

**THE EFFECT OF APPLYING PARTNER READING STRATEGY  
THROUGH E-BOOK STORY ON THE STUDENTS' READING ABILITY**

**SKRIPSI**

*Submitted in Partial Fullfillment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd.)  
English Education Program*

**By**

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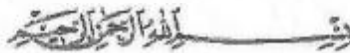
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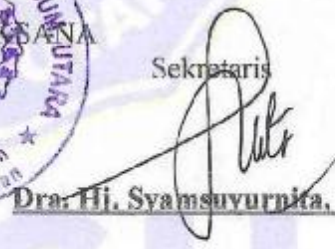
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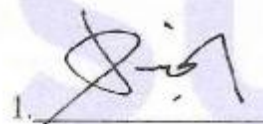
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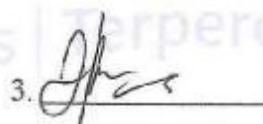
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## ABSTRACT

**Rizki, Muhammad Rahdiantar. 1502050197. “The Effect of Applying Partner Reading Strategy Through E-Book Story on Students’ Reading Ability”. Skripsi: English Education Program of Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara. Medan 2019.**

The objective of this study was to find out the significant effect of applying partner reading strategy through e-book story on students’ reading ability of SMP Muhammadiyah 58 Sukaramai. This research was an experimental research. The instruments of this research were a multiple choice. The subject of the research was 58 students of the second grades of SMP Muhammadiyah 58 Sukaramai. This research had been conducted by applying Partner Reading Strategy to the experimental group, while control didn’t. The finding of experimental group on the pre-test the mean score was 35.17, while in the post-test the score was 66.20. The finding of control group on the pre-test the mean score was 20.34 and post-test the mean score was 25.51. The improvement also can be seen from the percentage of students’ achievement in reading ability of experimental group. All of students' on pre-test got score under 70, but post-test were 22 students' got score 70. It means the strategi was an improvement for students'.

**Keyword:** *Reading, E-Book Story, Partner Reading Strategy*

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The writing of this *skripsi* entitled **“The Effect Of Applying Partner Reading Strategy Through E-Book Story On The Students’ Reading Ability”**. This *skripsi* is written to fulfill one of the requirements to obtain the *Sarjana Pendidikan Degree* at the Departement of English Education, Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara.

During the process of writing this study, the researcher realized that he had to learn for more about this thesis. Meanwhile, he has also received a lot of helpful, suggestions, and comments from many people. In this time, a very special debt of gratitude is directed to his beloved parents, Masri Darwis and Siti Aisyah, for their full support, care, and prayers that have been given to him. Then, he would like to express his sincere thanks for his academic guidance and moral support during the completion this study.

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Medan, September 2019

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# CHAPTER I

## INTRODUCTION

### **A. The Background of the Study**

English has become important subject as a foreign language. Every teacher in the school tried to improve the students' ability in English to make students fluent in English. English has four languages skill, such as: speaking, reading, listening, and writing. Reading is one of the four important skills. The reading ability became very important thing in the education field, where by reading the students can get an information and they can improve their knowledge. Alyousef (2005) said "Reading can be seen as an interactive process between a reader and a text which leads to automaticity or reading fluency." Reading is the most important to be learn by students. Through this activity, students can improve their own words and experience. They will get specific ideas, information, understanding word and they will be able to know what they do not know before.

The previous study of reading that is Reading ability in English is one of done by innovation (Alfitriani, 2016). Its mean reading can be used as a tool of reading's innovate to student for improving their ability.

Many strategies can be the English teacher use in reading teaching especially in narrative text. There are Jigsaw, KWL, T-Party, Poop corn Read, Round Robin, Partner Reading, etc. In this researcher, the researcher only focuses on one strategy, namely Partner Reading Strategy. Partner Reading Strategy or Partner Prediction Strategy is a learning strategy where students collaborate with



their partners to predict what happens, the contents of the story or the next story on a topic or story (Yelci & Jufri, 2017). Generally, Partner reading is a strategy whose aim is to provide supported practice in the reading of connected text for all students.

Their studies describe students can active by Partner Prediction Strategy. Through this strategy, the students can use their prior knowledge the relate what they have known to the content of the story. As the previous study, the researcher investigated about reading though media, its e-book. That is the experimental group showed significant improvement of English reading comprehension through e-book, and helps improve the reading attitude, vocabulary learning (Chin-Neng Chen, 2013). That strategy can to improving students reading ability by e-book so that make fun and interest for the students.

Based on the researcher's observation at SMP Muhammadiyah 58 Sukaramai, it found that the students had a low ability in reading and not interest to reading, and they usually feel bored in reading process that enable to persuade students' reading ability. They are not interesting because the teacher asked them to read only, translate the text, and answers the question given by the teacher. The students had low motivation in reading activity because they had low capability in English so that the result was not good. Considering to the condition above, it is need to provide the strategy on teaching reading.

Based on the explanation, the researcher will be conducted a research by applying the strategy, that is Partner Reading Strategy through e-book story which help the students to improve their reading ability.

## **B. The Identification of the Problem**

Based on the background above, the problems are identified as follows;

1. The students still have low understanding in reading
2. The students had low motivation in reading English texts

## **C. Scope and Limitation**

The scope of this study focuses on reading, and it limit on the reading ability by use of Narrative text.

## **D. The Formulating of the Problem**

The researcher formulates the problem of the study as follow:

1. Is there any significant effect of applying partner reading strategy through e-book story on students' reading ability of SMP Muhammadiyah 58 Sukaramai?

## **E. The Objective of Study**

1. To find out the significant effect of applying partner reading strategy through e-book story on students' reading ability of SMP Muhammadiyah 58 Sukaramai.

## **F. The Significance of the Study**

1. Theoretically

Theoretically this research will help the teacher and students in teaching reading process, so that improve students' reading ability on e-book story.

## 2. Practically

- a. The students know about how to understand a text by using Partner Reading Strategy to improve the students' reading ability on short e-book story.

3. The teachers would be able to improve the students' reading ability using Partner Reading Strategy.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

Theoretical framework is a set of reference or guidance in the implementation of research. The term is used to avoid misunderstanding and help the writer to conduct a better analysis of the study. It deals with theories to support the concept. In this case, theoretical framework gives some clear theories to this study. There are many points to discuss in this study, they are as follow:

##### **1. Definition of Reading**

Reading is one of the important skills that should be paid attention to learn the process. In addition, by reading, the students open their mind and refresh their knowledge every time. The essence of reading is readers necessity work by them to interpret the texts and get the meaning of what the writer wants to convey. According by Keren Tankersley (2003: 2) states that □Reading is a complex process made up of several interlocking processes and skills. It means, the readers should have supporting capability of skills such as decoding and phonics, fluency, comprehension, vocabulary and word recognition, and the last for thinking which help them to understand and to interpret the meaning what they have read.

