



**The Effect of Using Partner Reading Strategy Towards Reading Fluency  
At the 7<sup>th</sup> Grade Students' of SMP N 2 Batang Angkola**

*Submitted to Faculty of Tarbiyah and Teaching Training of State Islamic University of North Sumatera  
Medan as a Partial Fulfilment of the Requirement of the S-1 Program*

**A SKRIPSI**

**By:**

**DESISKA VIANTY HARAHAHAP**

**NIM: 0304161057**

**EDUCATIONAL ENGLISH DEPARTMENT  
FACULTY OF TARBIYAH AND TEACHING TRAINING  
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA  
MEDAN**

**2021**



**The Effect of Using Partner Reading Strategy Towards Reading Fluency  
At the 7<sup>th</sup> Grade Students' of SMP N 2 Batang Angkola**

*Submitted to Faculty of Tarbiyah and Teaching Training of State Islamic University of North  
Sumatera Medan as a Partial Fulfilment of the Requirement of the S-1 Program*

**A SKRIPSI**

**By:**

**DESISKA VIANTY HARAHAAP**

**NIM: 0304161057**

**ADVISOR I**

**Dr.H. Amiruddin MS, MA.,MBA.,Ph.D**

**M.Hum NIP. 19550828 198603 1 008**

**ADVISOR II**

**Dr. Hj. Farida Repelita Waty Kembaren,**

**NIP. 19690217 200701 2 024**

**EDUCATIONAL ENGLISH DEPARTMENT  
FACULTY OF TARBIYAH AND TEACHING TRAINING  
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA**

**MEDAN**

**2020**



**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI SUMATERA UTARA**  
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jl. Willem Iskandar Pasar V Telp. (061) 6615683-6622925 Fax. 6615683 Medan Estate 20731

**SURAT PENGESAHAN**

Skripsi ini yang berjudul **"The Effect of Using Partner Reading Strategy Towards Reading Fluency At the 7<sup>th</sup> Grade Students' of SMP N 2 Batang Angkola"** yang disusun oleh **Desiska Vianty Harahap** dan telah di munaqasyahkan dalam sidang Munaqasyah Sarjana Strata Satu (S.1) Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Medan pada tanggal:

**05 Februari 2021 M**

**23 Jumadil Akhir 1442 H**

Dan telah diterima sebagai persyaratan untuk memperoleh gelar sarjana Pendidikan Islam (S. Pd) dalam Ilmu Tarbiyah pada jurusan Pendidikan Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Medan.

Medan, 05 Februari 2021

Panitia Sidang Munaqasyah Skripsi  
Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Medan

Ketua

**Yani Lubis, S.Ag., M.Hum**  
**NIP. 197006062000031006**

Sekretaris

**Dr. Abdillah, M.Pd**  
**NIB. 196808051997031002**

Anggota Penguji

**1. Dr. H. Amiruddin MS, MA., MBA., Ph.D**  
**NIP. 19550828 198603 1 008**

**2. Dr. Hj. Farida Repelita Waty Kembaren, M.Hum**  
**NIP. 19690217 200701 2 024**

**3. Ernita Daulay, S. Pd, M. Hum**  
**NIP. 19801201 200912 2 003**

**4. Dr. Sholihatul Hamidah Daulay, M.Hum**  
**NIP. 19750622 200312 2 002**

Mengetahui

Dekan Fakultas Ilmu Tarbiyah dan Keguruan

**Dr. Martianto, M.Pd**  
**NIP. 19671212 199403 1 004**

Nomor : Istimewa

Medan, Januari 2021

Lampiran : -

Kepada Yth :

Perihal : Skripsi

Bapak Dekan Fakultas Ilmu

**a.n Desiska Vianty Harahp**

Tarbiyah dan Keguruan UIN

Sumatera Utara

Di-

Medan

Assalamu'alaikum Wr. Wb

Setelah membaca, meneliti, mengoreksi dan memberi saran-saran perbaikan seperlunya terhadap skripsi saudara :

Nama : Desiska Vianty Harahap

NIM : 0304161057

Jurusan : Pendidikan Bahasa Inggris

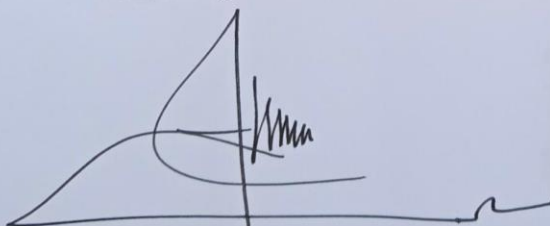
Judul : The Effect of Using Partner Reading Strategy Toward Reading Fluency At The 7<sup>th</sup> Grade Students' of SMP N 2 Batang Angkola

Dengan ini kami menilai skripsi tersebut dapat disetujui untuk diajukan dalam sidang munaqasyah skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara .

Medan, Januari 2021

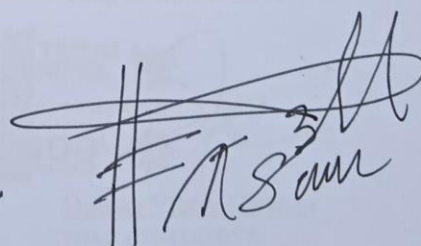
Pembimbing I

Pembimbing II



Dr.H. Amiruddin MS, MA.,MBA.,Ph.D

M.Hum NIP. 19550828 198603 1 008



Dr. Hj. Farida Repelita Waty Kembaren,

NIP. 19690217 200701 2 024

## **PERNYATAAN KEASLIAN SKRIPSI**

Yang bertandatangan di bawah ini :

Nama : Desiska Vianty Harahap

NIM : 0304161057

Jurusan : Pendidikan Bahasa Inggris

Judul : The Effect of Using Partner Reading Strategy Toward Reading Fluency At The 7<sup>th</sup> Grade Students' of SMP N 2 Batang Angkola

Menyatakan dengan sebenar-benarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri , kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah dijelaskan sumbernya. Apabila di kemudian hari terbukti skripsi ini hasil jiplakan , maka gelar dan ijazah yang diberikan batal saya terima .

Medan, Februari 2021

Yang Membuat Pernyataan

Desiska Vianty Harahap

NIM. 0304161057

## **ABSTRACT**

**Desiska Vianty Harahap, Registration Number, 0304161057. The Effect Of Using Partner Reading Strategy Toward Reading Fluency At The 7<sup>th</sup> Grade Students' Of SMP N 2 Batang Angkola, English Education Department, Faculty Of Tarbiyah And Teachers Training, State Islamic University Of North Sumatera 2020-2021.**

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. 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 measuring 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 increassing after using partner reading strategy.

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

## ACKNOWLEDGEMENT



*In the name of Allah the Most Gracious and the Most Merciful*

Alhamdulillah, all praise be to Allah, God the Almighty; the Most Exalted; the Compassionate and the Merciful; the King who owns the power all the creatures; He who always blesses and gives author health, strength and passionn to accomplish this proposal. Greaating and praying are also presented to Prophet Muhammad *shallallahualaihi wa sallam* who has struggled whole-heartedly to deliver the truth to human being and guide his *ummah* to the right path.

This thesis with title “The Effect of Using Partner Reading Strategy Toward Reading Fluency At the Seven Grade of SMP N 2 Batang Angkola is a simple and small creation was created by researcher to fulfill the assignment and to complete the requirement for S-1 Program at English Education Department of Tarbiyah and Teacher Training Faculty, State Islamic University of North Sumatera.

It is pleasure to acknowledge the help and contribution to all of lecturers, family, friends, and institution who have contributed in the different ways hence this thesis is processed until it becomes a complete writing which will be presented to the Faculty of Tarbiyah and Teachers’ Training in partial fulfillment of the requirement for the degree S.Pd in English Language Education.

Therefore, the researcher would like to express her sincere gratitude to all of them, especially to :

1. **Prof. Dr. Syahrin Harahap, M.A** , the Head of State Islamic University of North Sumatera.

2. **Dr. Amiruddin Siahaan, M.Pd** the Dean of Faculty of Tarbiyah and Teachers Training State Islamic University of North Sumatera.
3. **Yani Lubis, S.Ag. M.Hum** as the head of English Education Department.
4. **Reflina, M.Pd** as the secretary of English Education Department.
5. **Dr .H. Amiruddin MS, MA.,MBA.,Ph.D** as the first advisor who had given much of her time, suggestion, knowledge, and your patience guidance in preparing and finishing this thesis. There is no single word that I can say except, “Thank you very much for guiding and consulting me”.
6. **Dr. Hj. Farida Repelita Waty Kembaren, M.Hum.** as the second advisor who patiently guided and helped me to finish this thesis . There is no single word that I can say except, “Thank you very much for guiding and consulting me”.
7. All lecturers of English Education Department for the sciences, and thought which had been given to me during study at English Educational Department.
8. **Mhd. Yusuf Siregar, S. Pd.**as the Headmaster of SMP N 2 Batang Angkola, thank you for allowing me to carry out the research on the ninth grade class, and also for all the teachers of SMP N 2 Batang Angkola who have receiving me very welcome..
9. For my beloved parents, Mr. **Safaruddin Harahap** and Mrs. **Nelli Yusnaira Pulungan** as my first supporting system who have mentioned my name in their prayers, given their pure love, moral and financial support, and always being there in every situation and who have become my spirit in completing my study.
10. To all my brothers, **Arief Wahyudi Harahap, Aditya Parlaungan Harahap, And Faaiz Ijlaal Kamil Harahap**, who have supporting me to complete my study
11. Thank you to all my friends especially **Govi’s Group** for being me and giving a supporting system and always helping me and give endless support, all happiness and success for you.



12. For all my classmate in PBI-6/2016, thanks for your kindness, greatest love and funny moment, all of you are amazing.
13. Last, thank you for all people who have supported me to complete my study, love you all.

