all researchers. Focus, since it has many layers, is also said to be the most difficult aspect of fluency. It has semantic as well as phonological aspects. Using specific form of structural grammatical can signal emphasis, Or, via a pitch accent, indicated exclusively by sound . But curiously, pitch accenting often seems to occur even when a syntactic system for focusing is used. For instance, At the end, semantic pause to signal a question. when one individual asks a question. Similarly, the response also have some intonation to indicate that it is not a mere assertion, but rather an answer to the query of another person. The expression or declaration in this regard blends Aspects of phonology withaspects of semantic. The reader, other word have a different expression. With an intention or concentration in mind, the reader is reading.

According to the argument, t researcher found that at the same time, fluent readers can decode, recognize, and understand the meaning of text, so that they can be clear and effective. In addition, it would be easier to read text faster for the learners' who smoothly read the text , and thus more assured present the text sufficient stress, pacing, tension and concentration.

The researcher will use theories from the abstract that was stated in the theoretical context to avoid confusing the title of the analysis. Two variables are available in this analysis. Variable X is about technique for partner reading and variable Y is about fluency reading. The organizational definition look from phase strategy of teaching fluency inducatrs.

#### **Using partner reading strategy as the variable X**

1. Copies of short and interesting texts were provided by the teacher.
2. For fluency practice, the instructor pairs higher-performing readers with lower-performing readers and divides them into two classes from the student level.
3. The instructor model and the processes of partner reading are explained.
4. The instructor assigns positions to pairs of students, with the better reader being Partner A and the lower performer being Partner B.
5. Teacher ask students learn in response. The text is read aloud for a minute by partner A to model fluent reading. Partner B is following along. For same text will read for a minute by partner B.

#### **Reading fluency indicate as variable Y**

1. Students can read the text with incredible precision (pronunciation).
2. With high automaticity, the learners are able to read the text (rhythm)
3. With strong prosody, the learners can read the text (intonation, stress, and pause).

### **RESEARCH METHOD**

The Experimental analysis is the approach used in this study. This thesis is focused on quasi-experimental studies. The goal of this test is to analyze the causal relationships

between study variables.<sup>11</sup> The study will be conducted at SMP N 2 Batang Angkola located on Jl. Mandailing, Batang Angkola Regency Tapanuli Selatan. 2020 academic year, based on the observation that researcher gave from PPL 3 in MTs PAB Helvetia many of the students who frequently have reading difficulties. The student sample for this study was SMP N 2 Batang Angkola students 7<sup>th</sup> second year. Consists of six classes. The population consists of 190 students in total. Researcher took two classes as a study sample. The researcher took only two classes for the samples taken by using cluster technique on the basis of the study design. One class was the VII C control group and one was the VII A experimental group. There were 19 students in each class. Because there is SARS Covid19, so the headmaster divided one class into two groups, so here the researcher will take a first group there are 19 students in this group.

The data obtained will be analyzed using the "t test" research technique. This method is used to explain the impact while using the partner reading approach on reading fluency. The data will gain from this procedure :

1. The experimental class and the control class get the pre-test, the student's will be asked to read a narrative text.
2. The student's performance reading will be evaluated and given score in the text and also recorded by using phone, it will be replayed and used for evaluate student's reading fluency in five aspects there are, pronunciation, stress, pausing, rhythm and intonation.
3. The researcher will evaluate student's reading performance and then put the score for five aspects reading fluency there are, pronunciation, stress, pausing, rhythm and intonation.

The data was analyzed using statistical methods in this report. The writer uses students from the experimental and the control group's post test scores. By using t-test to know if the outcome of the study was statistically important.

## **RESULT AND DISCUSSION**

The analysis data was derived from both the group's pre-test and post-test data because the researcher using quantitative methods as the methodology of this research. Where the data will be getting from the pre-test and post-test. Pre-test is done before the researcher apply the partner reading strategy in experimental class and control class, and the post-test getting after the researcher apply the partner reading strategy in the experimental class.

The experimental class in this research is the 7<sup>th</sup> A and the control class is 7<sup>th</sup> C. The researcher give a treatment for the both of class by using pre-test and post-test, but to find the actual data the researcher will using pre-oral test and post- oral test to measuring the student fluency in reading narrative text. Because in this research, the researcher wants to make the student reading text correctly appropriate with the curriculum that said the student should be can read smoothly, effectively, effortlessly, and also have good stressing and pause.

---

<sup>11</sup> <sup>11</sup>Creswell, John W. *Educational research planning, conducting and evaluating quantitative and qualitative research*. New Jersey ; Pearson Education, Inc 2008 . p. 299.

The researcher using narrative text to make the student interesting and to grow up student's reading activity. Five components were evaluated as the result of this reading fluency test: pronunciation, intonation, rhythm, pause and stress.