##### **2. Types of Reading**

Generally reading is derived more from the multiplicity types of text than from variety of overt types performance. Nevertheless, for considering assessment procedures, according to Brown (2001) several types of reading performances

were typically identifying, and these will serve as organizer of various assessment tasks. In his book, entitled *Language Assessment Principles and Classroom Practices* divide the reading type into four parts. There are selective, perceptive, intensive and interactive.

- 1) Selective. This category is large an artifact of assessment format. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true/false, multiple-choice, etc. Stimuli include sentences, brief paragraph, and simple charts and graphs. Brief responses are intended as well. A combination of bottom-up and top-down processing may be used.
- 2) Perceptive. In keeping with the set of categories specified by listening comprehension, similar specifications are offered here, except with some differing terminology to capture the uniqueness of reading. Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols. Bottom-up processing is implied.
- 3) Extensive. Such as reading, as discussed on book, applying to text of more than a page, and include professional essays, articles, books, short stories and technical reports.
- 4) Interactive. The types are in a psycholinguistic sense, stretches of language of several paragraphs to one page, interact with the text or more in which the reader must. That is, reading is a process of negotiating meaning, the reader

brings to the text a set of schemata for understanding it, and intake is the product of that interaction. Typical genres that lend themselves to interactive reading are anecdotes, excerpts from longer texts, short narratives and descriptions, directions, memos, questionnaire, announcements, recipes, and the like. The focus of interactive task is to identify the relevant features (discourse, grammatical, lexical, and symbolic) within texts of moderately short length with the objective of retaining information is processed.

Other than that, there are four basic types of reading: rapid reading, study reading, skimming, scanning. Each suited to a particular type of reading material and reading purpose, and each should be practiced at different speeds (Inmon and Lenier, 1992).

1) Rapid reading used when the purpose is to get a general idea of what of read and when the materials is not extremely complicated. Types of material suitable for rapid reading include novels, light nonfiction, magazines and newspapers.

2) Study reading on technical material or difficult textbook when the purpose is through understand and memorization. Study reading rates usually do not exceed 250 words per minute.

3) Skimming is quickly look over a selection to get the general idea rather than reading every word. It is use (1) when all you need is a general overview (2) when surveying a chapter or article, and (3) when reviewing something you once read to refresh your memory.

4) Scanning is locating specific information, such as a name, a data, or a place. Example when look up something in the telephone book or in the dictionary, it is

scanning. run the eyes over the page and read only the information surrounding what looking for. It is also use scanning in textbooks-for example, when the particular date or name in a chapter.

Patel and Jain (2008) divide the types of reading into four types:

- 1) Intensive Reading, related to further in language learning under the teacher's guidance. Provide a basic for explaining difficult of structure and for extending knowledge of idioms and vocabulary. The material will be the basis for classroom activity. It will not only be read but will be discussed in detail in the target language too, sometimes analyzed and used as a basis for writing exercises. Intensive reading is text reading or passage reading. In this reading the reader read the text to get an analysis. This reading is done to carry out to get specific information. The goal of this reading is to read short text.
- 2) Extensive Reading, use to obtain a general understanding of a subject and includes reading longer texts for pleasure. The readers want to know something. They do not care about the important or specific information after reading. Usually the people read for to keep them update.
- 3) Aloud Reading, is a basic form of classroom disciplines and organization. In reading aloud, the students confront with writing sentences which have not spoken before. The aim of this reading is a better speaking ability or pronunciation and the achievement of the students. According Elizabeth (2004), aloud reading means reading book producing by sounds audible to other. Reading aloud by the teacher can help improvement's students of their listening ability. It prevents the students

from learning to understand the meaning of a sentence when they may not know one word in the sentences.

4) Silent Reading, very important skill in teaching of English. This reading should be employed to increase reading ability. It is done to acquire information. It should be based on selected text. This reading enables students to read complete silently without moving lips and making sounds. It helps to read with ease, speed, and fluency. It aids comprehension and expands vocabulary of the students.

### **3. The Purpose of Reading**

Stoller and Grabe (2002) divides purpose of reading into five below:

1) Reading to skim and reading to search for simple information

Reading to skim is a common part of reading tasks and useful skill in own right. It involves a combination of the strategies for guessing where important information might be in the text. Reading to search for simple information is a common reading ability thought some from researchers see as relative independent cognitive process. In reading to search typically scan the text specific piece of specific word or information.

2) Reading to skim quickly

Reading to skim is a common part of reading tasks and a useful skill own right. In essence, a combination a strategy for guessing where important information might be in the text and then use by basic reading comprehension skill on those segments of text until general ideas formed.



### 3) Reading to learn from the text

Reading to learn typically occurs in academic or a professional context in which a person needs to learn a considerable amount of information from text.

### 4) Reading to integrate the information, write and critique text

Reading to integrate information involves decisions about the relative importance of mutually supporting or conflicting information, complementary and the likely restructuring of theoretical frame to accommodate information from multiple sources. Both may be tasks or variants of reading to integrate information.

### 5) Reading for general comprehension

Based on the purpose of the reading above, reading can enhance comprehension, to receive the experience or obtain knowledge, imagination or insight of others.

## **4. Definition of Partner Reading Strategy**

Partner reading is another fun and effective pedagogical strategy for promoting the development of reading fluency. It is designed to increase the amount of time children spend reading aloud in the classroom while providing the support many struggling readers need to successfully negotiate text. It is a procedure that is best initiated after children have developed some familiarity with the text through procedures discussed elsewhere in this and other chapters.

According to Boyle et al., in Melanie's book (2008:45), partner reading has been used successfully as part of an intervention aimed at reducing and preventing behavioral problems in school. So, it promotes and empowers readers and students' collaboration to support one another through peer-assisted learning.

During partner reading, monitor□s students reading of a fellow student. Pairs work together on a variety of texts, increasing concentration, practicing interacting socially in a positive way, building their reading confidence, and improving their motivation to read. Partner reading improves reading rate, word attack skills, and helps monitor□s students their own comprehension. Partner reading strategy also fosters a gradual release of responsibility, where students move away from total dependence on the teacher to reading independently without intervention by the teacher. According to Meisinger et al., in Melanie□s book (2008:43), in partner reading, children are paired to provide one another with support in the oral reading of connected text. This is when the students read and reread passages with their classmates. The teacher can pair more proficient with less proficient ones. The less proficient reader reads the passage first, followed by their partner. It continues taking turns until they completing the text.

