IMPROVING THE STUDENTS READING COMPREHENSION IN NARRATIVE TEXT THROUGH PATTERNED PARTNER READING

Meningkatkan Membaca Pemahaman Siswa Dalam Teks Narative Melalui Patterned Partner Reading

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ABSTRACT

This research aimed to find the use of Patterned Partner Reading strategy improve the students reading comprehension at the SMP Muhammadiyah Limbung. The researcher used A Classroom Action Research (CAR). The researcher had conducted two cycles, where each cycle consisted of four meetings. This classroom action research was one at SMP Muhammadiyah Limbung. As subject in this research was the second class with students' number as about 30 students consist of 7 man and 23 women. The instruments were observation sheet and test sheet. The research findings indicated that the application of patterned partner reading strategy was effective and significant in improving the students' reading skill especially students' reading comprehension. It was proved that the mean score of D-Test was 60.8, Cycle I 75.5 and after conducted Cycle II improved to 93 And based of mean score of students' reading comprehension during two cycle researcher found percentage improvement that is from D-Test to Cycle I is 24.17% and from Cycle I to Cycle II is 23.17 and D-Test to Cycle II 52.96%. It means that there was the improvement of students' reading comprehension on learning process.

Keywords*: reading comprehension, narrative text, patterned partner reading*

Reading is a flexible for the students, because they can get information from the text they have read. Reading also is an active process identifying important ideas comparing. In addition, the main important thing that the readers should have the ability to comprehend what they have read. Carrillo in Dirham (2011: 2) states that reading is a combination of mechanics, understanding, retention, and use. In this broadest of three views, the reader should be able not only to perform the mechanics and comprehend the meaning of the words, but to critically evaluate the ideas expressed and apply them to his or her situation. Reading is something that must be done by all students who are studying language. Reading is considered as one of important skill, which has to be learn because it can influent the other language skills.

In reading text, students often find some difficult word that they do not know its meaning. In order to, before they translate the word, they must know or understand through comprehension so that they can describe their ideas or can give conclusion from English reading text through their comprehension.

The expand times and technology advance bring the positive impact in increasing educational in teaching and learning process, so that the teaching system always change into completing, particularly which related to their way of teaching.

It is concerned with language learning and teaching, McLaughlin and Allen (2002) also suggested that teachers can learn by using strategy, how the strategies work and become better able to teach them to their own students by applying the strategy to their own reading. Based on Jamie (2005) that one of strategy that can be use in teaching reading is a "Patterned Partner Reading strategy", the strategy introduces the students reflect on their readings interactively with another students and take control of their own learning.

A. Reading Comprehension

Smith and Robinson, in Dirham (2011:10) states that reading comprehension means that understanding, evaluating and utilizing the information and ideas gained through and interaction between and author and a reader in which the written language becomes through the medium of print. Furthermore, Anderson and Person, in Alexander, (1998:160) states that comprehension is a special thinking process. The readers comprehend by actively constructing meaning in internally from interacting with the material that is read.

This reading comprehension strategy is designed to aid students in being more readers that are active. This strategy is part of a longer strategy intended to help students' comprehension assignment accurately and on time.

By looking over these definitions above, they can be concluded that reading is an active process where the readers try to gain the information given by the author and understand what actually the purpose of the author is.

According to Rainking and Scenary in Dirham (2011:18) states that reading comprehension understanding is what has been read. It is an active thinking process that depends not only on comprehension skill but also that students experience and prior knowledge comprehension involve understanding vocabularies. Seeing the relationship among words and contact, making judgment and evaluating based on definitive above, we may concluded that reading

comprehension is such us a kind of language between and author and a reader in which the writer language become the medium that cause the dialogue.

B. The Patterned Partner Reading

Mclauglin and Allen (2002) Patterned Partner Reading promotes strategy reading and provides a structure for reading interactively with a partner. Students can use Patterned Partner Reading with narrative or expository text. A Patterned Partner Reading is a form of reading in which students make connections to their learning.