Ultimately, all human's creations, including this thesis of mine, are never flawless. All of perfection and grandeur belong solely to Allah. I am humbly down on my knees apologizing for all mistakes researcher made. Either intentionally or aimlessly. Also, literally am I grateful for those who criticize this thesis or offer any wise suggestion.

Medan , 14 January 2021

Desiska Vianty Harahap  
NIM.0304161057

## **TABLE OF CONTENT**

<b>ACKNOWLEDGEMENT.....</b>	<b>i</b>
<b>TABLE OF CONTENT.....</b>	<b>ii</b>
<b>CHAPTER I : INTRODUCTION</b>	
A. The Background of Study .....	1
B. Identification of Study .....	4
C. The Formulation of the Study .....	10
D. The Objective and the Significance of the Research .....	15
<b>CHAPTER II : REVIEW OF RELATED LITERATURE</b>	
A. The Theoretical Framework .....	17
1. The concepts of the partner reading strategy .....	17
2. The procedures of partner reading strategy.....	24
3. The Concept of Reading Fluency.....	28
B. The Conceptual Framework.....	32
C. The Related Research.....	35
D. The Assumption and Hypothesis .....	38
<b>CHAPTER III : RESEARCH METHODOLOGY</b>	
A. The Location of Research .....	42
B. The Subject and Object of The Research.....	42
C. The Population and Sample .....	44
D. The Research Methodology .....	45
E. The Technique of Collecting Data .....	47
F. The Technique of Data Analysis.....	48
<b>CHAPTER IV : FINDINGS AND DISCUSSIONS</b>	
A. Findings.....	49
1. Data description.....	50

2. The data findings .....	53
B. The Data Analysis .....	57
1. The students reading fluency by using partner reading strategy .....	58
2. The students' reading fluency without using partner reading strategy .....	60
3. significance effect by using partner reading toward student's reading fluency .....	63

## **CHAPTER V : CLOSING**

A. Conclusion .....	65
B. Recommendation .....	65

## **BIBLIOGRPHY ..... 67**

## **APPENDICES**

## LIST OF TABLES

Table 3.1. Research Population.....	42
Table 3.2. Sample of study.....	43
Table 3.3. Design Group Pre-test Treatment Post-test.....	44
Table 4.1. the score of pre-test and the mean score Experimental Class .....	50
Table 4.2. the score of pre-test and the mean score Control Class .....	51
Table 4.3 . The Student's Post-Test Scores 7 <sup>th</sup> A (Experimental Class).....	52
Table 4.4. The Students Post-test Score 7 <sup>th</sup> C (Control Class).....	53
Table 4.5. The distribution frequency of pre-test scores 7 <sup>th</sup> A (experimental class).....	54
Table 4.6. The distribution frequency of post-test scores 7 <sup>th</sup> A (Experimental class) ....	54
Table 4.7 . Mean and Standard Deviation of Experimental Class (7 <sup>th</sup> A).....	55
Table 4.8 . The Distribution Of Frequency Control Class Score Pre-Test .....	57
Table 4.9. The Distribution Frequency of Students Score Post Test in 7Control Class .....	58
Table 4.10. Mean and standard deviation of 7 <sup>th</sup> C (Control Class).....	59
Table 4.11. The mean and standard deviation of Post test.....	61

## **LIST OF APPENDICES**

APPENDIX I	: Text narrative for pre test
APPENDIX II	: Text narrative for post test
APPENDIX III	: Pre test Score in Experimental Class
APPENDIX IV	: Pre test Score in Control Class
APPENDIX V	: Post test Score in Experimental Class
APPENDIX VI	: Post test Score in Experimental Class
APPENDIX VII	: Picture

# CHAPTER I

## INTRODUCTION

### A. Background of the Research

An significant subject has become English, as a foreign language. The minimum education level in English was provided from elementary school before university was the highest level. In exchange for making English fluent for pupils, each The teacher and school tried to grow the skill of their students speak Good english. In English, there are four skills: hearing, communicating, writing and reading . The ability to read is the area of education has become very necessary, where students can develop their knowledge and gain information through reading. One of the four very significant abilities is reading. Reading can enable students to make language interpretation simple. Reading allows students the opportunity to find any text message. Reading encourages pupils to learn to think. Then, reading knowledge is enhanced and well-informed by reading, and it is a good way to find out new ideas, information and experiences. Our awareness is typically broadened and guided by reading experience, and the activity of reading can be found on the internet, in books, etc.<sup>1</sup>

The goal of teaching reading is to encourage students to read the text effectively, efficiently and allow them to interpret what they are reading, as well as to obtain current knowledge of information or variety, or to criticize the idea or style of writing of a writer. Reading is the act of getting sense from text, according to Pauline<sup>2</sup>. It is not an operation that is passive, sensitive, This implies

---

<sup>1</sup> Salmiah, Maryati. Reading As An Important Skills For Students, Vol. XII, No. 12 2017. Program Studi Pendidikan Bahasa Inggris Uinsu Medan.

<sup>2</sup> Gibbons. Pauline. Learning to learn in a second language. Australia; primary english teaching associates NSW. 199 3. P. 70.

that there is a transaction mechanism between the text and the reader as we read the text. In addition, reading is an important skill to be completed with understanding, reading can be completed with another essential skill such as fluency, while research strongly suggests that fluency is one of the primary foundations for successful reading. Fluency includes fast and automatic recognition of words, the ability to recognize simple grammatical data, and the rapid combination to construct larger units of meaning.<sup>3</sup>

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>4</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).

Students should read brief practical text aloud in narrative on the basis of this curriculum and recount with environmental-related utterance, tension and strong intonation. Students should be able to master English in the course of teaching and studying English, which consists of four abilities, namely listening,

---

<sup>3</sup> Meuricia M.C. *Teaching English as a Second or Foreign Language Third Edition*, USA: Heinle and Heinle, A Division Of Thinson Learning, Inc. 2001. P. 196.

<sup>4</sup> Susan Lenski and Jill Lewis. *Reading Success for struggling Adolence Learner*. New York : A Dilivison of Guilford Publication, inc 2008 p. 156.

speaking, writing and reading. 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 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>5</sup>

Partner reading is another enjoyable and productive pedagogical technique for encouraging the production of reading fluency, according to Melanie.<sup>6</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

---

<sup>5</sup> Departemen pendidikan nasional, silabus mata pelajaran bahasa inggris, 2013, P. 23-24.

<sup>6</sup> Melanie R. Kuhn, Paula J. Schwanenflugel. Fluency in the classroom. New York. The Guilford press. 2008. P. 42.



independently (Rasinski, 2003). Taken together, these variables facilitate rapid progress in the growth of fluency in reading.<sup>7</sup>

The passing score in the English subject is that teachers often have effective strategies to teach reading in the classroom. Absolutely, some of the learners can't read textbook correctly, having the passing score is no issue for them. In reality, according to the researcher 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

---

<sup>7</sup> Ibid. P. 45

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.

Based on description above, the writer is interested to conduct a research under title “**The Effect Of Using Partner Reading Strategy Toward Reading Fluency At The 7<sup>th</sup> Grade Students’ Of SMP N 2 Batang Angkola**”.

## **B. Identification of the Study**

In the writers experiance, the research based on the writers prelimenery study finds that so many students have a problem reading abiut in the 7th grade, they believe that English is the difficult subject, particularly reading, reading is the boring class. Thus, the student does not enjoy the class when the class reading begins, particularly when the text must be read by the students. And the next problem is that when the text is read, the student is not optimistic, so many reasons to help these issues, the first is that the student does not read text aloud because they feel humiliated. Second, when they read text and their friend laughs, the students are not happy. But, in fact, the student can read text smoothly, easily, according to the curriculum.

Based on the explanation above, the reasearchers try to find the solution to make the student read text correctly and can enjoy reading class. So, the researcher decide to choose partner reading strategy as the solution from the problems. So, throught this strategy, the researcher will see whether the partner reading strategy has an effect on students’ reading fluency.

## **C. The Formulation of Research**

Based on that context, we can clearly see many of the learners at junior high school still experience reading fluency issues. The issues are marked as follows.

1. is there any significant impact on the students' reading fluency at the 7<sup>th</sup> SMP N 2 Batang Angkola?

#### **D. Objective of the Research**

Objectives from this research is :

1. Find out the significant impact of using partner reading strategy on students' reading fluency at the 7<sup>th</sup> SMP N 2 Batang Angkola.

#### **E. The Significance of the Research**

The research is expected to have both academic and practical contribution :

- a. Theoretically, for the researcher hope can be using to increase the learning method and improve the english learning especially reading class.
- b. For the headmaster, the researcher hope that this research can be used by the headmaster to improve the learning process especially for the english learning and also could be used as the references for the school.
- c. For the english teacher, as a contribution for them in improving and enriching their teaching strategies and as a means of improving the students' "reading fluency".

- d. For the student, hopefully can develop their reading ability especially reading fluency.
- e. For the readers who are interesting to this research in concluding further study related to the improvement in reading fluency.

## CHAPTER II REVIEW OF RELATED LITERATURE

This chapter elaborate the literature review of the study, the teorical framework, conceptual framework, related study and hypothesis.

### A. Theorical Framework

#### 1. 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 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 tes, although their understanding and reading accuracy were not affected in a positive way (vaughn in Melanie and paula, 2008)<sup>8</sup>.

Verse in Al-quran that ask the human to read : (q.s.Al- Alaq:1-5)

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) أَقْرَأْ وَرَبُّكَ  
الْأَكْرَمُ (٣) الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

---

<sup>8</sup> Melanie. R. Kuhn. Paula J. Schwanenflugel fluency in the classrom. New york . the guilford press. 2008. P. 45. .