According to Meisinger et al., in Melanie and Paula book (2008:46) there are several recommendations on how you can organize, implement, and manage partner reading in classrooms:

- a. Provide an adequate instruction of the basic partner reading scripts. Begin by explaining partner reading to the students.
- b. Practice what it means to be a good partner. Go over the jobs of each partner with your class and discuss what being a good partner involves and post a summary of the following points. Good partners listen to each other and read along silently when it is not their turn to read aloud. Good partners help each other read/misread words. They provide unknown words, or even better, help

each other remember to use word-reading strategies learned in class. Good partners do not laugh or jeer at each other's misread or unknown words, but simply provide the words. Good partners help each other find their place, if needed, and encourage each other to go on when tired or frustrated. Good partners also raise their hand to get their teacher's attention if a problem arises during partner reading, such as an argument between the two partners or when neither of the partners is able to decipher a difficult word. Good partners have a positive attitude and stay on task during partner reading.

- c. Practice and model partner reading behaviors. Partner reading is most successful when your children understand exactly what behaviors they should exhibit during this activity.
- d. Allow the children choose their own partners. Children know with whom they get along and generally they choose a partner with whom they interact cooperative. You may want to instruct students to choose their partner by groups or by sections to ease the process.
- e. Teachers need to monitor partner reading. Once the partner reading routine has been established, your children will generally require little prompting or redirection, because it is a simple and enjoyable activity. However, while the children partner-read, you should walk around the room listening to them read, helping pairs that are stuck on an unknown word, redirecting those who are off task, or modeling expressive reading when needed. Partner reading provides a wonderful opportunity for you to listen to your children read and allows you to monitor their progress throughout the year.

From the explanation above, the researcher concludes that partner reading is a good strategy for students' reading ability, by using this strategy the students receive correction and support from their partner during reading a text, to improve their motivation to read and teach the students about pairs work together on the varieties of text.

### **5. Description of Reading Ability**

Reading ability is leading a person to interact and gain the meaning from written language. There are several components must master which lead to independently comprehending the intend message being relayed in the written contents. First is phonemic awareness, which is defined by National Reading Panel as "recognizing and manipulating spoken words in language" (Whalon et al. 2009). Next is phonics defined by the same group, as "understanding letter-sound correspondences reading and spelling" then, the oral reading ability which is "reading text with speed, accuracy, and expression". Fourth component is vocabulary defined as "understanding words read by linking the word to oral vocabulary" and lastly is comprehension defined as "directly teaching students to be aware of the cognitive processes involved in reading".

According to Department Pendidikan Nasional (2006:23), in reading ability for Junior High School, there are three basic competences that should be achieved by students of the second year of junior high school in the second semester. First, they are able to read aloud which is meaningful and functional text-shaped short essays recount and narrative text to speech, stress and intonation. Second, students are able to respond the meaning and the rhetorical

steps in a short essay smoothly and accurately. Third, students are able to the functional meaning in a short written the text accurately and thank relating to the environment.

## **6. Types of Reading Ability**

It is generally recognized that the efficient reader verse in a way of interest with various types of text, is flexible, and choose an appropriate reading strategy depending on the particular text in a question. It shows how efficient readers □switch” styles according to the type of text they are reading. We have to match reading ability to reading the purpose.

Scanning and skimming are clearly useful strategies for learners to operate, however there is arguably limits to their usefulness in the context illustrated, in the sense that the reader scans for the particular information and then does not actually have to do anything with it. All that we have mentioned thus far tends to confirm their now generally accepted view that the efficient readers are do not operate in a vacuum and not passive, they reacting the text by having expectations (even though these might in the fact have nothing to do with a content of the text), and the ideas about purpose of the text as well as ideas about possible outcomes.

In order to be active reader, the learner should develop various reading skill. Which she/he can employ for the purpose of gaining a full ability of what is read. There is ability of reading from the other experts. Reading ability that can be seen in this table:

**Table 2.1**  
**Reading ability and the purposes**

<b>Ability</b>	<b>Purposes</b>
Automatic Decoding	The students are able to recognize word at a glance.
Predicting and Previewing	The students are able to guess what the text about by looking at the text a quick one over.
Identifying Purposes	The students are able to predict what the context and form of the text will be.
Specifying Purposes	The students are able to know why the text is being read.
Scanning	The students are able to find out the specific information in the text by looking at the text rapidly
Recognizing topics	The students are able to find out what the text tells about after reading and comprehending the text.
Topic sentences and Locating	The students are able to find out a topic sentence in the text.
Making inference by use evidence	The students are able to infer main ideas of the text and can show evidence that supports their inferences.
Guessing the meaning of unknown words from the context	The students are able to guess the meaning of unknown word from the context.
Skimming	The students are able to process the text very rapidly at many levels in order to get overall picture of it.
Paraphrasing	The students are able to paraphrase a text to help them understand the text use by their own words.
Summarizing	The students are able to shorten a text by retaining and re-stating the main idea by leaving out details.
Drawing conclusion	The students are able to put together an information from several parts of the text and induce new or additional ideas
Reading critically	The students are able to judge the accuracy of the text with respect to what they already know
Reading faster	The students are able to read fast enough to allow the brain to process the input.

## 7. Types of Text

Based on the generic structure and language feature dominantly, text is divided into several types. Pardiyono (2007) divides genre into some types, as the following below:

- a. Description, which has purpose to describe something in detail.
- b. Recount, which has purpose to inform the event in the past.
- c. Narrative, which has purpose to entertain or amuse the reader.
- d. Procedure, which has purpose to give instruction of the process.
- e. Explanation, which has purpose to give explanation in detail about natural or social phenomenon.
- f. Discussion, which has purpose to give argument about the phenomenon.
- g. Analytical Exposition, which has purpose to argue that something is the case.
- h. Hortatory exposition, which has purpose to argue that something should be or ought to be.
- i. News Item, which has purpose to give events of the day they important and newsworthy.
- j. Report, which has purpose to inform something phenomenon or to give knowledge for the readers.
- k. Anecdote, which has purpose to information about ridiculous or funny event.
- l. Review, which has purpose to give suggestion, critics, or evaluation about something in an article, a book or movie.

## 8. Narrative Text

Narrative text is a text that focusing specific participants. It is social function to tell past events or stories and entertain the readers. Narrative text deals with the problematic events, which lead to the crisis or turning point of some kind, which in turned finds a resolution.