Susan Roberts, Reading Specialist Jefferson County Schools at National Reading Panel *Research* (December 2000). Patterned Partner Reading is paired students take turns reading aloud to each other. For partner reading, more fluent readers can be paired with less fluent readers. The stronger reader reads a paragraph or page first, providing a model of fluent reading. Then the less fluent reader reads the same text aloud. The stronger student gives help with word recognition and provides feedback and encouragement to the less fluent partner. The less fluent partner rereads the passage until he or she can read it independently. Partner reading need not be done with a more and less fluent reader. In another form of partner reading, children who read at the same level are paired to reread a story that they have received instruction on during a teacher-guided part of the lesson. Two readers of equal ability can practice rereading after hearing the teacher read the passage.

Kareen Haag (2012) Partner reading has many benefits. Partner reading gives everyone a chance to read at the same time. In the old scenario, each student read about 1-2 minutes in a 30-minute period. With partner reading, each student reads to a friend for 15 minutes. With partner reading, readers have more choices. The partners choose. Each student reads in front of one trusted friend whose responsibility is to listen and help. Not only do they read more, but because students are more comfortable when they practice, they learn how to read better and comprehend more and teachers are able to use the reading material of their choice; no special materials are required. During the activity teachers are able to move around the room, observe students, and assist as needed.

1. The Implementation of Patterned Partner Reading in the Classroom

In the meeting in the classroom, teacher aims to give understanding of the Patterned Partner Reading. The Procedure Patterned Partner Reading in teaching process is as the following:

a) Students select a text and a partner with whom they will read, or the teacher selects the text and assigns partners.

b) Partners determine the amount of text they will each read and which of the following patterns they will use to engage in the reading (or the teacher selects which pattern will be used during a particular lesson). Patterns include but are not limited to:

1) Read–Pause–Predict: Partners begin by making predictions based on the cover and title of the book. Next, they take turns reading a page silently or orally. After reading each page, they pause to confirm or revise their predictions and make new predictions about the next page. Teacher Explain that it is important to make predictions before reading because it helps to get the students thinking about what they already know (activate background knowledge) and it also helps them form ideas about the text (set expectations) that will make it easier to make meaning

2) Read–Pause–Discuss: Partners take turns reading a page silently or orally. After reading each page, they pause. Each asks the other a question about the section of the text just read, to which the other partner responds. Example:

What is the topic or Subject?

What is the Main Idea?

Who is the Character in the text?

3) Read–Pause–Make Connections: Partners take turns reading a page silently or orally. After reading each page, they pause to make and share Text–Self, Text–Text, or Text–World Connections. When using this pattern, students can use Connection Stems, such as "This text reminds me of...," "I remember an experience I had like that," "If I were that character, I would …"

4) Read–Pause–Sketch: Partners take turns reading a page silently or orally. After reading each page, they pause and each sketches an idea from that page of text. Then the partners share and discuss their drawings. Example: I pictured what … might look like, I created a mental image of …, I used the images to help me …

5) Read–Pause–Bookmark: Partners take turns reading a page silently or orally, pausing periodically to complete bookmarks noting the most interesting information: something that confused them, a vocabulary word they think the whole class should talk about, or an illustration, graphic, or map that helped them to understand what they read. The teacher asks students to note the interesting words or confusing words.

6) Read–Pause–Retell or Read–Pause–Summarize: Partners take turns reading a page silently or orally. After reading each page, they pause and the listening partner retells what happened on that page (narrative text) or summarizes (informational text). This process continues throughout the reading.

c) Students discuss in a whole- or small-group setting the text they have read. (Mclaughlin & Allen, 2002)

RESEARCH METHODOLOGY

A. Research Design

This research used a Classroom Action Research (CAR) that consists of planning, action, observation and reflecting. It conducted in two cycles each cycle comprises four meetings. Cycle one observed the students' competence in reading by using Patterned Partner Reading strategy. After find the result of cycle one, the researcher continued to the second cycle to improve the prior cycle.

B. Research Setting

This research was carried out at the second grade of SMP Muhammadiyah Limbung. The researcher chose this location because the researcher sees it is necessary to improve the way in teaching especially to enhance the students' reading comprehension.

C. Research Subject

Research subject in this classroom action research was the eight one of SMP Muhammadiyah Limbung in 2014/2015 academic year.

D. Research Instrument

In this section, the research used two instruments for collecting data:

1. Observation Sheet

It aims to collect data about the students' participation in teaching learning process through Patterned Partner Reading strategy.