*Meaning :*

*"Read! Read! In the name of your Lord, who made them (all that exists). Creating a man from a clot (apiece of thick coagulated blood). Hey! Learn! And the most generous one is your Lord. Who taught (writing) through the pen (pPophet Idress was the first person to write) (Enoch). He taught a man what he did not know."*

And then in Q.s Al-Imran:28

لَا يَتَّخِذِ الْمُؤْمِنُونَ الْكَافِرِينَ أَوْلِيَاءَ مِنْ دُونِ الْمُؤْمِنِينَ ۚ وَمَنْ يَفْعَلْ ذَلِكَ  
فَلَيْسَ مِنَ اللَّهِ فِي شَيْءٍ إِلَّا أَنْ تَتَّقُوا مِنْهُمْ تُقَاةً ۚ وَيُحَذِّرُكُمُ اللَّهُ نَفْسَهُ ۚ  
وَإِلَى اللَّهِ الْمَصِيرُ

*Meaning :*

*"Among those who distort the Book with their tongue, there is certainly a party that you may consider it to be (a part) of the Book, and they say, 'It is from Allah, while it is not from Allah,' and they say a lie against Allah while they know it."*

The verses in the qur'an always prioritize reading in everything they want to learn. The word reading here shows that the knowledge that will be obtained from reading will be easily conveyed.

وَإِذَا تُلِيَتْ عَلَيْهِمْ آيَاتُنَا قَالُوا قَدْ سَمِعْنَا لَوْ نَشَاءُ لَقُلْنَا مِثْلَ هَذَا إِنْ هَذَا  
إِلَّا أَسَاطِيرُ الْأَوَّلِينَ

**Meaning :**

*“And when Our communications are recited to them, they say: We have heard indeed; if we pleased we could say the like of it; this is nothing but the stories of the ancients.”*

Reading is an experience for us with so many good vibes, reading so many books lets us have so much information for a better future, and reading is the gateway to all knowledge and fundamental achievement. As it was in Al-Isra: 14

إِقْرَأْ كِتَابَكَ كَفَىٰ بِنَفْسِكَ الْيَوْمَ عَلَيْكَ حَسِيبًا

**Meaning :**

*“Read your book, enough yourself today as a count of yourself.”*

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَقَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ ۚ وَإِذَا قِيلَ انشُرُوا فَانْشُرُوا فَيَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۚ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

**Meaning :**

*Who believers, when it is said to you: "Have room in majlis", then make it clear that Allah will give you space. And when it is said: "Stand up ye", then stand up, surely Allah will raise up those who believe among you and those who are given some degree of knowledge. And Allah knows best what you are doing.*

Prophet Muhammad saw also said :

اقْرَءُوا الْقُرْآنَ فَإِنَّهُ يَأْتِي يَوْمَ الْقِيَامَةِ شَفِيعًا لِأَصْحَابِهِ

" Read by you Al-Qur`an. Because he (Al-Qur`an) will come on the Day of Resurrection as a shafa'at for people who read it diligently. " [HR. Muslim 804]

And in the other, prophet Muhammad also said :

From Abu Umamah RA, he said, I heard Rasulullah SAW say:

يُؤْتَى بِالْقُرْآنِ يَوْمَ الْقِيَامَةِ وَأَهْلِهِ الَّذِينَ كَانُوا يَعْمَلُونَ بِهِ تَقْدُمُهُ سُورَةُ  
الْبَقَرَةِ وَآلُ عِمْرَانَ تُحَاجَّانِ عَنْ صَاحِبِهِمَا

"The Al-Qur`an will be brought in on the Day of Resurrection and people who are diligent in reading it and are always diligent in doing good deeds with it, in front of which is the letter of Al-Baqarah and the letter of Ali 'Imran, both of which will defend those who are diligent in reading it." [HR. Muslim 805]

The virtue of reading was also mentioned by the prophet Muhammad

الَّذِي يَقْرَأُ الْقُرْآنَ وَهُوَ مَاهِرٌ بِهِ مَعَ السَّفَرَةِ الْكِرَامِ الْبَرَةِ، وَالَّذِي يَقْرَأُ  
الْقُرْآنَ وَيَتَنَتَّعُ فِيهِ وَهُوَ عَلَيْهِ شَاقٌّ لَهُ أَجْرَانِ مُتَّفَقٌ عَلَيْهِ

"The one who reads the Qur'an and he is adept at reading it, he is with the noble angels. Whereas those who read the Al-Qur`an but they are not correct in reading it and experience difficulties, for him there are two rewards. " [Al-Bukhari 4937, Muslim 244]

The virtue of reading was also mentioned by the prophet Muhammad

خَيْرُكُمْ مَنْ تَعَلَّمَ الْقُرْآنَ وَعَلَّمَهُ



*"It really better when you study the Al-Qur'an and teach it." [Al-Bukhari 5027]*

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>9</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.

---

<sup>9</sup> *Ibid* p. 52

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>10</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 atext, increasing their incentive to read and educate students about pairs working together on a variety of text.

## **2. 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:

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

---

<sup>10</sup> *Ibid.* P. 43

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.

- c. 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.
- d. 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.
- e. 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>11</sup>

A selected text is given the intent, students can increase fluency by re-reading it. The resources are copies of brief and interesting texts for each pair of students at the lower-performing reader's instructional level and a list of low-vocabulary texts of high interest. The partner-reading sequences are as follows:

- a. For fluency practice, pair higher-performing readers with lower-performing readers. Rank the students by level of success, and then divide the class by half, pairing the highest-performing student in the class with the highest-ranking student from the lower half, the second highest-performing student from the lower half with the second-highest-performing student, For the remaining students, the second highest performing student with the second-highest performing student from the lower half, and so on..
- b. Provide each pair at the lower-performing student's instructional-reading level with reading texts. An simple way to adapt books to the reading levels of students is to send a list of words from the text to students; if they have trouble with no more than one in ten words, the text is deemed to be at their level of instruction. (You can also use independent-level text.)
- c. Model and explain the mechanisms of partner reading.

---

<sup>11</sup> *Op.Cit* p. 63

- d. Assign roles to student pairs, with the better reader being Partner A and the lower-performing reader being Partner B. Do not clarify to learners what A or B is about.
- e. Make learners taking turns reading. Partner A reads the text aloud for one minute to model fluent reading. Partner B is following along. Partner B then reads the same text aloud for one minute.
- f. As you time the readings, the entire class will participate at the same time.

### **1. Partner Reading with Graphing**

This was taken from the Vaughn book on Delquardri, Greenwood, Wharton, Carta, and Hall and Fuchs, Fuchs, Mathes, and Simmons. A selected text is given the intent, students can increase fluency by re-reading it.<sup>12</sup> The materials are copies of instructional-level passages of 100 to 200 words, individual student fluency graphs, an error correction card, and one timer for each pair of students. The partner-reading sequences are as follows:

- a. For each student, pick a set of short instructional-level passages. Count the number of words in each row cumulatively, and write a running total next to each line. This makes it easier for the number of words read to be calculated. (Note: For this practice, commercially accessible fluency-building passages are suitable. In general, these programs provide a sequence of passages with the number of words per line already noted in the margin at various grade levels.).

---

<sup>12</sup> *Ibid.* P. 64

- b. Identify a suitable fluency target using grade-level norms for each participant.
- c. Insert a comma after the word that shows the fluency target of the student..
- d. Explain that learners can work to develop their fluency with a partner.
- e. Student pairs, associating higher-performing readers with lower-performing readers
- f. Explain that the passages are labelled with fluency objectives and differ from student to student.
- g. Have the higher-performing reader read a passage from the lower-performing reader. First, the lower-performing reader must read the same passage three times, while the higher-performing reader uses the Error Correction Card to provide input. The higher-performing reader should have one minute of his or her partner's third reading period. The lower-performing reader should graph his or her WCPM when reading is finished.
- h. Check that students are modeling, provide sufficient input, read the passages the requisite number of times, and graph their progress as pairs read.
- i. Track the development of students' fluency, noting how many words students read in one minute and when; students achieve their timing target of fluency, and if so, if this happened over several passages; every student needs more or less difficult reading material; and there are clear patterns of error.

## 2. Partner Reading with Comprehension Check

Adapted from Vaughn's novel, Delquadri, Greenwood, Whorton, Carta, and Halland Fuchs, Fuchs, Mathes, and Simmons . A selected text is given the intent, students can increase fluency by re-reading it.<sup>13</sup> Copies of instructional-level texts and understanding cue cards are the materials. The partner-reading sequences are as follows:

- a. Explain that students should pause and review their comprehension of stories as they read during partner reading.
- b. Using a passage they've all read to model the activity in front of the entire class. Consider the answers to the following questions while reading: WHO was the protagonist in the story?, WHEN did it occur?, WHERE did they live (or work, or have food, or sleep)?, WHAT is the significance of the word "?", WHY do you believe it happened?.
- c. Offer copies of the text and comprehension cue cards to students.
- d. Make students immediately start reading the same text in pairs and using the comprehension cue cards to review each other's interpretation. For instance: Partner A reads a text tab. The same text is read by Partner B. Partner A asks Partner B the comprehension cue card questions.
- e. Pairs for monitor. Provide support as needed

---

<sup>13</sup> *Ibid*, p. 68

### 3. Partner Reading with Retell

This was adapted from Vaughn's text, Delquadri, Greenwood, Wharton, Carta, and Halland Fuchs, Fuchs, Mathes, and Simmons. A chosen text is provided the goal, the student can increase fluency and enhance understanding by re-reading it. The materials are copies of text at the instructional stage and cue cards are retelled. The partner-reading sequences are as follows:

- a. Pair than send students copies of the text and retell cue cards for them.
- b. The higher-scoring reader reads first, then the same text is read by the lower performing reader. The higher performing reader should ask his or her partner at the start of each segment, "What did you learn first?" "Then, to cover all of the information provided by the text as often as necessary, he or she should ask, "What did you just learn next? "
- c. Have the pairs continue the above process with each segment retelling the lower performing reader after reading it. Researcher selects the procedures who adapted from the University of Texas Center for Reading and Language Arts and based on the work of Fuchs, Mathes, and Simmons in Vaughn book. from several recommendations on how the instructor should coordinate, execute and handle partner reading in classrooms.<sup>14</sup>

### 3. The Concept of Reading Fluency

Fluency is the potential to speak or write a language easily and quite well, particularly a foreign language. Reading fluency in this study implies the capacity reading text rapidly and accurately. Precise here means proper text pronunciation

---

<sup>14</sup> Ibid, p. 63



and speech. In this review, fluency in reading is the ability to read the text used fluently at junior high school. convey the message between the writer and the reader, reading are immersive and reflective method of transferring written letters into meaning. A reader actively reading brings awareness, feeling, and experience to her or his context to build his or her concept to understand a text's meaning. (George and Loretta), Clay described reading as a message, problem-solving activity that improves power and versatility be realistic.<sup>15</sup>

Reading plays an important part in the process of learning, especially in language learning. Reading can be viewed as a process of knowledge building. Reading is an effective way of improving the fluency of English skills among students. Having knowledge is one of the most critical skills.