Narrative text is a type of genres that have a main fiction not only to certain or amuse another person but also to give a moral lesson to the writer and the readers. It becomes a reason that narrative text is one of the favorite genres in teaching in English lesson.

According to (Pardiono 2007: 93) Narrative text is a kind of text to retell the story that past tense. The purpose of the narrative text is to amuse or to entertain the readers or listeners about the story. For general purpose in semiotics and literary theory, a "narrative" is a story or part of story. It may be written, spoken or imagined, and it will have one or more points of view representing all or some of the participants or observers.

### a. The Purpose of Narrative Text

The purpose of narrative text is to entertain, to gain and hold interest the readers. Narratives sequences people or characters in place and time but different from recounts that through the sequencing, the stories set up one or more problems, which must eventually find a way to be resolved.

Narrative text is reading text that tells the story. A short text is the particular kind of narration. It always brief and always fictional. Use relatively few words. These short stories are meant to read in single sitting. The writer of a



short story aims to create a powerful impression of the reader. Most short story contain:

- 1) A main character, which undergoes a learns or change something during the course of the story.
- 2) A setting, the location and time in which the story takes place.
- 3) A single plot, of stories events, which leads to a high point or climax of interest.
- 4) A theme, or main message, that is revealed by the story's end.

b. Generic Structure of Narrative Text

The generic structures of narrative text are below:

- 1) Orientation, introducing the participants and the place and the time.
- 2) Evaluation, it is used to a stepping back to evaluate the plight.
- 3) Problem or complication, describing the rising verses which the participants have to do with.
- 4) Resolution, show the way of the participant to solve the crises, worse or better.
- 5) Reorientation, it is optional.

c. Language Feature of Narrative Text

Language feature of narrative text as follow:

- 1) A narrative focus on specific participant.
- 2) There are many action verbal, verbs, and mental processes.
- 3) Indirect and direct speeches are often used.
- 4) Usually using past tense.

- 5) Linking words are used, related with time.
- 6) There are sometimes some tense and the dialog can change.
- 7) Descriptive language is used to create imagination of listeners or readers.
- 8) Temporal conjunctions are used.

### **9. Definition of E-Book**

Electronic books or E-book are books that students can read on desktop laptops, computers, or handheld reading devices. E-books offer readers print and illustrations much like a traditional book. Many e-books come with audio and video links, as well as interactive tools at the touch of a finger (Larson et al., 2009). However, e-books engage readers by offering multimodal features that traditional books do not offer research conducted by Moody et al., (2010), on using e-books with at risk young children, concluded that e-books with digital scaffolds and supports can contribute to comprehension, vocabulary development, reading engagement, and phonological awareness skills. They recommend use development appropriate e-books that limit distracting digital features that are unrelated to the story.

The relationship between e-books and comprehension continues to be debatable. There is a need for continued research, since research that specifically examines that relationship is fails and scarce to clearly identify features of e-books as either impediments or supports to comprehension. However, there is evidence in the research that indicates possible benefits of e-books use for student who are struggling learn to read. Specifically, studies suggest that the digital features that are available in e-books can support reading engagement,

comprehension, vocabulary development, and phonological awareness skills in student by utilizing the digital scaffolding supports (Zucker et al., 2009). When the students have access to electronic books through leveled reading book rooms, they will spend more time on independent practice, which will increase vocabulary development, motivation, reading comprehension, and engagement. These strategies include choosing developmentally appropriate storybooks, using e-books in addition pairing direct instruction with e-books, to traditional print books, and monitoring/eliminating distracting features embedded in e-books (Moody et al., 2010).

From the explanation above, it concluded that electronic books are books that students can read on desktop laptops, computers, or handheld reading devices. Electronic books offer readers print and illustrations much like traditional books. Students can practice their reading ability through reading e-books. The following is one example of e-book story:

**Picture 2.1**  
**The Example of E-Book Story**

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**The Golden Touch**



This is the story of a very greedy rich man who chanced upon meeting a fairy. The fairy's hair was caught in a few tree branches. Realizing he had an opportunity to make even more money, he asked for a wish in return for helping the fairy. He said, 'All that I touch should turn to gold', and his wish was granted by the grateful fairy.

The greedy man rushed home to tell his wife and daughter about his new born, all the while touching stones and pebbles and converting them into gold. Once he got home, his daughter rushed to greet him. As soon as he bent down to scoop her up in his arms, she turned into a gold statue. He realized his folly and spent the rest of his days searching for the fairy to take away his wish.

**Moral of The Story**

Greed will always lead to downfall.

**B. Previous of Related Study**

The researcher takes any information from the website, previous essay, thesis and journal. The information of the website, previous essay, thesis and another journal give advantages for the researcher to finish the proposal. The researcher takes the thesis and journal that related with the title in this proposal.

There are some previous essay as comparison:

- 1) Alga, Eko Putra (2017), □The Implementation of Shoe Partner Strategy Toward Achievement in Reading Comprehension Text at Eleventh of SMK TI Muhammadiyah 9 Medan 2016/2017□. This study was

conducted by using classroom action research. The subject of the research was class XI. It conducted in one class which consisted of 38 students. This research was conducted in two cycles and each cycle consisted of three meetings. The finding of the pre-test of the mean score was 44.60. In the first cycle test the mean score was 67.69 and in the second cycle test the mean score was 78.15. The improvement also can be seen from the percentage of students' achievement in reading comprehension. In pre-test only 0 students got 70 points (0%). In first competence test 22 students got 70 points (57.89%). It means there was an improvement about 57.89%. In the second competence test 38 students got 70 points (100%). The improvement was 42.11%. There was also improvement of students' behavior and participation in the class. In first cycle, some students unable pay attention and focus on teacher's presentation. nevertheless, in the second cycle, they were able to focus and participated on the teacher's command. It will be concluded that Shoe Partner strategy improving students' achievement in reading comprehension.

- 2) Ardiana (2015), "Improving the Students Reading Comprehension in Narrative Text Through Patterned Partner Reading". This research aimed to find the use of Patterned Partner Reading strategy improve the students reading comprehension at the SMP Muhammadiyah Limbung. The researcher used A Classroom Action Research (CAR). The researcher had conducted two cycles, where each cycle consisted of four meetings. This classroom action research was one at SMP Muhammadiyah Limbung. As

subject in this research was the second class with students' number as about 30 students consist of 7 man and 23 women. The instruments were observation sheet and test sheet. The research findings indicated that the application of patterned partner reading strategy was effective and significant in improving the students' reading skill especially students' reading comprehension. It was proved that the mean score of D-Test was 60.8, Cycle I 75.5 and after conducted Cycle II improved to 93. And based of mean score of students' reading comprehension during two cycle researcher found percentage improvement that is from D-Test to Cycle I is 24.17% and from Cycle I to Cycle II is 23.17 and D-Test to Cycle II 52.96%. It means that there was the improvement of students' reading comprehension on learning process.

