

CHAPTER II

LITERATURE REVIEW

2.1 Reading Comprehension

2.1.1 Definition of Reading Comprehension

According to Kintsch (1988), reading comprehension is the ability to decipher and interpret written material. Snow (2002) also defined reading comprehension as the act of examining and deriving meaning from written text. Similarly, Harris and Graham (2007) further emphasized that reading comprehension is a means of creating meaning through the integration of an intricate range of skills such as word recognition, fluency, and literacy.

In addition, Johnson (2008) contends that the process through which readers gain knowledge by using reading methods is known as reading comprehension. Reading comprehension is also seen as a deeply complex skill, involving both low-level processing related to “automatic” word recognition and high-level processing related to readers organizing text information according to their understanding and constructing text interpretations that fit their purposes, attitudes, and prior knowledge (Abdolrezapour & Tavakoli, 2012).

According to Ayu et al. (2017), reading comprehension is an interaction involving intricate processes, word knowledge, and general knowledge that joins the reader’s intellect with the text to understand its meaning. In addition, reading comprehension stimulates students’ abilities to summarize and grasp the text content (Reflianto et al., 2021).

In addition, the word “reading” is mentioned in the Quran Surah Al-Baqarah verse 121, which reads:

الَّذِينَ آتَيْنَاهُمُ الْكِتَابَ يَتْلُونَهُ حَقَّ تِلَاوَتِهِ أُولَٰئِكَ يُؤْمِنُونَ بِهِ ۗ وَمَنْ يَكْفُرْ
بِهِ فَأُولَٰئِكَ هُمُ الْخَاسِرُونَ ١٢١

“Those We have given the Book follow it as it should be followed. It is they who ‘truly’ believe in it. As for those who reject it, it is they who are the losers.” (Q.S. Al-Baqarah [2]: 121).

The above verse “as it should be followed” indicates that the Quran was revealed for a human guide to avoid deviation and improper actions. Therefore, when people read a text attentively, then they will understand the whole meaning. Moreover, if people understand the whole context of text, then they will find it easier to solve problems, for example answering related questions.

Prophet Muhammad PBUH also mentioned the importance of reading in a Hadith narrated by Abu Musa Al Ash’ari:

عن أبي موسى الأشعري رضي الله عنه عن النبي صلى الله عليه وسلم قال: «مَثَلُ الْمُؤْمِنِ الَّذِي يَقْرَأُ الْقُرْآنَ مَثَلُ الْأَثْرُجَّةِ: رِيحُهَا طَيِّبٌ وَطَعْمُهَا طَيِّبٌ»

Abu Musa Al Ash’ari RA reported that the Prophet SAW said: “The example of the believer who recites the Quran is like the fruit of utrujah (a type of orange); it smells good and tastes good.”

The above Hadith shows that believers who recite the Quran are favored Allah SWT. Similarly, those who love to read will certainly have a lot of useful knowledge.

As previously explained, reading comprehension entails paying attention to comprehending and constructing the meaning and information in a text. Reading comprehension enables readers or students to identify important ideas, decipher narratives and hints, conjure up stories, draw conclusions, and distinguish between facts and opinions in a text (Azmuddin et al., 2020).

2.1.2 Levels of Reading Comprehension

Reading comprehension level is closely related to the type of questions asked. According to Heilman (1981), there are four major levels of reading comprehension skills, as follows:

1. Literal

This level is the most basic phase of reading comprehension. At this level, readers simply reproduce the facts in writing. The skills needed are facts, order, chronology, and listing. Questions for this level are *what...*, *how old...*, and *when...*

2. Interpretation

At this level, readers are needed to perceive the data's significance; noting a variety of relationships e.g. cause and effect, the relationship of parts to the full text, making comparisons, drawing conclusions, and making generalizations. For example, phrases and questions may begin with *why...*, *what evidence...*, and *what can be inferred...*

3. Critical

At this level, readers become familiar with evaluating and assessing the writer's content and language use, keeping track of evidence of the writer's biases, qualifications, viewpoints, intentions, and honesty. For example, the phrases and questions: *what would happen if...* and *how would you describe it...*

4. Creative

This level is not really part of the reading comprehension that students will encounter in such questions at school. However this level fosters creativity. Students use the text to inform their thoughts, adapting them to particular contexts and repurposing the writer's ideas to expand upon previously established ideas. At this level, the phrases and questions are probably *what would you do if...* or *what does the text tell us about...*

2.1.3 Teaching Reading Comprehension

Every teacher should realize that reading comprehension is a must-have and applied skill at all levels of education (Yapp et al., 2023). Grabe and Stoller (2011) reported that reading strategy research that introduces a reading

program incorporating cognitive and metacognitive strategies combined with self-planning and self-assessment training, shows significant improvements in reading comprehension achievement. The strategies of reading comprehension assist readers to identify important points in a text or ideas that may be implied but not stated explicitly, and also assist readers to synthesize the information presented. Reading strategies, nevertheless, cannot be separated from ways to improve reading skills. Therefore, teachers are expected to use an effective strategy that can encourage students to become aware.