2. Test

The test used to get about the students' reading comprehension through Patterned Partner Reading strategy. It is done to know the improvement of reading comprehension of students. The test is given at the end of cycle one. Then, at the end of cycle two a test is given again as the last evaluation test. From that last test, researcher will know the improvement of students' reading comprehension.

E. Technique of Data Analysis.

The data from cycle I and cycle II analyzed the following steps:

1. To Score the students' answer of test, the researcher will used formula.

No.	Score	Criteria
1	4	The idea and the structure are correct
to	3	The idea is correct and some errors of structure
10	2	Some errors of idea and structure
	1	The idea and structure are incorrect

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

(Mason & Bramble)

2. Calculating the mean score of the students' reading test by using the following formula

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

Where:

X = the mean score

$\sum$ = the total raw score

N = the number of students   (Gay)

3. The researcher analyzed the research by applying percentage technique through the following formula:

$$P = \frac{FQ \times 100}{N}$$

Where:

P = percentage of questionnaire

FQ = the frequency of item

N = total student

(Gay)

4. To know the percentage of the students' development in reading comprehension:

$$P = \frac{X2 - X1}{X1} \times 100$$

Where:

P = percentage of the students improvement score

X1 = mean score of cycle 1

X2 = mean score of cycle 2

(Gay)

5. After collecting the data of the students, the researcher classified the score of the students. To classify the students' score, there were five classifications which were used as follows:

No.	Classification	Range
1	Excellent	85 – 100
2	Good	65 – 84
3	Average	55 – 64
4	Poor	35 – 54
5	Very Poor	0 – 34

FINDINGS AND DISCUSSIONS

A. Findings

1. Students' Reading Comprehension

a. Result Improvement of Students' Reading Comprehension

The researcher took his research with the title "Improving the students' Reading Comprehension through Patterned Partner Reading Strategy (A Classroom Action Research at the second grade students' of SMP Muhammadiyah Limbung, Gowa)". Researcher also took his research as long as 6 meetings and 2 meetings evaluated in 2 Cycles and researcher was findings the

result improvement of the students' Reading Comprehension is reflected into data analysis. It can be seen on the table:
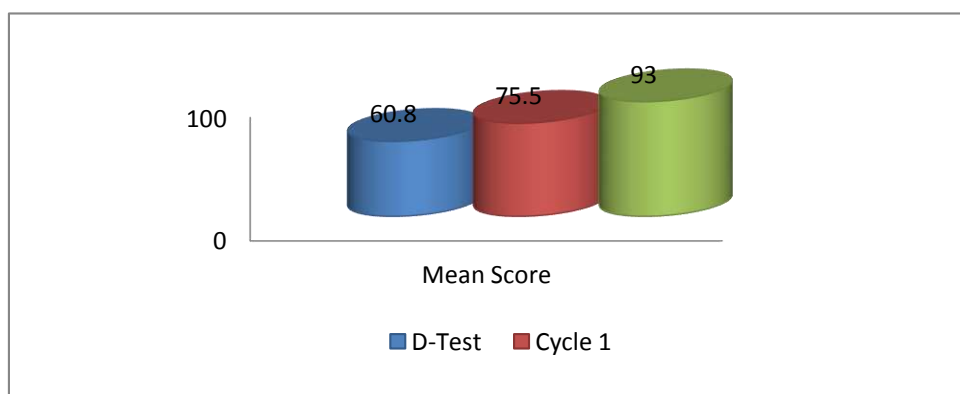
Table 1: Result of Improvement of Students' Reading Comprehension

Indicators	The Improvement of Students' Reading Comprehension			Percentage Improvement		
	D-Test	Cycle I	Cycle II	D-Test to CI	C1-C2	D-Test to CII
Mean Score	60.8	75.5	93	24.17%	23.17%	52.96%

Research findings above indicate there is improvement of students' reading comprehension through patterned partner reading strategy where mean score of students in D-Test is 60.8, Cycle I that is 75. 5, and after conducted Cycle II mean score improvement become 93. There is also significant improvement of the students' reading comprehension from cycle I to cycle II where the students' reading comprehension is from D-Test to Cycle I percentage improvement 24. 17% while from D-Test to Cycle II is 52.96%.