Reading is an action that has a function. We may read to obtain information or increase their knowledge and even to criticize the idea or style of writing of a writer. People often read or develop their comprehension of the language they are reading for fun. Having those as the concern, readers get better read are guided by the purposes for reading.<sup>16</sup>

- a. Phonemic Sensitivity, the word are spoken are create by separate sound are mixed together when words are pronounced is generally known as phonemic consciousness.

---

<sup>15</sup> George. R. Taylor and Loretta Kennedy. *Improving human learning in classroom: theories and teaching practices*. Maryland; a division of Roeman and Littlefield publisher, inc. 2008. P. 230.

<sup>16</sup> Department of Education US. *A closer look at the five essential components of effective reading instruction; a review of scientifically based reading research for teachers*. Naperville; Learning Point Associate. 2004. P. 1.

- b. Phonic, The relation symbols letter an sound is phonic. The combination of these sound-symbol ties is often used to construct words. Words are simply a bunch of squiggles and lines on a screen without phonics.
- c. Fluency is described as "the ability to quickly, smoothly, easily, and automatically read linked text with too little attention to reading processes, such as decoding"
- d. Vocabulary is vocabulary for the number of words being used by a certain group of individuals.
- e. Understanding is what most individuals believe reading is. It is because understanding is the major reason why we read. It is the reading component that all of the others serve to build. Understanding reading is understanding what texts are all about. It is more than just an isolated interpretation of terms. It brings them together and uses previous experience to create significance.

Out of five, fluency is the ability to acquire skills to become a good reader. Fluency is the capacity to correctly and easily interpret text. Fluency indicates easier reading that is quicker than the speed of expression.<sup>17</sup>

Fluency is described as the ability of readers to read easily and effectively quickly with adequate, effective expression or prosody<sup>18</sup>. Fluency is essential because it provides a bridge between comprehension of words and understanding. Since fluent readers would not have to focus on the words being decoded, they can concentrate their attention on what the text means.

---

<sup>17</sup> Willis. Judy. Teaching the brain to read; strategies for improving fluency, vocabulary and comprehension. USA; association for supervision and curriculum development. 2008. P. 47

<sup>18</sup> Susan lenski and jill lewis. *Reading succes for struggeing adolescent learners. New york; a dvision of guildford publication, inc. 2008. P. 156*

They will make connections between the ideas in the text and between the text and their awareness of the context. In other words, fluent readers identify words at the same time and understand them. However, less fluent readers must concentrate their focus on finding the words, leaving them with little attention to understanding the text.

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>19</sup>

- a. Delivering a clear, fluent reading model. The teacher, a well-trained adult, another student, or even a cassette may be this template.
- b. 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.
- c. 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>19</sup> Vaughn Sharon, sylvia linan thompson. *Research method of reading instruction, Grades K-13*. Alexandria; Assosiation for Supervison and curricula development. 2004. P. 53

There are three component in reading fluency<sup>20</sup>:

- a. Accuracy, accuracy is measured by the percentage of words that a reader can read correctly, a reliable test of reading ability has been shown.
- b. Automaticity At the single word level, automaticity is characterized as quick, correct and easy word recognition.
- c. 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

---

<sup>20</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.

the reader. The phrase timing is everything 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 lengthy lengthening.

#### c) Stress

Stress is regarded as the third part of prosody. In elementary school, they were told to put their backhands up to their chins and say more syllable word really softly seeing how many times their chins touch their 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 be a 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

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.

## **D. Conceptual Framework**

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 .

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

- a) Copies of short and interesting texts were provided by the teacher.
- b) For fluency practice, the instructor pairs higher-performing readers with lower-performing readers and divides them into two classes from the student level.
- c) The instructor model and the processes of partner reading are explained.
- d) The instructor assigns positions to pairs of students, with the better reader being Partner A and the lower performer being Partner B.
- e) 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.

### **2. reading fluency indicate as variable Y**

- a. Students can read the text with incredible precision (pronunciation).
- b. With high automaticity, the learners are able to read the text (rhythm)
- c. With strong prosody, the learners can read the text (intonation, stress, and pause).

### **C. The Releted Study**

#### **1. quality of the interesting during partner reading**

Elizabeth B. Meisinger performed this report. In this report, the study identified variables influencing the consistency of the engagement of partner reading in order to provide teachers with empirically informed techniques for planning, managing, and implementing partner reading. From the cooperative learning literature, fundamental elements of cooperative experiences were extracted and used to construct an observational rating scale to determine the consistency of the relationship with the partner reading. During partner reading, 43 pairs (86 children) of second grade students and 10 classroom teachers were observed. An impact on partner selection, teacher preparation, and teacher control for social collaboration was found, and a skill matching strategy X ability interaction difference was found for on-task activity interaction.<sup>21</sup>

#### **2. partner Reading and writing : peer social dialogue and the zone of proximal development**

This study was performend by Lisbeth A. Dixon Krauss, The learners participation in the partner sessions was spaced in this study in order to observe For the duration of the lesson, each pair of students. On the following activities, the observers reported notes: misspelled words by readers; fluency here is to reluctant reading , errors in punctuation, use of expression; and. highlights of the conversation between students and notes on the methods used by students to

---

<sup>21</sup> Elizabeth B. Meisinger. *Quality of the interaction during partner reading strategy*. Georgia; the uniwersity of north carolina at chapel hill. 2000.



exchange definitions of text, provide partner assistance, and assess partner behavior.<sup>22</sup>

### **3. An Analysis Of Reading Fluency Of Third Year English Department Students Of Universitas Negeri Padang**

This research was conducted by Afifa Rahma, telling about reading fluency at the third year english department students in universitas negeri padang the sample was taking from simple random sampling and get 20 students as the sample in this research. This research aslo using 3 instrument to test the students there are 3 instrument : Silent reading, Oral reading, and Running records.

Then from element finding that in the accuracy step still in advance level and for students of automaticity for silent reading same with the students of senior high school in XI grade and the students are well enought for prosody ability<sup>23</sup>. Similar to my study, I speak about the ability to read that also uses elements that are precision, instructional and automatic.

### **4. The Effect Of Using Prtner Reading Strategy Towars Students' Reading Achievement At Junior High School**

This research was conducted by Dwi Utari intan Pratiwi, Based on the results obtained, it shows that there is a positive influence from the Reading Partner strategy in improving the reading achievement of grade VIII students of SMP Negeri 4 Muara Bungo / Jambi for the 2013/2014 academic year.

The test analysis obtained by Test 2, 83 and Table 2.04 means Test> Table shows this. The hypothesis in this review is therefore accepted. It can therefore be

---

<sup>22</sup> Lisbeth A Dixon krauss. *Partner reading and writing ; peer spcial dialogue and the zone of proximal developmet*. Wezt florida; University of west florida. Journal of literacy research. 1995.

<sup>23</sup> Afifa Rahma, *An Analysisof Reading Fluencyof Third Year English Department Students Of Universitas Negeri Padang*. 2015.

concluded that the Partner Reading Strategy can have a good impact on English outcomes, especially in reading (reading) in the academic year 2013/2014 for SMP Negeri 4 Muara Bungo / Jambi students in class VIII.<sup>24</sup>

## **5. The Effect Of Partner Reading Strategy On Reading Comprehension**

This research was conducted by Yanti Kristina Sinaga, This research was conducted in investigating whether Partner Reading Strategy affects on students' Reading Comprehension ability in descriptive text. The problem of this research is "What is the effect of Partner Reading strategy significantly for students' reading comprehension at grade eight of SMP N 7 Pematangsiantar. This research was done in SMP N 7 Pematangsiantar.

The population of this research was the eight grade of SMP N 7 Pematangsiantar. The samples of this research were two classes, they were 62 students The first class was 31 students of experimental class who had been taught by Partner Reading Strategy and the second was 31 students of control group who had been taught by conventional method. The instrument for collecting the data was 20 items of multiple choice test. The data were analyzed by using t-test formula in order to see whether Partner Reading Strategy significantly affect on students' reading comprehension or not.<sup>25</sup>

Similary with this research that using partner reasing strategy and the samole is the seven grade students in junior high school.

---

<sup>24</sup> Dwi Uthari Intan Pratiwi, The Effect Of Using Prtner Reading Strategy Towars Students' Reading Achievement At Junior High School N. 4 MUARA BUNGO JAMBI, 2014

<sup>25</sup> Yanti Kristina Sinaga, The Effect Of Partner Reading Strategy On Reading Comprehention SMP N 7 Pematangsiantar,2020.

## **6. Kindergartners' Strategic Talk with partner Reading**

this research was conducted by Paolo Piloneieta and Jennifer, I, Hthaway. And Amanda Caslo in 2019. By understanding the impact of comprehension strategies and teacher scaffolding on the speech of kindergartners during partner reading, their contribute to the corpus of early literacy research. Although recognition is a rigorous line of inquiry, previous research has concentrated on the use of understanding strategy by students in reading section and above.<sup>26</sup>

The aim of this study is to explain the ability of kindergartners to incorporate understanding strategies and their use of those strategies with a partner and during different reading experiences in small group discussions. Findings indicate that students in kindergarten can read strategically by promoting both understanding and decoding strategies while reading. Implications for teachers and future studies are addressed at length, including the value of strategically scaffolding young learners during reading instruction and presenting students with a range of genuine opportunities to practice their use of understanding strategies.