- 3) Barnabee, Alexandra (2015), "The Effects of Reading Strategies on Students' Reading Levels". The purpose of this study was to determine the impact of small reading groups, independent reading, and partner reading on students' reading levels from on grade level to above grade level. The participants of this study were six first grade students enrolled at an elementary school in Baltimore County. The participants were provided instruction from Baltimore County Public School English Language Arts curriculum as designed to align with the Common Core State Standards. In addition to this curriculum, treatment students received small group instruction, were required to complete 30 minutes of daily independent reading, and partner reading during independent work. The

analysis revealed a significant increase in pre/post-test mean scores. Future research should continue in this area to determine methods of instructions to promote reading level growth to more complex text.

4) Astuti, Widya (2013), □The Effect of Using *Partner Reading Strategy* toward Reading Fluency at the Second Year Students of SMPN 1 Sungai Pakning Bengkalis Regency□. The purpose of this research was to find out the significant effect of using Partner Reading Strategy toward reading fluency at the seconds year students of SMPN 1 Sungai Pakning Bengkalis Regency. This research was an experimental research, precisely a quasi-experimental research. Eight meetings were implemented for treatments of experimental class. The instruments of this research were a text. The participants were the seconds year students of SMPN 1 Sungai Pakning Bengkalis Regency. The population of the research is 127 students of the second year of SMPN 1 Sungai Pakning Bengkalis Regency. The subject of this research is the seconds year students of SMPN 1 Sungai Pakning Bengkalis Regency in 2011/2012 academic year. The objects of this research are the effect of using partner reading strategy toward students□ reading fluency and the significant effect of using partner reading strategy toward students reading fluency. The research findings showed that the improvement could be seen from the score of t-test analysis. The total score of t-test was 8.45. Based on t-table,  $2.03 < 8.45 > 2.72$ . It means that null hypothesis ( $H_0$ ) is rejected, while the alternative hypothesis ( $H_a$ ) is accepted. Therefore, it could be concluded that there was a significant effect of using partner reading strategy toward

students' reading fluency at the second year students of SMPN 1 Sungai Pakning Bengkalis Regency.

### **C. Conceptual Framework**

To avoid misunderstanding the title of the research, the researcher is going to operate the abstract theories which have been mentioned in theoretical framework. In this research, there are two Variables. Variable X is about partner reading strategy and variable Y is about reading ability.

Therefore, the operational concept can be seen in the procedure of teaching strategy and indicators of skill.

1. Variable X is the indicator of using partner reading strategy:
  - a. The teacher gave copies of short and interesting texts.
  - b. The teacher pair lower performing readers with higher performing readers for practice and divided into two groups from rank the students.
  - c. The teacher model and explain partner reading procedures.
  - d. The teacher assignment roles to student pairs, with Partner A being the stronger reader and Partner B the lower performing reader.
  - e. Teacher ask students to take turns reading. Partner A reads the text aloud, modeling fluent reading, for one minute. Partner B follows along. Then Partner B reads aloud the same text for one minute.
  - f. The whole class can participate at the same time while the teacher times the readings.
2. Variable Y is the indicator of reading skill
  - a. The students are able to read the text with good accuracy (pronoun)



- b. The students are able to read the text with good automaticity (rhythm)
- c. The students are able to read the text with good prosody (stress, intonation, pausing).

Reading is an important process for students in all fields and also reading is one of the most important subjects in English. Many kinds of the way to increase the students' reading skills. Through reading, the students can obtain some information they need every day. In order to get best outcome in process of reading, the students should have a good ability to comprehend the text they read.

English teacher should try to find out good method in order to make better result. Reading is one of the important abilities which have to be learned by the students in order to master English well.

#### **D. Hypothesis**

Based on the problem of the study, the hypothesis formulated as follows:

Ha : there is significant effect of applying partner reading strategy through e-book story on students' reading ability of SMP Muhammadiyah 58 Sukaramai.

**CHAPTER III**  
**METHOD OF RESEARCH**

**A. Location and Time**

This research location was conducted at the second grades students of SMP Muhammadiyah 58 Sukaramai. The reason for choosing this school because there are some problem the researcher found that students had a low ability in reading and not interest to reading, and they usually feel bored in reading process that enable to persuade students' reading ability.

**B. Population and Sample**

**1. Population**

The population of this research was the second grades students of SMP Muhammadiyah 58 Sukaramai at academic year 2018/2019, which consists of two classes. There were VIII-A 29 students, and VIII-B 29 students. And the total number of the population were 58 students.

**Table 3.1**  
**Population of the Research**

<b>Class</b>	<b>Population</b>
VIII-A	29
VIII-B	29
Total	58

## 2. Sample

A total sampling pass carried out by choosing partner self in this research. The technique of taking samples in this research is total sampling. Total sampling is a sampling technique where the number of samples is the same with the population (Sugiyono, 2007). There are 58 students as the sample which was divided into two groups, the Experimental Group and the Control Group. And the sample is shown in the following table:

**Table 3.2**  
**Sample of the Research**

<b>Group</b>	<b>Class</b>	<b>Sample</b>
Experiment	VIII-A	29
Control	VIII-B	29
<b>Total</b>	<b>58</b>	<b>58</b>

### C. The Research Design

The experimental research pass used to carry out this research. It deals with quantitative design. It has two different groups. Experimental and control group. There are two variables that are used. Variable X (Partner Reading strategy) is independent variable, and variable Y (students reading ability) is dependent variable. The researcher took two groups as a sample of this study were experimental (the students who are given the treatment by applying partner reading strategy) and control group (the students who are only to read the text). Before doing the treatment, both of group pass given pre-test in order to know students' reading ability. Then researcher pass given treatment by applying

partner reading strategy for the experimental group, while control did not. At the end, both of group pass given post-test. In this research pre-test and post-test pass compared to find out the effect of applying partner reading strategy toward reading ability.

**Table 3.3**  
**Research Design**

<b>Group</b>	<b>Pre-Test</b>	<b>Treatment</b>	<b>Post-Test</b>
Experiment Group	O1	X (Partner Reading Strategy)	O2
Control Group	O1	-	O2

O1 : Pre-test

X : Partner Reading Strategy

O2 : Post-test

#### 1. Pre-test

Pre-test pass conducted to find out the students' reading ability before having a treatment. The experimental was given pre-test. The pre-test is useful to know the mean score of experimental. The pre-test was given before treatment. The teacher asked the students to answer the multiple-choice test.