In the end the researcher find that, t-test ( $t_0$ ) is 8.45 and the  $d_f$  (degree of freedom) is 36 and 36 in  $t_{table}$  at the level of significant of 5% is 2.03 and level significant of 1% is 2.72, so it can be write that  $2.03 < 8.45 > 2.72$ . it is meant that  $t_{obsevation}$  is higher than  $t_{table}$  and null of The hypothesis ( $H_0$ ) is denied and  $H_a$  is accepted (Alternate solution Hypothesis). The researcher find that there is a significance effect of partner reading strategy toward student's reading fluency, this indicates that it is strongly recommended to enchabge learners' reading fluency uisng partner reading strategy.

## CONCLUTION

The researcher concludes on the basis of The research established that students are significantly affected by reading fluency by the use of partner reading strategy in the experimental class. The researcher concludes that learners' ability to read increase than not using partner reading strategy while using partner reading strategy., it means that the students in SMP N 2 Batang Angkola ability to read improves when using a partner reading technique. The total score of experimental class in the pre-test ( $x_1$ ) = 818 and the total score of experimental class in post-test ( $x_2$ ) = 1048. It means that the scores of experimental class is increased 230 point. The total score of control class in pre-test ( $y_1$ ) = 766 and the total score of control class in post-test ( $y_2$ ) = 886. It means the score of control class incresed 120 point, based on this result will be more better if we using partner reading startegy to increased the students' reading ability because from the score we get that the students' reading ability is increased 50 %.

Results of the t test statistical computation, the coefficient was found  $t_{observation} = 8.45$  and the  $d_f$  (degree of fredom) is 36 and 36 in  $t_{table}$  at the level of significant of 5% is 2.03 and level significant of 1% is 2.72, so it can be write that  $2.03 < 8.45 > 2.72$ . it is meant that  $t_{obsevation}$  is higher than  $t_{table}$  and null of hypothesis ( $H_0$ ) is rejected and  $H_a$  (Alternative Hypothesis) is accepted.

The researcher finds that the partner reading strategy has a major impact on the reading fluency of the student, which means that it is strongly recommended to enhance students reading fluency using partner reading strategy.

## REFERENCES

- Arthur Hughes, 1989. *Testing for language teacher*. Cambridge; Cambridge University press
- Creswell, John W. 2008. *Educational Research: Planning Conducting And Evaluating Quantitative And Qualitative Research*, New Jersey; Pearson Education.
- Departmnet Of Education U.S. 2004. *A Closer Look At The Five Essentials Components Of Effective Reading Instruction; A Reviess Of Scientifically Based Reading Research For Teacher*. Naperville; Learning Point Associate.



- Elizabeth B. Meisinger. 2000. *Quality Of The Interaction During Partner Reading*. Georgia; The University Of North Carolina At Chapel Hill
- Gibbons, Pauline. 1993. *Learning to Learn in a second Language*. Australia: Primary English Teaching Associates NSW.
- George R. Taylor and Loretta Kenney, 2008. *Improving human learning in Classroom; Theories and Teaching Practices*. Maryland; A Division of Roeman and Littlefield Publisher.
- Hadari Nawawi and M. Martini Hadari. 2006. *Instrumen Penelitian Bidang Sosial*, Pontianak; Gajah Mada University Press.
- Hartono. 2009. *Statistik Untuk Penelitian*, Yogyakarta; Pustaka Pelajar.
- Lisbeth A. Dixon Krauss. 1995. *Partner Reading and Writing: Peer Social Dialogue and the Zone of Proximal Development*. West Florida: University of West Florida. Journal of Literacy Research.
- L.R. Gay and Peter Airasian, 2000. *Educational Research Competencies for analysis and Application*. 6<sup>th</sup> ed. New Jersey. Prentice Hall.
- Lydia Mannion and Claire Griffin. 2017. *Precision Teaching Through Irish : Effects on Isolated Sight Word Reading Fluency and Contextualized Reading Fluency*. 391-410
- Melanie R. Kuhn, Paula J. Schwanenflugel. 2008. *Fluency in the Classroom*. New York. The Guilford Press.
- Meuricia M.C. 2001. *Teaching English as a second or Foreign Language Third Edition*, USA: Heinle and Heinle, A Division of Thinson Learning.
- Oxford University. 2005. *Oxford Learners Pocket Dictionary (New Edition)*. Oxford; Oxford University Press.
- Rasinski. T V. 2014. *Assesing Reading Fluency. Hawaii; Pacific Resources for Education and Learning*. retrived [http; www.prel.org/programs/rel/rel.asp](http://www.prel.org/programs/rel/rel.asp).
- Salmiah, Maryati. *Reading As An Important Skils For Students*, Vol. XII, No. 12 2017. Program Studi Pendidikan Bahasa Inggris UINSU Medan.
- Susan Lenski & Jill Lewis. 2008. *Reading succes for Strugling Adolence learner*. New York; A Division of Guilford Publication.
- Vaughn, Sharon. Sylvia, Linan Thomson. 2004. *Research Based Methods of reading Instruction, Grades K-13*. Alexandria; association For Supervision and curriculum Development.

Willis, Judy. 2008. *Teaching the Brain to Read: Strategies For Improving Fluency, Vocabulary and Comprehension*. USA; Association for Supervision and Curriculum Development.