## **7. Precision Teaching Ththrough Irish: Effects On Isolated Sight Word Contextualised Reading Fluency.**

This research was conducted by Lydia Mannion and Claire Griffin, The current study explores the effect on the Irish reading fluency of a group of primary school pupils of a three-week precision teaching (PT) intervention program

---

<sup>26</sup> Piloneieta, Paolo . Jennifer, I, Hthaway. And Amanda Caslo. 2019. *Kindergartners' Strategic Talk During Partner Reading*. 397-417.

through the Irish language.<sup>27</sup> A mixed factorial experimental model was used in the study. For this research, thirty-six Irish primary school pupils who were studying Irish as a second language were employed. Participants were equally divided into two groups: control and experimental (N = 18). Before and after the PT intervention programme, participants performed assessments of independent sight word reading fluency and contextualised reading fluency.

The experimental group was introduced to the PT program, which concentrated on isolated Irish vocabulary, while traditional Irish instruction was encountered by the control group. A substantial improvement in both isolated sight word reading fluency and contextualized reading fluency following the intervention was demonstrated by the experimental community. This research highlights the potential importance of using PT to help second language learning, not only for increasing fluency in reading isolated sight word reading, but also for improving fluency in contextualized reading.

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

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

Researcher was assumes that the outcome of the research will be display that the partner reading strategy has a significant impact on improving student reading fluency.

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

Ho: The use of partner reading strategy for reading fluency in seven grade students of SMP N 2 Batang Angkola has no major impact.

---

<sup>27</sup> Lydia Mannion and Claire Griffin. Precision teaching through Irish: effects on isolated sight word reading Fluency and contextualized reading fluency. 391-410 2017, Accepted 27 Nov 2017

Ha: With seven grade students of SMP N 2 Batang Angkola, the use of partner reading strategy has a major impact on reading fluency.

### **CHAPTER III METHODOLOGY OF THE RESEARCH**

The methodology consists of the location of the research, population and sample, the operational description of variables, the data collection tool, the data collection technique and the data analysis technique..

#### **A. The Research Location**

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. In reading class, students are not able to read text fluently and can not enjoy it. Students experience reading difficulties, especially in reading fluency.

This analysis was carried out with pre-test and post-test design using experimental testing design. The design was applied to research the effects of the partner reading strategy on reading fluency in 7<sup>th</sup> students' in SMP N 2 Batang Angkola.

#### **A. Sample and Population of the Study**

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. In the following table it can be seen::

**Table 3.1  
Research Population**

No	Class	Population		Totals
		Male	Female	

1	7 <sup>th</sup> A	16	16	32
2	7 <sup>th</sup> B	14	16	30
3	7 <sup>th</sup> C	16	16	32
4	7 <sup>th</sup> D	18	14	32
5	7 <sup>th</sup> E	16	16	32
6	7 <sup>th</sup> F	18	14	32
	<b>Total</b>	<b>98</b>	<b>92</b>	<b>190</b>

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. In the following table will be show :

**Table 3.2**  
**Sample of study**

<b>No</b>	<b>Class</b>	<b>Student</b>
1	VII A	19
2	VII C	19

Because there is SARS Covid19, so the headmaster divide one class into two groups, so here the researcher will take a first group there are 19 students in this group.

## B. The Research Methodology

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>28</sup> There are two considerations which are used. Variable X (Partner Reading Strategy) is an independent variable, and variable Y is a dependent variable (student reading fluency).

The researcher took two classes as an experimental sample of this study (the students provided the therapy using partner reading strategy) and the control group (the students who are not given partner reading strategy). Until doing therapy, in order to know their ability to read fluency, both of the group will be given pre-test.

Then, by using partner reading technique for the experimental class, the researcher can have care, while control has not. At the end, both of The group was given post-test evaluations. Pre-test and post-test will be compared in this analysis to assess the impact that use partner reading strategy on reading fluency.

Research Design Group Pre-test Treatment Post-test

**Table 3.3**

**Design Group Pre-test Treatment Post-test**

<b>Group</b>	<b>Pre test</b>	<b>Treatment</b>	<b>Post test</b>
Experimental group	O1	X	O2
Control group	O1	-	O2

Description :

---

<sup>28</sup>Creswell, john w. *Educational research planning, conducting and evaluating quantitative and qualitative research*. New jersey ; person education ,inc 2008 . p. 299.



O1 : pre test

X : Treatment

O2 : post test

### **C. Technique in collecting data**

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. There's tools that are being used to acquire the students' data.

The exam is graded into 2 grades. The first is pre-test testing. The pre-test is used to consider how much learners can read before using the technique fluently. Next one is post-testing. Post-test would be used after participants have been instructed to read fluency and use a partner reading technique for learners .than starting the treatment of the method to the experiment group and to the control class which is not given the attention, the post test was given to the students.

The data will gain from this procedure :

1. The experimental class and the control class get the pe-test, the student's will asked to read a narrative text.
2. The student's performance reading will be evaluated and giving score in the text and also recorded by using phone, it will be replayed and using for evaluate student's reading fluency in five aspect's there are, pronouncition, stress, pausing, rhytm and intonation.

3. The researcher were evaluated student's reading performance and then put the score for five aspect's reading fluency there are, pronouncition, stress, pausing, rhytm and intonation.

### 1. Validity of test

A test is said to be reliable if it tests correctly what it is supposed to measure, according to Hughes<sup>29</sup>. Validity is the adequacy of representations score of the(Gay,2000)<sup>30</sup>.

Furthermore, Gay says that there are three kinds of validity. They are content validity, criterion-related validity, and construct validity. All of them have different usage and function. Content Validity is used to compare content of the test to the domain being measured. Gay also states that there is no formula used in this kind of validity and there is no way how to express it quantitatively.<sup>31</sup>

The validity of the material only centered on how well the items reflect the area intended. Furthermore, Hadari Nawawi notes that this form of validation is often referred to as curricular validity.<sup>32</sup> This indicates that in assessing the validity, the quality of the curriculum of a course that must be learned by the students becomes the norm. Using such validity to assess the validity is to refer to the material provided to the students based on the curriculum.

Focused on the said description, the researcher was using the validity of the material to measure whether or not the test in this study was accurate. The

---

<sup>29</sup>Arthur, Hughes, *testing for language teacher*, cambridge; cambridge university press. 1989. P. 22.

<sup>30</sup>L.R. Gay and Peter Airasian. *Educational research competencies foranalyss and application 6<sup>th</sup> ed.* New jersey. Prentice-hall inc. 2000. P. 161.

<sup>31</sup> *Ibid.* p. 164

<sup>32</sup> Hadari, Nawawi and M. Martini, Hadari. *Instrument Peneletian Bidang Sosial*, Pontianak ; Gajah Mada university Press. 2006. P. 181-182.

assessments given to the students, in other words, were based on the information they studied.

## 2. The Reliability of the Test

Reliability is the degree to which the test accurately tests whatever it is measuring, according to Gay.<sup>33</sup> In addition, he notes that we are concerned with interjudge or intrajudge reliability to know the reliability of the test, such as essay tests, short-answer tests, output and product tests, and projective test. Often known as interscorer, interrater, or interobserver reliability is the interjudge reliability.

For this study, the researcher was using the reliability of interjudge (interrater). This indicates that the rating of the test was assessed mostly by than few person. In this study, the reading fluency scores of the students were measured by two raters.

## F. The Data Processing Methodology

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, the writer analyzed the results. The formula is shown below.<sup>34</sup>:

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

Where:

---

<sup>33</sup> L.R. Gay and Peter Airasian. *Educational Research Competencies for Analysis and Application*. 6<sup>th</sup> Ed. New Jersey ; Prentice-Hall Inc, 2000. P. 181-182.

<sup>34</sup> Hartono, *Statistik Untuk Peniltian*, Yogyakarta: Pustaka Pelajar, 2009, p. 208

$t_o$  : obsevation table

$M_x$  : mean of variable x

$M_y$  : mean of variable y

$SD_x$  : standrad deviation variable x

$SD_y$  : standard deviation variable y

$N$  : the number of respondent

$$(d_f) = (N_x + N_y) - 2.$$

After the t-test measurement, the degree of freedom that is used to determine whether or not the t-score is important must be obtained. By using the degree of freedom, the calculated value is consulted with the value of the t-table.

The degree of freedom formula is as follows:

Where:

df: the degree of freedom

$N_x$  : Number of experimental class students

$N_y$  : control class students number

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

#### **A. RESEARCH FINDING**

##### **1. Description of The Data**

The analysis data was derived from both the group's pre-test and post-test data because the researcher using quantitative methos as the methodology of this research. Where the data will be getting from the pre-test and post-test. Pre-test is doing before the 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 measuaring the student fluency in reading narrative text. Because in this research, the researcher wants to make the student reading text correctly approriate with the curriculum that said the student should be can read smoothly, effectively, effortlessly, and also have good strssing and pause.

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.