#### 2. Treatment

Treatment was given to the students after the pre-test administrated. The treatment in experimental group was taught by applying partner reading strategy.

#### 3. Post-test

Post-test was given to the students after having a treatment. The post-test is same as the pre-test. The post-test is the final test in this research. especially in

measuring the treatment. After conducting treatment, the post-test pass given to find out the result of teaching presentation in experimental group.

#### **D. The Instrument of Research**

The instrument of this research is multiple choice test in collecting data. There were two kinds of tests used to gain the data. They were pre-test and post-test pass given to the experimental group. Both were done before and after the implementation by applying Partner Reading Strategy. Test consisted of 10 questions.

#### **E. The Techniques for Collecting Data**

The data pass collected by giving the test to the students. The test pass taken from internet. Several steps pass used to collect the data are below:

1. Giving the pre-test.
2. Applying the treatment, which word search strategy pass applied to the experimental group.
3. Giving post-test to both of the group.
4. Collecting the students' answer sheets and scoring the students' answer.

#### **F. The Techniques of Data Analysis**

This study pass applied quantitative data. The quantitative data to analyze the scores of students. The observation data were analyzed by using statistical method. The writer uses students post test scores of the experimental and the control group.

Suharsimi Arikunto (2010:284-285) says to know the mean of the students' score of assessment give in each treatment, to researcher apply the following formula:

$$X = \frac{\sum x}{N} \times 100\%$$

Where:

X : The mean of the students

$\sum x$  : The total score

N : The number of the students who do the best

In this research, some techniques pass applied to analyze the data, and the steps are:

$$P = \frac{R}{T} \times 100\%$$

Where:

P : The percentage of the students getting score  $\geq 70$

R : The number of those who get the point  $\geq 70$

T : The total number of the students' who did test

In this research, the data were analyzed by using statistical method. The researcher uses students post test scores of the experimental and the control group. The researcher analyzed the data by using t-observe to know whether the result of the research statistically significant. The formula can be seen below:

$$t - \text{observe} = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2} - 2R \left( \frac{S_1}{\sqrt{N_1}} \right) \left( \frac{S_2}{\sqrt{N_2}} \right)}}$$

Where:

$\bar{X}_1$  = Mean score of the first group

$\bar{X}_2$  = Mean score of the second group

$S_1^2$  = First group variance

$S_2^2$  = Second group variance

$N_1$  = Many subjects of the first group

$N_2$  = Many subjects of the second group

$R$  = Correlation between two samples

## G. Procedure

**Table 3.4**  
**The Procedure of Research**

<b>Experiment Group</b>	<b>Control Group</b>
<p><b>Pre-Test</b> Teacher gives the multiple-choice test that the teacher has prepared</p> <p><b>Treatment</b> <b>Step 1</b> <b>Before reading</b></p> <ol style="list-style-type: none"> <li>The teacher asked the students some questions to activate their background knowledge</li> <li>The teacher give out copies text to be read.</li> <li>The teacher asked students to find their partner.</li> <li>Teacher asked the students to find the difficult words and gets the meaning of the text.</li> </ol>	<p><b>Pre-Test</b> Teacher gives the multiple-choice test that the teacher has prepared</p> <p><b>Step 1</b> Teacher asked the students to open their book and ask them to read the reading book.</p> <p><b>Step 3</b> Teacher asked the students to answer some questions according to the text</p> <p><b>Post-test</b></p>

<p><b>Step 2</b>  <b>During reading</b></p> <ol style="list-style-type: none"> <li>a. Read the text with partner</li> <li>b. Reread the text with partner to look for clues</li> </ol> <p><b>Step 3</b>  <b>After reading</b></p> <ol style="list-style-type: none"> <li>a. Discuss the information with partner and teacher</li> <li>b. The teacher and the students discussed about the text with others example.</li> </ol> <p><b>Post-test</b>  Teacher gave the post-test to the students giving a reading text and answer the question</p>	<p>Teacher give the post-test to the students by giving a reading text and answer the questions</p>
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## H. Statistical Hypothesis

Based on the problem of the study, the hypothesis was formulated as the following:

**Ha** : there is significant effect of applying partner reading strategy through e-book story on the students' in reading ability.

**Ho** : there is no significant effect of applying partner reading strategy through e-book story on the students' in reading ability.



**BAB IV**  
**DATA COLLECTION AND DATA ANALYSIS**

**A. Data Collection**

The data is taken from students reading ability. Students score are taken from their practice types of multiple choice divided into pre-test and post-test, in this study the researcher obtain students score after applying partner reading strategy to the experimental group, while control group didn't apply partner reading strategy. The pre-test and post-test result for both groups can be seen in the following table:

**Table 4.1**  
**The Result of Pre-Test and Post-Test of the Experimental Group**

No.	Student's Initial	Score	
		Pre – test ( $X_1$ )	Post – test ( $X_2$ )
1.	A.P.P	40	80
2.	A.S	10	80
3.	A.S.T	50	70
4.	A.N.Z.N	50	70
5.	C.A.M	50	60
6.	C.H	40	80
7.	C.D	10	70
8.	D.Y.P	0	0
9.	D.A.K	60	80
10.	D.H	10	70
11.	F.H	50	80
12.	I.P.J	50	80
13.	I.E.S	10	80
14.	J.H.N	40	80
15.	K.N	50	70
16.	L.A	0	0
17.	M.F.S	60	90
18.	M.F.A	50	60
19.	M.F	30	70
20.	N.P.Y	50	80

21.	P.N	50	60
22.	R.A.B	20	70
23.	R.R	50	80
24.	R.M.K	20	60
25.	S	0	0
26.	S.N	50	70
27.	S.A	40	70
28.	V.Y.A.Z	50	70
29.	Z.R	20	90
<b>TOTAL</b>		<b>SX<sub>1</sub> = 1020</b>	<b>SX<sub>2</sub> = 1920</b>
<b>MEAN</b>		<b>35.17</b>	<b>66.20</b>

From the table above, the total score of students in experimental group on pre-test was 1020 and the number of students who take the test was 29 students, so the students' mean was:

$$\begin{aligned} \text{Mean} &= \frac{SX_1}{n} \\ &= \frac{1020}{29} \\ &= 35.17 \end{aligned}$$

The mean of students was 35.17. While mean score in post-test of experimental group was:

$$\begin{aligned} \text{Mean} &= \frac{SX_2}{n} \\ &= \frac{1920}{29} \\ &= 66.20 \end{aligned}$$

It can be concluded that the total score of pre-test is 1020 and the mean is 35.17. In post-test, the total score is 1920 and the mean of the score is 66.20. So, the total and mean score in post-test of experimental group is higher than the total and mean score in pre-test of experimental group. The data showed the higher

score of the pre-test in experimental group was 60 and the lowest was 10. Which the higher score of the post-test was 90 and the lowest was 60.