Teaching reading is implied in the Quran Surah Al-`Alaq 1-5, which reads:

إِقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ ۱ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ ۲ اقْرَأْ وَرَبُّكَ
الْأَكْرَمُ ۝ ۳ الَّذِي عَلَّمَ بِالْقَلَمِ ۝ ۴ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝ ۵

Read, 'O Prophet,' in the Name of your Lord Who created humans from a clinging clot. Read! And your Lord is the Most Generous, Who taught by the pen—taught humanity what they knew not. (Q.S. Al-`Alaq [96]: 1-5)

Roe et al. (2018) stated that there are three phases in teaching reading comprehension, as follows:

1. A “pre-reading” activity is one in which the teacher reads aloud to the class in order to catch students’ interests, clarify the goal, and provide background knowledge.
2. “In reading” involves students actually reading passages, answering questions, and the teacher having to guide them.
3. “Post reading” is where students summarize a particular passage, compare some, and practice reading skills.

2.2 Partner Reading Strategy

2.2.1 Definition of Partner Reading Strategy

Jamie (2005) identified a reading learning strategy named “Partner Reading Strategy” which allows students to become interactively engaged in the classroom by working collaboratively with other students in order to

comprehend the reading text quickly. Partner reading strategy refers to a learning strategy consisting of two students as partners in a single reading text. Each partner has a different role, one as a reader and the other as a listener, checking and correcting the other's understanding of the text. They take turns with this process. It is a versatile strategy as it can be employed in any reading condition and at any level of class.

According to Kuhn & Schwanenflugel (2008), for several reasons, partner reading can be effective in learning. First, students become active when reading because it is done with their partner. Second, students have more time to review what they have read. Third, students exchange corrections with their partner. In other words, partner reading helps each student with each other in reading activities.

Jennings et al. (2014) suggest students to read the text on their own first before reading it with a partner as a practice to hide unfamiliar words. In addition, this avoids frustration in students, as they tend to be insecure about their abilities. Furthermore, when reading with a partner, they become more confident to give opinions and correct each other's mistakes. This makes them realize that they are not the only students who have problems in reading comprehension.

Anggeraini et al. (2020) stated that the reading partner strategy should be recognized to push students' new thoughts in learning process in order to make a connection between one student and another.

2.2.2 Advantages of Partner Reading Strategy

According to Kuhn and Schwanenflugel (2008), this reading strategy comes with five main advantages, as follows:

1. As a reflection. As well as all students being asked to explain their ideas, they should also do self-assessment and improve their own knowledge.

2. As an active learning. Basically, cooperative learning encourages students to be active. Thus, students have the opportunity to show their abilities to each other.
3. It can stimulate curiosity. Students become more critical in finding their problems when reading and giving each other assessments.
4. It can lead deep understanding. After giving each other assessments, students know what to improve and study further. This helps students become more focused on the text.
5. The students receive support from their peers. They trust each other and continue to learn cooperatively.

2.2.3 Implementation of Partner Reading Strategy

According to Vaughn & Linan-Thompson (2004), there are several sequences of implementing the reading partner strategy, as follows:

1. Tell students that while reading in pairs, they can stop and verify their understanding of the text.
2. Demonstrate the assignment to the class using the text they have read. Have them prepare the answers to the 5W questions. For instance:
 - a. *WHO* holds the responsibility?
 - b. *WHEN* did he say it?
 - c. *WHERE* does he/she study at?
 - d. *WHAT* does the word 'called' mean?
 - e. *WHY* is it popular?
3. Provide students with a copy of the text and a set of comprehension cue cards.
4. In turns, ask students to read the same passage with their partners and cross-check each other's results using the comprehension cue cards.
5. Supervise the students. If anyone needs help, give it as needed.

2.3 Relevant Studies

This study carried 5 relevant studies as references, as follows:

The first study entitled “The influence of partner reading strategy to improve students’ reading comprehension” was conducted by Nurafni in 2019. This study conducted in Makassar investigated the reading comprehension skills of eighth grade students. The researcher used essay questions as an instrument. The results, obtained through the formula, showed that this strategy had an effect, and increased students’ scores by 48.53% from the pre-test score of 56.66 to the post-test score of 84.16 on the question type of determining the main idea. In addition, in the question type explaining supporting details, there was an increase of 32.86%, from 8.33 to 77.5 (Nurafni, 2019).