##### **2. Findings**

The result of the data in this analysis, before doing treatment partner reading strategy in experintal class explained by table below :

**Table 4.1**  
**Experimental Class**

Students	Aspects of the assessment					Score
	Pronounciation	Stress	Pausing	Rhythm	Intonation	
Sample 1	40	40	40	40	50	42
Sample 2	40	40	40	40	40	42
Sample 3	40	40	50	50	60	48
Sample 4	40	30	50	50	40	38
Sample 5	40	30	40	40	40	38
Sample 6	50	30	40	40	40	40
Sample 7	40	40	40	40	50	42
Sample 8	50	40	50	50	50	48
Sample 9	40	40	40	40	40	40
Sample 10	50	40	40	40	40	40
Sample 11	40	40	40	40	40	42
Sample 12	40	40	50	50	60	48
Sample 13	40	40	40	40	50	42
Sample 14	50	50	40	40	50	44
Sample 15	40	40	50	50	60	48
Sample 16	50	40	40	40	50	44
Sample 17	40	40	40	40	50	42
Sample 18	40	40	40	40	50	48
Sample 19	40	40	40	40	50	42
<b>Total</b>	<b>810</b>	<b>740</b>	<b>810</b>	<b>800</b>	<b>910</b>	<b>818</b>
<b>Mean</b>	<b>42.63157895</b>	<b>38.9474</b>	<b>42.6316</b>	<b>42.105526</b>	<b>47.8947</b>	<b>43.0526</b>

The table above describes the score of pre-test and the mean score for the experimental class the pre-test had been before using partner reading startegy in teacing reading in the experimental class, the number of students in experimental class who participated in the test was 19 . In the table shows the total score from the experimental class before give a treatment (7<sup>th</sup> A) where the lowest (Min) score is 38 and the highest (Max) score is 48 total score is 818 and after the researcher calculate the mean the researcher get the mean is 43.0526.

**Table 4.2**  
**Control Class**

Students	Aspects of the assessment					Score
	Pronunciation	Stress	Pausing	Rhythm	Intonation	
Sample 1	40	40	40	40	40	40
Sample2	40	40	60	40	40	44
Sample 3	40	30	50	40	40	40
Sample 4	40	40	50	40	50	44
Sample 5	40	30	50	40	40	40
Sample 6	40	40	60	40	40	44
Sample 7	30	30	40	40	40	36
Sample 8	40	30	50	40	40	40
Sample 9	40	40	50	40	40	42
Sample 10	40	40	40	40	40	40
Sample 11	50	30	50	40	40	42
Sample 12	40	40	40	40	40	40
Sample 13	40	30	40	40	40	38
Sample 14	30	30	50	40	40	38
Sample 15	40	30	40	40	40	38
Sample 16	40	30	40	40	40	38
Sample 17	40	40	50	40	40	42
Sample 18	40	40	40	40	40	40
Sample 19	40	30	50	40	40	40
<b>Total</b>	<b>750</b>	<b>660</b>	<b>890</b>	<b>760</b>	<b>770</b>	<b>766</b>
<b>Mean</b>	<b>39.47368421</b>	<b>34.7568</b>	<b>46.8421</b>	<b>40</b>	<b>40.52632</b>	<b>40.3158</b>

The table above describes the score of pre-test and the mean score for the control class the post-test had been after using partner reading strategy in teaching reading in the experimental class, the number of students in control class who participated in the test was 19. In the table 4.2 shows the total score from the control class (7<sup>th</sup> C) where the lowest (Min) score is 38 and the highest (Max) score is 44 total score is 766 and after the researcher calculate the mean the researcher get the mean is 40.3158.

**Table 4.3**  
**The Student's Post-Test Scores 7<sup>th</sup> A (Experimental Class)**

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

The table above describes the score of pre-test and the mean score for the experimental class the post-test had been after using partner reading strategy in teaching reading in the experimental class, the number of students in experimental class who participated in the test was 19. In the table 4.3 shows the total score from the experimental class after give a treatment with partner reading strategy in 7<sup>th</sup> A, where the lowest (Min) score is 50 and the highest (Max) score is 66 total



score is 1048 and after the researcher calculate the mean the researcher get the mean is 55.1579.

**Table 4.4**  
**The Students Post-test Score 7<sup>th</sup> C (Control Class)**

Students	Aspects of the assessment					Score
	Pronunciation	Stress	Pausing	Rhythm	Intonation	
Students 1	50	50	50	50	50	50
Students 2	50	50	60	40	50	50
Students 3	40	40	50	50	40	44
Students 4	40	50	60	40	50	48
Students 5	50	40	50	50	50	48
Students 6	40	40	50	40	50	44
Students 7	50	40	60	40	40	46
Students 8	40	40	50	40	40	42
Students 9	50	50	50	50	50	50
Students 10	40	40	50	40	50	44
Students 11	50	50	50	50	50	50
Students 12	40	40	50	50	50	46
Students 13	40	40	50	50	40	44
Students 14	40	50	60	40	50	48
Students 15	40	40	50	50	50	46
Students 16	40	40	50	50	50	46
Students 17	50	40	50	50	50	48
Students 18	40	50	50	50	50	48
Students 19	40	4	50	40	50	44
<b>Total</b>	<b>830</b>	<b>830</b>	<b>990</b>	<b>870</b>	<b>910</b>	<b>886</b>
<b>Mean</b>	<b>43.68421053</b>	<b>43.68421</b>	<b>43.68421</b>	<b>45.78947</b>	<b>47.89473685</b>	<b>46.6316</b>

The table above describes the score of pre-test and the mean score for the control class the post-test had been after using partner reading strategy in teaching reading in the experimental class, the number of students in control class who participated in the test was 19. In the table 4.4 shows the total score from the control class (7<sup>th</sup> C) where the lowest (Min) score is 42 and the highest (Max)

score is 50 total score is 886 and after the researcher calculate the mean the researcher get the mean is 46.6316.

## **B. The Data Analysis**

### **1. Students learn fluently by using the technique for partner reading**

The students' reading fluency without using partner reading strategy will be explain in the following table :

**Table 4.5**

**The distribution frequency of pre-test scores 7<sup>th</sup> A (experimental class)**

<b>Score</b>	<b>Frequency</b>
38	2
40	3
42	7
44	2
48	5
<b>Total</b>	<b>19</b>

Tabel below is the table distribution frequency from pre-test scores experimental class (7<sup>th</sup> A) total is 19, the table shows there is 2 student's who get 38 score, 3 students get 40 score, 7 students get 42 score, then 2 students get 44 scores and last there is 5 students get 48 score.

**Table 4.6**

**The distribution frequency of post-test scores 7<sup>th</sup> A (Experimental class)**

<b>Score</b>	<b>Frequency</b>
50	1
52	4
54	6

56	5
58	1
62	1
66	1
<b>Total</b>	<b>19</b>

The table below shows that total frequency is 19, consists of 1 students get 50 score, 4 students get 52 score, there is 6 students who get 54 score, 5 students get 56 score, 1 students get 58 score, 1 students get 62 score and last there is 1 students who get 66 score.

**Table 4.7**  
**Mean and Standard Deviation of Experimental Class (7<sup>th</sup> A)**

No	Essestment		X	Y	X <sup>2</sup>	Y <sup>2</sup>
	Pre-test (X)	Post-test (Y)				
1	42	54	-1.05	-1.16	1.108	1.3407
2	42	52	-1.05	-3.16	1.108	9.9723
3	48	54	4.95	-1.16	24.476	1.3407
4	38	50	-5.05	-5.16	25.529	26.604
5	38	52	-5.05	-3.16	25.529	9.9723
6	40	54	-3.05	-1.16	9.3189	1.3407
7	42	52	-1.05	-3.16	1.108	9.9723
8	48	56	4.95	0.84	24.476	0.7091
9	40	52	-3.05	-3.16	9.3189	9.9723
10	40	56	-3.05	0.84	9.3189	0.7091
11	42	58	-1.05	2.84	1.108	8.0776
12	48	56	4.95	0.84	24.476	0.7091
13	42	54	-1.05	-1.16	1.108	1.3407
14	44	62	0.95	6.84	0.8975	46.814
15	48	56	4.95	0.84	24.476	0.7091

16	44	54	0.95	-1.16	0.8975	1.3407
17	42	54	-1.05	-1.16	1.108	1.3407
18	48	56	4.95	0.84	24.476	0.7091
19	42	66	-1.05	10.8	1.108	117.55
<b>Total</b>	<b>818</b>	<b>1048</b>			<b>210.95</b>	<b>250.53</b>
<b>Mean</b>	<b>43.05263</b>	<b>55.15789</b>				

Where :

X= pre-test

Y= post-test

In the table 4.7 shows the calculation from the pre-test of the 7<sup>th</sup> A class (experimental class), showed the table : N= 19 ,  $\sum X = 818$ . The mean from pre-test of X (experimental Class) :

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

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

$$M_x = 43.06$$

Standard deviation ( $SD_x$ ) of X (experimental Class) :

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

$$SD_x = \frac{\sqrt{210.95}}{19}$$

$$SD_x = \sqrt{11.10}$$

$$SD_x = 3.33$$

Based on the table 4. 7 we get that :  $\sum y = 1048$  and  $N = 19$ , so the mean of the post-test of Y (Experimental Class) is :

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

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

$$M_x = 55.16$$

Standard deviation ( $SD_y$ ) of Y (experimental Class) :

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

$$SD_y = \frac{\sqrt{250.53}}{19}$$

$$SD_y = \sqrt{13.18}$$

$$SD_y = 3.63$$

From the calculate above , showed pre-test mean of  $M_x$  (experimental class) is 43.06 and standard deviation of pre-test  $SD_x$  is 3.33 and for the mean of post test  $M_y$  (experimental class) is 55.16 and for standard deviation ( $SD_y$ ) from the post test is 3.63.

## **2. The reading fluency of the students rather than didn't using the technique of partner reading**

The reading fluency of students rather than didn't using a partner reading technique will be clarified in table :

**Table 4.8**  
**The Distribution Of Frequency Student's in 7<sup>th</sup>C (Control Class) Score Pre-Test**

Score	Frequency
-------	-----------

36	1
38	4
40	8
42	3
44	3
<b>Total</b>	<b>19</b>

Table illustrates the control class score in the pre-test, the total of the frequency is 19, there is 1 student who gets 36 score, 4 students get 38 score, 8 students get 40 score, then there is 3 students get 42 score and last there is 3 students get 44 score.