The improvement of the students' mean score in D-Test, Cycle 1, and Cycle 2 also can be seen on the following diagram:

Diagram 1: The Improvement of Students' Mean Score

Result improvement of students' mean score on reading comprehension above showing mean score in D-Test is 60.8, Cycle I 75.5, Cycle II improvement mean score of students higher than D-Test and Cycle I that is 93. Based of this result hence researcher assessed that students was complete on reading comprehension and it was indicated the application of Patterned Partner Reading strategy is significant in improving the students' reading comprehension at the second grade in class Eight One of SMP Muhammadiyah Limbung.

b. Scoring Classification

It has been mentioned in the previous chapter that after tabulating and analyzing the students' scores into percentage, then they were classified into five levels based on Depdikbud classification as can be seen in the following tables:

Table 2: Frequency and Rate Percentage of the Students' Reading Comprehension

No	Classification	Range	Non Patterned Partner Reading		The Application of Patterned Partner Reading			
			D-Test		Cycle I		Cycle II	
			Freq	%	Freq	%	Freq	%
1	Excellent	85 – 100	0	0	2	6.7	29	96.67
2	Good	65 – 84	9	30	28	93.3	1	3.33
3	Average	55 – 64	16	53.33	0	0	0	0
4	Poor	35 – 54	5	16.7	0	0	0	0
5	Very Poor	0 – 34	0	0	0	0	0	0
	Total		30	100	30	100	30	100

Table above explaining about Frequency and Rate Percentage of the Students' Reading Comprehension and result of table above showing in D-Test there is no students get score in excellent classification, 9 students (30%) get score in good classification, 16 students (53.33%) get score in Average classification, 5 students (16.7%) get score in poor classification, and there is no students get result in very poor classification. In Cycle I score of students was improving. There were 2 students (6,7%) classified as excellent, 28 students (93.3%) classified as good, there is no students classified as average, no students classified as poor and no students classified as very poor.

Meanwhile, in the Cycle II the score of students more improved again than Cycle I. In this Cycle there were 29 students (96, 67%) got result in excellent classification, 1 students (3,33%) got result in good classification, no students classified as average, no students classified as poor, and no students classified as very poor. Table frequency and rate percentage of the students' reading comprehension above supported that there was improvement of the students' reading comprehension through Patterned Partner Reading at the second grade in class eight one of SMP Muhammadiyah Limbung from the D-Test to Cycle 1 and Cycle 1 to Cycle 2. The distribution of the frequency in table 2 above can be seen in the following diagram:

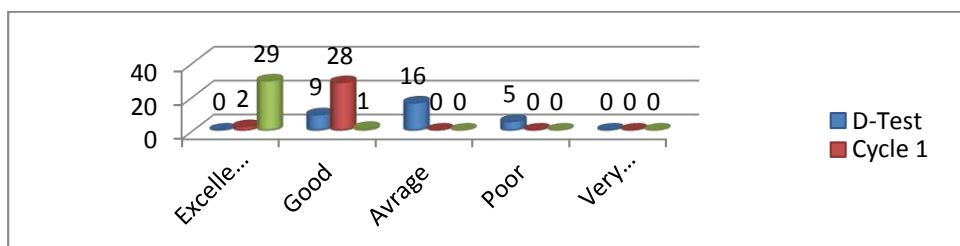Diagram 2: The frequency of the students' reading comprehension in D-Test, Cycle 1, and Cycle 2

Diagram above showing that student's excellent classified that is in D-Test is no students, Cycle I 2 students, and Cycle II more improvement that is 29 Students. Students' Good classified in D-Test only 9 students, Cycle I 28 students, and Cycle II become 1 students. Students' average classified that is in D-Test 16 students, no students in Cycle 1 and Cycle II. Students' poor classified in D-Test is 5 students, no students in Cycle I and II. While Students' very poor classified in D-Test, Cycle I, Cycle II no students classified as very poor.