Sinaga, Herman and Siahaan in 2020 conducted a study entitled “The effect of partner reading strategy on reading comprehension”. This study focused on eighth grade students of SMP N 7 Pematangsiantar as subjects. The instrument used was 20 multiple choice questions. The results showed that the *mean* score on the pre-test in the control class was 34.35 and the experimental class was 49.19. While the *mean* score on the post-test in the control class was 45.16 and the experimental class was 79.67. Therefore, there was a significant effect of this strategy on students’ reading comprehension (Sinaga et al., 2020).

Delpiana et al. (2020) found that the paired reading strategy in teaching reading at STKIP Bina Bangsa Getsempena had an effect on learning activities. Referring to the results of the study, on the statement “paired reading strategy is able to increase students’ interest in learning”, as many as 90% of the total respondents chose the answer “strongly agree”. In addition, on the statement “the paired reading strategy can encourage students to work well together”, as many as 80% of the total respondents answered “strongly agree” and only 3.33% answered “strongly disagree”. Thus, many students feel that this strategy can increase their interest in learning by using the paired reading strategy.

Zulianti and Hastomo (2022) also conducted a similar study at MTs N 1 Lampung. The research entitled “Partner reading strategy: An effective strategy for improving students’ reading comprehension” used formative and summative tests as instruments. The results showed that in cycle 1, the students’ average

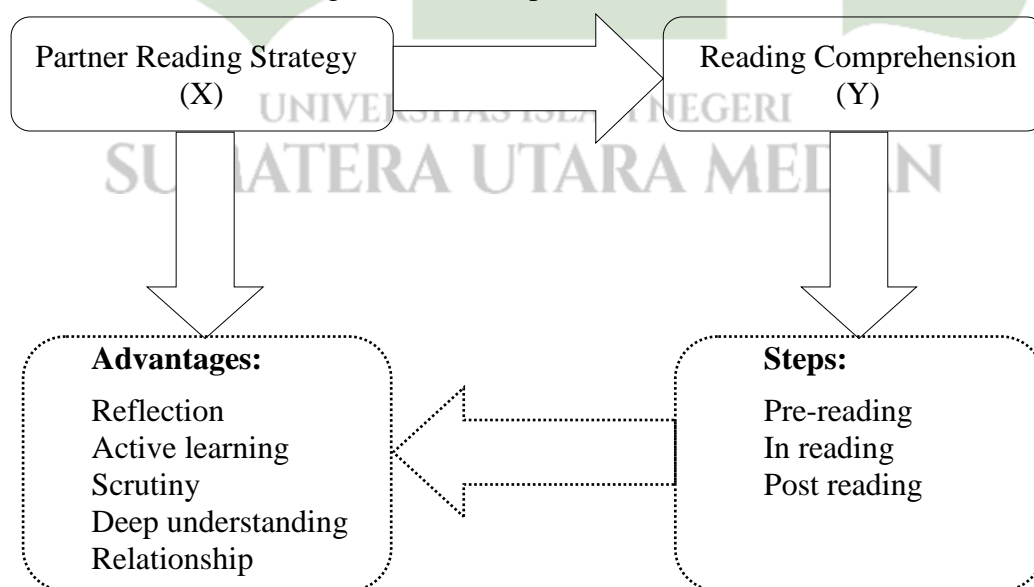
score was 71.03 and 85.38 in cycle 2. Thus, this reading strategy successfully improved students' reading comprehension.

Moreover, Purba et al. (2023) also conducted the same research with the title "The effect of partner reading strategy to students' ability in reading comprehension at grade eight in SMP Negeri 9 Pematangsiantar". Data was collected using 20 multiple choice questions on both tests. Researchers used SPSS Statistics 24 to analyze the data. This study focused on conducting the Mann-Whitney test. The results showed that the *mean* score on the post-test was 76.07 while that of the control class was 57.32. In addition, the Mann-Whitney test results showed an Assymp value of $0.000 < 0.05$. Therefore, alternative hypothesis is accepted.

2.4 Conceptual Framework

This study carried out two variables i.e. independent variable (X) and dependent variable (Y). The independent variable is partner reading strategy, while reading comprehension is the dependent. In addition, the partner reading strategy is the influencing variable and reading comprehension is the influenced variable. Hence, it can be identified that the two variables have a connection. It can be checked in Figure 2.1 below.

Figure 2.1. Conceptual Framework



2.5 Research Hypothesis

According to Barlian (2016), a hypothesis is a preliminary conclusion from research whose results have not been tested. Therefore, hypotheses in this study are:

H_a : There is a significant effect of partner reading strategy on the students' reading comprehension at MAS PAB 1 Sampali.

H_0 : There is no significant effect of partner reading strategy on the students' reading comprehension at MAS PAB 1 Sampali.



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