**Table 4.9**  
**The Distribution Frequency of Students Score Post Test in 7<sup>th</sup>C (Control Class)**

<b>Score</b>	<b>Frequency</b>
42	1
44	5
46	4
48	5
50	4
<b>Total</b>	<b>19</b>

score of the control class in the post-test, the total of the frequency is 19, there is 1 student who gets 42 score, 5 students get 44 score, 4 students get 46 score, then there is 5 students get 48 score and last there is 4 students get 50 score.

**Table 4.10**  
**Mean and standard deviation of 7<sup>th</sup>C (Control Class)**

No	Essement		X	Y	X <sup>2</sup>	Y <sup>2</sup>
	X	Y				
1	40	50	-0.32	3.37	0.0997	11.346
2	44	50	3.68	3.37	13.573	11.346
3	40	44	-0.32	-2.63	0.0997	6.9252
4	44	48	3.68	1.37	13.573	1.8726
5	40	48	-0.32	1.37	0.0997	1.8726
6	44	44	3.68	-2.63	13.573	6.9252
7	36	46	-4.32	0.63	18.626	0.3989
8	40	42	-0.32	-4.63	0.0997	21.452
9	42	50	1.68	3.37	2.8366	11.346
10	40	44	-0.32	-2.63	0.0997	6.9252
11	42	50	1.68	3.37	2.8366	11.346
12	40	46	-0.32	0.63	0.0997	0.3989
13	38	44	-2.32	-2.63	5.3639	6.9252
14	38	48	-2.32	1.37	5.3639	1.8726
15	38	46	-2.32	0.63	5.3639	0.3989
16	38	46	-2.32	0.63	5.3639	0.3989
17	42	48	1.68	1.37	2.8366	1.8726
18	40	48	-0.32	1.37	0.0997	1.8726
19	40	44	-0.32	-2.63	0.0997	6.9252
<b>Total</b>	<b>766</b>	<b>886</b>			<b>90.105</b>	<b>112.42</b>
<b>Mean</b>	<b>40.31579</b>	<b>46.63158</b>				

Where :

X= pre-test

Y= post-test

The table 4.10 showed calculation of pre-test of the 7<sup>th</sup> C class (control class), showed from the table :  $N= 19$  ,  $\sum X= 766$ . Pre tes mean of X :

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

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

$$M_x = 40.31$$

Standard deviation ( $SD_x$ ) of X (experimental Class) :

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

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

$$SD_x = \sqrt{4.74}$$

$$SD_x = 2.17$$

Based on the table 4. 10 we get that :  $\sum y = 886$  and  $N = 19$ , so mean of Y is :

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

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

$$M_x = 46.63$$

Experimental class (Y) have  $SD_y$  :

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

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



$$SD_y = \sqrt{5.91}$$

$$SD_y = 2.43$$

From the calculate aboves, it can be shown that pre test means of  $M_x$  (experimental class) is 40.31 and standard deviotion of pre-test  $SD_x$  is 2.17 and for the mean of post test  $M_y$  (experimental class) is 46.63 and for standard deviation ( $SD_y$ ) from the post test is 2.43, that indicates there is indeed a big influence toward student's reading fluency by taught partner reading strategy.

### 3. Relevance impact on the reading fluency of students by using partner reading

To see the significance effect from partner reading strategy on the student's reading fluency the subject of the research. The data will be taken from experimental class and the control class of the post-test scores. The first step the resercher will be calculate the mean and the standard deviation from the both score, can be seen from the table.

**Table 4.11**  
**The mean and standard deviation of Post test**

No	Assessment		X	Y	X <sup>2</sup>	Y <sup>2</sup>
	(X)	(Y)				
1	54	50	-1.16	3.37	1.3407	11.346
2	52	50	-3.16	3.37	9.9723	11.346
3	54	44	-1.16	-2.63	1.3407	6.9252
4	50	48	-5.16	1.37	26.604	1.8726
5	52	48	-3.16	1.37	9.9723	1.8726
6	54	44	-1.16	-2.63	1.3407	6.9252

7	52	46	-3.16	0.63	9.9723	0.3989
8	56	42	0.84	-4.63	0.7091	21.452
9	52	50	-3.16	3.37	9.9723	11.346
10	56	44	0.84	-2.63	0.7091	6.9252
11	58	50	2.84	3.37	8.0776	11.346
12	56	46	0.84	0.63	0.7091	0.3989
13	54	44	-1.16	-2.63	1.3407	6.9252
14	62	48	6.84	1.37	46.814	1.8726
15	56	46	0.84	0.63	0.7091	0.3989
16	54	48	-1.16	0.63	1.3407	0.3989
17	54	48	-1.16	1.37	1.3407	1.8726
18	56	48	0.84	1.37	0.7091	1.8726
19	66	44	10.8	-2.63	117.55	6.9252
<b>Total</b>	<b>1048</b>	<b>886</b>	<b>0</b>	<b>0</b>	<b>250.53</b>	<b>112.42</b>
<b>Mean</b>	<b>55.15789</b>	<b>46.63158</b>				

Next step, after we get the mean and standart deviation, the researcher will calculate using T-test, the formula is :

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

$$t_o = \frac{55.16 - 46.63}{\sqrt{\left[\frac{3.63}{\sqrt{19-1}}\right]^2 + \left[\frac{2.43}{\sqrt{19-1}}\right]^2}}$$

$$t_o = \frac{8.53}{\sqrt{\left[\frac{3.63}{18}\right]^2 + \left[\frac{2.43}{18}\right]^2}}$$

$$t_0 = \frac{8.53}{\sqrt{\left[\frac{3.63}{4.24}\right]^2 + \left[\frac{2.43}{4.24}\right]^2}}$$

$$t_0 = \frac{8.53}{\sqrt{[0.85]^2 + [0.57]^2}}$$

$$t_0 = \frac{8.53}{\sqrt{[0.85]^2 + [0.57]^2}}$$

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

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

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

$$t_0 = 8.45$$

The researcher have get t-test ( $t_0$ ) is 8.45.

Next step the researcher will be search  $d_f$  (degree of freedom). By using the degree of freedom, the following calculations is consulted with the value of the t-table:

$$(d_r) = (N_x + N_y) - 2$$

$$(d_f) = (19 + 19) - 2$$

$$(d_f) = 36$$

So the researcher get  $d_f$  (degree of freedom) is 36

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.

## CHAPTER V

### CLOSING

#### A. Conclusion

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  $t_{\text{observation}} = 8.45$  and the  $d_f$  (degree of fredom) 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  $2.03 < 8.45 > 2.72$ . it is meant that  $t_{\text{obsevation}}$  is higher than  $t_{\text{table}}$  and null of hypothesis ( $H_0$ ) is rejected and  $H_a$  (Alternative Hypothesis) is accepted. From the above description, 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.

## **B. Recommendation**

The researcher offers a recommendation based on the conclusion :

1. To learners, learners are able more to improve their ability to read.  
and keep to read more english text for fluency in read a text.
2. For the english teacher can be useful to increase student reading  
fluency Improving the teaching methods and enhancing the learners'  
“reading fluency”.
3. And for headmaster, the study expects that perhaps the headmaster will  
use this study to develop knowledge and skills, particularly for English  
learning, and might be used as a resource for the school.
4. For the other researcher who are interested in conducting same  
research have tp explore knowledge in order to give more benefit on  
the research result.

## BIBLIOGRAPHY

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.

Departemen Pendidikan Nasional, *Silabus Mata Pelajaran Bahasa Inggris*. 2013.

Departmnet Of Education U.S. 2004. *A Closer Look At The Five Essentials Components Of Effective Reading Instruction; A Revies 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.

Kristina, Yanti Sinaga. *The Effect of Partner Reading Strategy Reading Comprehention SMP N 7 Pematang Siantar*. 2020.

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 Guillford 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.

Pratiwi, Dwi Uthari Intan. *The Effect of Using Partner Reading strategy Toward Students' Reading Achievement at Junior High School N 4. Muara Bungo Jambi*. 2014.

Pilonieta, Paolo. Jennifer, I. Hithaway. and Amanda Caslo. 2019. *Kindergarners' Strategic Talk During Partner Reading*. 397-417.

Rahma, Afifa. *an Analysis of Reading Fluency of Third Year English Department Students of Universitas Negeri Padang*. 2015.

Rasinski. T V. 2014. *Assesing Reading Fluency. Hawai; 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.

Syafaruddin and Mardianto. 2013. *Panduan Penulisan Skripsi. Fakultas Ilmu Tarbiyah dan Keguruan*. IAIN-SU. Medan.

Susan Lenski & Jill Lewis. 2008. *Reading succes for Strugling Adolence learner*. New York; A Division of Guillford 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 Comprehention*. USA; Association for Supervision and Curriculum Development.

## APPENDIX

## Text narrative for pre test

## Bawang Merah and Bawang Putih

Once upon a time, there lived a beautiful girl with her father, her stepmother, and her stepister. One day, her father passed away. Her stepmother and stepister treated her very bad whereas they used to love her before her father died. She had to do all the house work.

On the morning day, Bawang Putih went to the river to wash a lot of clothes. Then she saw a goldfish needed a help. Its mouth was stuck on a hook. Bawang Putih felt sorry and helped the poor goldfish.

"Thank you for your kindness", the goldfish said.

Bawang Putih was very surprised that the goldfish could speak. However the goldfish helped her to wash the clothes and they became best friend.

Unfortunately, Bawang Merah her stepister knew about the goldfish. She caught the goldfish and gave it to her mom. After that, they cooked it and ate it. When Bawang Putih knew it, she took the bone and buried it. She felt very sad that she could not take care of her best friend.

Several days later, grew a beautiful tree on the burial. Surprisingly, a Prince came to see it. he needed the tree to make his father well again. When he asked who own the tree, Bawang Merah said that it was hers. However, when she wanted to pull the tree, she could not do it. Even everyone could not do it, but Bawang Putih. Bawang Putih pull the tree easily and gave it to the Prince.

The Prince married Bawang Putih. She forgave her stepmother and stepister and they lived happily ever after.