2. **Students' Activity in Learning Process**
   a. **Result Improvement of Students' Activity through Patterned Partner Reading Strategy**

   The improvement of the students' activity through Patterned Partner Reading strategy at the second grade in class eight one of SMP Muhammadiyah Limbung Kab.Gowa as result of the students' assessment, described as follow;

Table 3: Result of Students' Activity through Patterned Partner Reading Strategy

No	Cycle	Improvement of Students' Activity				Percentage Improvement of Students' Activity
		I	**II**	**III**	**IV**	
1.	I	62.5%	66.66%	71.66%	77.5%	69.08%
2.	II	78.33%	80.83%	85%	87.5%	82.915%

Research findings above showing result improvement and percentage improvement of students' activity in learning process and result above showing that students have been complete. This matter proved with percentage improvement of students in Cycle I 69.08% and after conducted Cycle II Percentage Improvement become 82.915%. To clearly attention diagram 4 for result improvement of students' activity and diagram 5 for Percentage improvement of students' activity during two cycles, as follows;

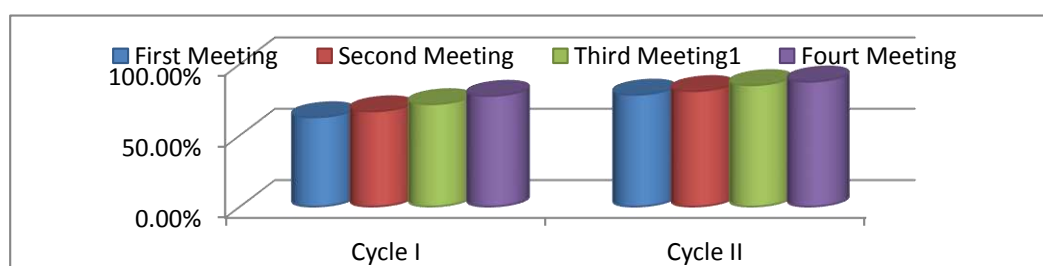Diagram 3: Result Improvement of Students' Activity in Learning Process

Diagram of result improvement of students' activity in learning process above showing result improvement in Cycle I that is the first meeting 62.5% students assessed active in class, second meeting 66.66%, and third meeting 71.66% and fourth meeting students improve become 77.5%.

Then at the Cycle II activeness of students is more improvement than cycle I. Here result improvement of students' activity in the first meeting 78.33% students active, second meeting 80.83%, third meeting 85% and fourth meeting students improve become 87.5%. This result indicated that students like with applied Patterned Partner Reading Strategy in learning process and this strategy was success. Based on this result researcher found percentage improvement of students' activity in learning process to clearly seen diagram above;

Diagram 4: Percentage Improvement Students' Activity through Patterned Partner Reading Strategy
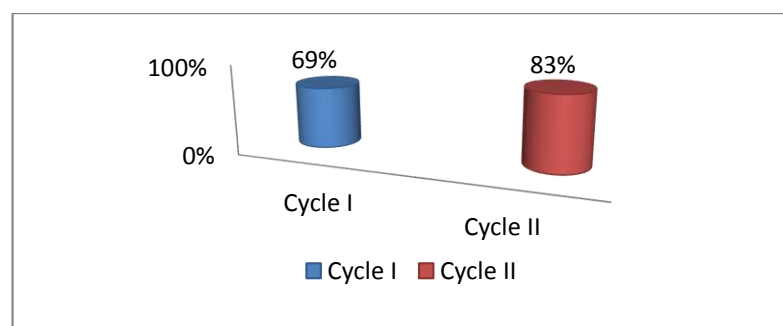
Research findings of students' activity through Patterned Partner Reading Strategy showing improvement activeness of students in learning process that is the Cycle I 69% students' found active and the Cycle II improve becoming 83% students assessed active in learning process. These results indicate that applied Patterned Partner Reading Strategy in improving students' activity has success.

B. Discussion

Collected data conducted during two Cycles with indicators of research is to find out students reading comprehension and find out students' activity in learning process through Patterned Partner Reading Strategy. Each cycle consists of four sessions in which three meetings for discussion and the provision of one session to the evaluation process or the test cycle.

In this part, discussion deals with the interpretation of the findings derived from the result of statistical analysis and the researcher's notes during the classroom interaction. The description of the data collected through reading comprehension test as explained in the previous section shows that the students' reading comprehension was improved. It was proved by the frequency and the rate percentage of the students' score in D-Test, cycle 1, and cycle 2.

1. Diagnostic Test (D-Test)

Before conducting a classroom action research in class 8.1 researcher collected data with conducted diagnostic test to measure the students' prior knowledge in English Learning. After gave D-Test, the researcher found that the students' reading comprehension at the second grade 8.1 of SMP Muhammadiyah Limbung was low, this matter proved that D-Test there were no students got score in excellent classification, 9 students (30%) got score in good classification, 16 students (53,33%) got score in Average classification, 5 students (16.7%) got score in poor classification, and no students got result in very poor classification and mean score of students' reading comprehension only 60,8.