**Table 4.2**  
**The Result of Pre-Test and Post-Test of the Control Group**

No.	Student's Initial	Score	
		Pre – test (Y <sub>1</sub> )	Post – test (Y <sub>2</sub> )
1.	A.A	10	40
2.	A	20	40
3.	A	20	10
4.	A.K.S	40	60
5.	A.S.H	30	40
6.	A.A	0	0
7.	C.S	20	20
8.	C.G	0	0
9.	D.F	20	50
10.	D.F	20	50
11.	F.N.H	30	10
12.	F.E.R	20	20
13.	H.L	20	20
14.	I.A	30	20
15.	I.S	40	30
16.	M.A.A	30	40
17.	M.N.P	30	30
18.	M.F.A	30	60
19.	M.R	10	20
20.	M.N.A	20	50
21.	N.A	20	20
22.	N.K.R	10	20
23.	R.H	20	30
24.	R.P	40	20
25.	R.S	30	10
26.	S.P.S.T	0	0
27.	S.R	0	0
28.	S.R	0	0
29.	Z.A	30	30
<b>TOTAL</b>		<b>SY<sub>1</sub> = 590</b>	<b>SY<sub>2</sub> = 740</b>
<b>MEAN</b>		<b>20.34</b>	<b>25.51</b>

The table shown the data of this research consist of the students' name and the students' score in pre-test of the control group the highest score pre-test in control group was 40 and the lowest was 10. So the total score pre-test in experimental class was 590. The mean of the pre-test in control class was 20.34. The data showed the highest score of the post-test was 60 and the lowest was 10. So the total of post-test in control class was 740. The mean of post-test in control class was 25.51.

Based on the data in table 4.1 and 4.2 showed that the mean score of post-test in experimental group was 66.20 and the mean score of control group was 25.51. the data showed that the mean score of students in experimental group who were taught by using *Partner Reading strategy* was greater than the mean score of students in control group who didn't taught by using *Partner Reading strategy*.

This is could be happened because of any changes in the acquisition in the students value, before and after using the method. The acquisition couldbe seen by through the result of pre-test and post test the students in the experimental class. To find out the change of the student value, a gesture is used to stimulate the students's vocabulary.

## **B. Data Analysis**

The effect of using Partner Reading Strategy method by using video in teaching. Based on the data from the test, the score were analyzed in other to know the differences between pre-test and post-test of the experimental group.

**Table 4.3**  
**Differences between Pre-Test and Post-Test of Experimental Group**

No.	Student's Initial	Pre – test ( $X_1$ )	Post – test ( $X_2$ )	$X_1^2$	$X_2^2$
1.	A.P.P	40	80	1600	6400
2.	A.S	10	80	100	6400
3.	A.S.T	50	70	2500	4900
4.	A.N.Z.N	50	70	2500	4900
5.	C.A.M	50	60	2500	3600
6.	C.H	40	80	1600	6400
7.	C.D	10	70	100	4900
8.	A.P.P	0	0	0	0
9.	A.S	60	80	3600	6400
10.	A.S.T	10	70	100	4900
11.	F.H	50	80	2500	6400
12.	I.P.J	50	80	2500	6400
13.	I.E.S	10	80	100	6400
14.	J.H.N	40	80	1600	6400
15.	K.N	50	70	2500	4900
16.	L.A	0	0	0	0
17.	M.F.S	60	90	3600	8100
18.	M.F.A	50	60	2500	3600
19.	M.F	30	70	900	4900
20.	N.P.Y	50	80	2500	6400
21.	P.N	50	60	2500	3600
22.	R.A.B	20	70	400	4900
23.	R.R	50	80	2500	6400
24.	R.M.K	20	60	400	3600

25.	S	0	0	0	0
26.	S.N	50	70	2500	4900
27.	S.A	40	70	1600	4900
28.	V.Y.A.Z	50	70	2500	4900
29.	Z.R	20	90	400	8100
<b>Total</b>		<b>SX<sub>1</sub> = 1020</b>	<b>SX<sub>2</sub> = 1920</b>	<b>SX<sub>1</sub><sup>2</sup> = 46100</b>	<b>SX<sub>2</sub><sup>2</sup> = 143600</b>

Based on the table 4.3 above it could be seen that there was differences between pre-test and post-test score of experimental class. In pre-test, the lowest score was 10 and in post-test was 60. While the highest score of experimental class was 60 in pre-test and 90 in post-test. After calculated the data for the experimental group above the score for pre-test was 1020 and the total score for post-test was 1920. It means the score for post-test in higher than pre-test. The mean score was calculated as follows:

**The Average (Average) :**

$$\bar{X} = \frac{\sum x}{n_x} = \frac{1920}{29} = 66.20 \quad (\text{Sugiyono, 2015})$$

**Standard deviation of X variable**

$$SD_1 = \sqrt{\frac{n(\sum x_2^2) - (\sum x_2)^2}{n_1(n_1 - 1)}} \quad (\text{Sugiyono, 2015})$$

$$SD_1 = \sqrt{\frac{29(143600) - (1920)^2}{29(29 - 1)}}$$

$$SD_1 = \sqrt{\frac{4164400 - 3686400}{813}}$$

$$SD_1 = \sqrt{\frac{478000}{813}}$$

$$SD_1 = \sqrt{587.95}$$

$$= 24.25$$

**Table 4.4**  
**Differences between Pre-Test and Post-Test of Control Group**

No.	Student's Initial	Pre – test (Y <sub>1</sub> )	Post – test (Y <sub>2</sub> )	Y <sub>1</sub> <sup>2</sup>	Y <sub>2</sub> <sup>2</sup>
1.	A.A	10	40	100	1600
2.	A	20	40	400	1600
3.	A	20	10	400	100
4.	A.K.S	40	60	1600	3600
5.	A.S.H	30	40	900	1600
6.	A.A	0	0	0	0
7.	C.S	20	20	400	400
8.	C.G	0	0	0	0
9.	D.F	20	50	400	2500
10.	D.F	20	50	400	2500
11.	F.N.H	30	10	900	100
12.	F.E.R	20	20	400	400
13.	H.L	20	20	400	400
14.	I.A	30	20	900	400
15.	I.S	40	30	1600	900
16.	M.A.A	30	40	900	1600
17.	M.N.P	30	30	900	900
18.	M.F.A	30	60	900	1600
19.	M.R	10	20	100	400
20.	M.N.A	20	50	400	2500
21.	N.A	20	20	400	400
22.	N.K.R	10	20	100	400