## Text narrative for post test

## Pinocchio

In the past, there was a puppeteer whose name is Geppetto. He eager to have a son very much but his wife passed away several years ago. One day, he got an idea to make a puppet in order not to be lonely again. He made a puppet all day long. Finally, in the morning he had finished his work and he named the puppet Pinocchio. Soon he felt lonely again since Pinocchio couldn't walk or talk by itself. One night, Geppetto prayed to the God to become a real boy. He always thought it on his mind in his dream.

In the next morning, he was surprised that Pinocchio was alive. He taught Pinocchio how to walk, how to read, how to speak and to do other things as human. He then studied at an elementary school. One day, Pinocchio felt bored and it made him go home late. When Pinocchio finally came home, Geppetto asked him. He said that he was on school but he wasn't. Instantly, Pinocchio's nose grew longer and longer and it meant that Pinocchio has lied.

The next morning, Pinocchio was kidnaped by the owner of circus. Pinocchio soon became a slave for the circus. He was so famous because he was a puppet which can talk. Geppetto worried about him because Pinocchio had not been going home for almost two days. He tried to find Pinocchio everywhere but he found nothing. When he searched him on the sea, big wave smashed him. He was then in whale's stomach when he awoke. He couldn't find the way to go out.

In the other side, Pinocchio finally could escape out from the circus. He came home but nobody was there. Later on, he searched Geppetto in the sea. He got the same accident like Geppetto and he met Geppetto in whale's stomach. Both of them got out from its stomach by making a fire. In the end of the story, they went home together and lived happily ever after.

#### 4.1 Pre test Score in Experimental Class

Students	Aspects of the assessment					Score
	Pronunciation	Stress	Pausing	Rhythm	Intonation	
Sample 1	40	40	40	40	50	42
Sample 2	40	40	40	40	40	42
Sample 3	40	40	50	50	60	48
Sample 4	40	30	50	50	40	38
Sample 5	40	30	40	40	40	38
Sample 6	50	30	40	40	40	40
Sample 7	40	40	40	40	50	42
Sample 8	50	40	50	50	50	48
Sample 9	40	40	40	40	40	40
Sample 10	50	40	40	40	40	40
Sample 11	40	40	40	40	40	42
Sample 12	40	40	50	50	60	48
Sample 13	40	40	40	40	50	42
Sample 14	50	50	40	40	50	44
Sample 15	40	40	50	50	60	48
Sample 16	50	40	40	40	50	44
Sample 17	40	40	40	40	50	42
Sample 18	40	40	40	40	50	48
Sample 19	40	40	40	40	50	42

#### 4.2 Pre test Score in Control Class

Students	Aspects of the assessment					Score
	Pronunciation	Stress	Pausing	Rhythm	Intonation	
Sample 1	40	40	40	40	40	40
Sample 2	40	40	60	40	40	44
Sample 3	40	30	50	40	40	40
Sample 4	40	40	50	40	50	44
Sample 5	40	30	50	40	40	40
Sample 6	40	40	60	40	40	44
Sample 7	30	30	40	40	40	36
Sample 8	40	30	50	40	40	40
Sample 9	40	40	50	40	40	42
Sample 10	40	40	40	40	40	40
Sample 11	50	30	50	40	40	42

Sample 12	40	40	40	40	40	40
Sample 13	40	30	40	40	40	38
Sample 14	30	30	50	40	40	38
Sample 15	40	30	40	40	40	38
Sample 16	40	30	40	40	40	38
Sample 17	40	40	50	40	40	42
Sample 18	40	40	40	40	40	40
Sample 19	40	30	50	40	40	40

### 4.3 Post test Score in Experimental Class

Students	Aspects of the assessment					Score
	Pronunciation	Stress	Pausing	Rhythm	Intonation	
Sample 1	50	50	60	60	50	54
Sample 2	50	50	60	50	50	52
Sample 3	50	50	60	50	60	54
Sample 4	50	50	50	50	50	50
Sample 5	50	50	50	50	60	52
Sample 6	50	50	60	50	60	54
Sample 7	50	50	60	50	50	52
Sample 8	50	50	60	60	60	56
Sample 9	50	50	60	50	50	52
Sample 10	50	60	60	50	60	56
Sample 11	50	60	60	60	60	58
Sample s 12	50	50	60	60	60	56
Sample 13	60	50	60	50	50	54
Sample 14	60	60	70	60	60	62
Sample 15	50	50	60	60	60	56
Sample 16	50	60	60	50	50	54
Sample 17	50	50	60	50	60	54
Sample 18	50	50	60	60	60	56
Sample 19	70	70	70	60	60	66

### 4.4 Post test Score in Experimental Class

Students	Aspects of the assessment					Score
	Pronunciation	Stress	Pausing	Rhythm	Intonation	

Sample 1	50	50	50	50	50	50
Sample 2	50	50	60	40	50	50
Sample 3	40	40	50	50	40	44
Sample 4	40	50	60	40	50	48
Sample 5	50	40	50	50	50	48
Sample 6	40	40	50	40	50	44
Sample 7	50	40	60	40	40	46
Sample 8	40	40	50	40	40	42
Sample 9	50	50	50	50	50	50
Sample 10	40	40	50	40	50	44
Sample 11	50	50	50	50	50	50
Sample 12	40	40	50	50	50	46
Sample 13	40	40	50	50	40	44
Sample 14	40	50	60	40	50	48
Sample 15	40	40	50	50	50	46
Sample 16	40	40	50	50	50	46
Sample 17	50	40	50	50	50	48
Sample 18	40	50	50	50	50	48
Sample 19	40	4	50	40	50	44

**Gambar 4.1****Gambar****4.2****Gambar 4.3**





**Gambar 4.4**



## CURRICULUM VITAE



### Data Pribadi

Nama : Desiska Vianty Harahap  
 NIM : 0304161057  
 Tempat/ TanggalLahir : Desa Sorik, 16 April 1998  
 JenisKelamin : Perempuan  
 Fakultas / Prodi :Fak. Tarbiyah dan ilmu Keguruan/ Pendidikan BahasaI nggris  
 Agama : Islam  
 Tinggi/ BeratBadan : 160 cm / 57 kg  
 GolonganDarah : B  
 Kewarganegaraan : Indonesia  
 AlamatRumah : Jl. Mandailing, Kec. Batang Angkola, Kab. Tapanuli Selatan,  
 Prov. Sumatera Utara. Indonesia.  
 E-mail : Desiskaviantyhrp1998@gmail.com  
 No. WA : 0878-9765-7509

### Pendidikan

SD : SD Swasta Muhammadiyah (2004-2010)  
 SMP : SMP Negeri 2 Batang Angkola (2010-2013)  
 SMA : MAN Sipirok (2013-2016)  
 PerguruanTinggi : Universitas Islam Negeri Sumatera Utara (2016-2021)



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
Jl. Williem Iskandar Pasar V Medan Estate 20371  
Telp. (061) 6615683-6622925 Fax. 6615683**

Nomor : B-10063/ITK/ITK.V.3/PP.00.9/08/2020

23 Januari 2021

Lampiran : -

Hal : Izin Riset

**Yth. Bapak/Ibu Kepala SMP NEGERI 2 BATANG ANGKOLA**

*Assalamualaikum Wr. Wb.*

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

<b>Nama</b>	: Desiska Vianty Harahap
<b>NIM</b>	: 0304161057
<b>Tempat/Tanggal Lahir</b>	: Desa Sorik, 16 April 1998
<b>Program Studi</b>	: Pendidikan Bahasa Inggris
<b>Semester</b>	: IX (Sembilan)
<b>Alamat</b>	: desa sorik, kec. batang angkola Kecamatan batang angkola

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di SMP NEGERI 2 BATANG ANGKOLA, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

***The Effect of Using Partner Reading Strategy Towards Reading Fluency at the 7 th Grade Students***

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 23 Januari 2021

**A PHP Error was encountered**

Severity: Notice

Message: Undefined variable: pjbt\_Jabatan



**PEMERINTAH KABUPATEN TAPANULI SELATAN  
DINAS PENDIDIKAN DAERAH  
SMP NEGERI 2 BATANG ANGKOLA**

JL. MANDAILING KM.20 BENTENG HURABA Kode Pos 22773  
NPSN : 10207135      Telepon : (0634) 7363129  
Email : [smpnegeriduabatangangkola@yahoo.co.id](mailto:smpnegeriduabatangangkola@yahoo.co.id)

**SURAT KETERANGAN MENGADAKAN PENELITIAN**

NO. 420/ 189 / SMPN.2/2020

Yang bertanda tangan dibawah ini :

Nama : **MHD.YUNUS SIREGAR, S.Pd**  
NIP : 19650224 199903 1 002  
Pangkat Gol : Pembina TK.I/ IV b  
Jabatan : Kepala Sekolah  
Unit Kerja : SMP Negeri 2 Batang Angkola,  
Kec.Batang Angkola Kab. Tapanuli Selatan

Menerangkan dengan sesungguhnya bahwa :

Nama : **DESISKA VIANTY HARAHA P**  
NIM : 0304161057  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Ilmu Tarbiyah dan Keguruan

Adalah benar telah melakukan penelitian di SMP Negeri 2 Batang Angkola pada tanggal 20 Agustus s/d 21 Oktober 2020 Semester Ganjil Tahun Ajaran 2020/2021.

Adapun maksud penelitian dilakukan adalah untuk memperoleh data dan Informasi yang diperlukan guna menyusun Skripsi dengan judul : **"The Effect of Using Partner Reading Strategy Towards Reading Fluency at The 7 th Grade Students"**.

Demikian Surat Keterangan ini diberikan, untuk dapat dipergunakan seperlunya. Atas perhatian dan kerjasama yang baik kami ucapkan terima kasih.

Bentenghuraba, 21 Oktober 2020  
Kepala Sekolah  
  
**MHD. YUNUS SIREGAR, S.Pd**  
NIP 19650224 199903 1 002