2. Students' Reading Comprehension

Based of result D-Test above made the researcher conducted classroom action research with used Patterned Partner Reading Strategy for improving students' reading comprehension. Research here consists of 2 cycles and every cycle consists of 3 meeting and 1 meeting is evaluation process. Each Cycle in research consisted of 4 phases namely: planning, action, observation, and reflecting.

The indicators of improving students' reading comprehension that is how is the students' indentifying type of reading task and how is the students' found information and comprehension about reading test.

After researcher conducted research with used Patterned Partner Reading Strategy in Cycle I got result mean score of students that is 75.5 and Cycle II mean score of students' reading comprehension improvement become 93 while percentage improvement from D-Test to Cycle I is 24.17% and from Cycle I to Cycle II is 23.17% and D-Test to Cycle II is 52.96%. Based of research findings mean score and percentage improvement of student, researcher concluded that used Patterned Partner Reading Strategy in improving students' reading comprehension was success and complete.

3. Students' Activity in Learning Process

Observation of students' activity conducted during learning process, all of data collected written on observation sheet. Later, assessment component of students' activity in learning process;

1. Attention or focus to lesson/ attention when the teacher or researcher explains the lesson.
2. Ask to the teacher during learning process.
3. Answer the questions from teacher during learning process.
4. Cooperate better with friends.
5. Look for and find information on the task.
6. Make conclusion by self about task.

Result improvement of students' activity in cycle I is the first meeting 62.5% students assessed active in class, second meeting 66.66%, and third meeting improve be 71.66% and fourth meeting 77.5%. And after researcher made percentage improvement that got result that is 66.94%. Therefore, researcher needed to do stabilization in the second Cycle and before next to the second Cycle researcher have to conducted reflection.

In phase of reflection researcher found that a lot of students less be active in some cases such as, less given attention during the teacher explained material, didn't confidence and shy to enquire to teacher and less active and cooperate on discussion process so that result of team-work be lowest and. This matter was having an effect to improvement of students' reading comprehension; as a result students' reading comprehension still low and far from expected result. Therefore

researcher done reflection before continues to the second Cycle. Following the result of reflection by researcher:

1. Remain to used the way of Cycle one

2. Given motivation to students so that they will more active in discussing process.

3. Building self confidence of student with given approach and guided individually to lessen shies of students so that students don't scare for ask to teacher about their difficulty.

4. Explained about purpose of lesson.

5. Increases cooperate with friend so students could share knowledge with their friend.

After researcher found problem solved in reflection, researcher next to cycle II and result of Cycle II that is activeness of students is more improvement than cycle I. Here result improvement of students' activity that is at the first meeting found 78.33% students active, second meeting 80.83%, and the third meeting 85% and the fourth meeting students improvement become 87.5% This result indicated that students like with applied Patterned Partner Reading Strategy in learning process and this strategy was success.

CONCLUSION AND SUGGESTION

A. Conclusion

Based on discussion that proposed in previous other chapters, inferential the followings:

1. Using Patterned Partner Reading Strategy in Improving Students' Reading Skill especially Reading Comprehension is very effectively, This provided by the mean score of the students where the result of the cycle I is 75.5 (good) in the cycle II is 93 (Excellent).

2. Using Patterned Partner Reading Strategy was making students studied with enjoy and without burden so they can use their skill with maximum.

3. Learning by teaming could help the students sharing knowledge.

4. Using interest reading made students not boring in class.

5. Given motivation made students more active in learning process.

B. Suggestion

To improving the students' reading comprehension, the writer puts forward some suggestions:

1. For headmaster to give all the teachers many chance to create effective study approach and to implicate based on students needed.

2. In improving students' achievement teacher have to made students active, self, independent, creative, and more enjoy in learning process.

3. English teacher should provide students with more reading exercises especially reading comprehension in the classroom, so the students get enough time for practicing.

4. For the teachers try to call up all the ability to increase study process quality as their burden by doing or using Classroom Action Research in many class.

5. For next researcher to use other method in doing researching.

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