23.	R.H	20	30	400	900
24.	R.P	40	20	1600	400
25.	R.S	30	10	900	100
26.	S.P.S.T	0	0	0	0
27.	S.R	0	0	0	0
28.	S.R	0	0	0	0
29.	Z.A	30	30	900	900
<b>Total</b>		<b>SY<sub>1</sub> = 590</b>	<b>SY<sub>2</sub> = 740</b>	<b>SY<sub>1</sub><sup>2</sup> = 16300</b>	<b>SY<sub>2</sub><sup>2</sup> = 26200</b>

Based on the table 4.4 above, it could be seen that there was differences between pre-test and post-test score of control class. In pre-test, the lowest score was 10 and in post-test was 40. While the highest score of control class was 10 in pre-test and 60 in post-test. After calculated the data for the control group above the score for pre-test was 590 and the total score for post-test was 740. It means the score for post-test is higher than pre-test. The mean score was calculated as follows:

In calculating standard deviation, the table of the score should be changed into the table of calculation of standard deviation:

**The Average (Average) :**

$$\bar{X} = \frac{\sum y}{n_y} = \frac{740}{29} = 25.51 \quad (\text{Sugiyono,2015})$$

**Standard deviation of X variable**

$$SD_2 = \sqrt{\frac{n(\sum x_2^2) - (\sum x_2)^2}{n_1(n_1-1)}} \quad (\text{Sugiyono,2015})$$

$$SD_2 = \sqrt{\frac{29(26200) - (740)^2}{29(29 - 1)}}$$



$$SD_2 = \sqrt{\frac{759800 - 547600}{813}}$$

$$SD_2 = \sqrt{\frac{212200}{813}}$$

$$SD_2 = \sqrt{261.009}$$

$$= 16.15$$

**Table 4.5**  
**Calculating Correlation Between Variable X and Variable Y**

No.	X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
1.	80	40	6400	1600	3200
2.	80	40	6400	1600	3200
3.	70	10	4900	100	700
4.	70	60	4900	3600	4200
5.	60	40	3600	1600	2400
6.	80	0	6400	0	80
7.	70	20	4900	400	1400
8.	0	0	0	0	0
9.	80	50	6400	2500	4000
10.	70	50	4900	2500	3500
11.	80	10	6400	100	800
12.	80	20	6400	400	1600
13.	80	20	6400	400	1600
14.	80	20	6400	400	1600
15.	70	30	4900	900	2100
16.	0	40	0	1600	0
17.	90	30	8100	900	2700

18.	60	60	3600	1600	3600
19.	70	20	4900	400	1400
20.	80	50	6400	2500	4000
21.	60	20	3600	400	1200
22.	70	20	4900	400	1400
23.	80	30	6400	900	2400
24.	60	20	3600	400	1200
25.	0	10	0	100	0
26.	70	0	4900	0	0
27.	70	0	4900	0	0
28.	70	0	4900	0	0
29.	90	30	8100	900	2700
<b>Total</b>	<b>SX = 1920</b>	<b>SY = 740</b>	<b>SX<sup>2</sup> = 143600</b>	<b>SY<sup>2</sup> = 26200</b>	<b>SXY = 50980</b>

$$R_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{n(\sum x^2) - (\sum x)^2\}\{n(\sum y^2) - (\sum y)^2\}}} \quad (\text{Sugiyono,2015})$$

$$R_{xy} = \frac{29(50980) - (1920)(740)}{\sqrt{\{29(143600) - (1920)^2\}\{29(26200) - (740)^2\}}}$$

$$R_{xy} = \frac{1478420 - 1420800}{\sqrt{\{4164400 - 3686400\}\{759800 - 547600\}}}$$

$$R_{xy} = \frac{58220}{\sqrt{\{478000\}\{212200\}}}$$

$$R_{xy} = \frac{58220}{318483}$$

$$= 0.183$$

### C. Testing Hypothesis

Ho:  $p \neq 0$  there is significant effect of applying partner reading strategy through e-book story on the students in reading ability.

Ha:  $p \neq 0$  there is no significant effect of applying partner reading strategy through e-book story on the students in reading ability.

**Determining the value of t-observe with formula:**

$$t - observe = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2} - 2R\left(\frac{S_1}{\sqrt{N_1}}\right)\left(\frac{S_2}{\sqrt{N_2}}\right)}} \quad (\text{Sugiyono, 2015})$$

$$t - observe = \frac{66.20 - 35.17}{\sqrt{\frac{587.95}{29} + \frac{261.009}{29} - 2(0.183)\left(\frac{24.25}{\sqrt{29}}\right)\left(\frac{16.15}{\sqrt{29}}\right)}}$$

$$t - observe = \frac{31.03}{\sqrt{20.27 + 9 - 0.366(4.5)(3)}}$$

$$t - observe = \frac{31.03}{\sqrt{29.27 - 0.366(13.5)}}$$

$$t - observe = \frac{31.03}{\sqrt{29.27 - 4.941}}$$

$$t - observe = \frac{31.03}{\sqrt{24.33}}$$

$$t - observe = \frac{31.03}{4.93}$$

$$= 6.29$$

After accounting the data by using t-test formula that critical value 6.29 then after seeking the table of method as basis of counting t-critical in certain degree of freedom (df), the calculation shows that df is  $(n - 1 = 29 - 1 = 28)$  in

line of 28 that t-table is 2.056 for 0.05. It could be conclude  $t\text{-test} > t\text{-table}$  or  $6.29 > 2.056$ . So,  $H_0$  is rejected and  $H_a$  is accepted or “there was the effect of applying partner reading strategy through e-book story on the students in reading ability.”

#### **D. Research Finding**

##### **1. The Description of the Research Instrument**

In the data presentation, the researcher used instrument oral presentation test. To gain the data of the effect to apply partner reading strategy through e-book story on the students' reading ability, the researcher used pre-oral test and post- oral test. To collect the data, the writer gave oral test to the second grades students of SMP Muhammadiyah 58 Sukaramai. There are two tests in this study, they are pre-test and post-test for experimental and control group. The test was adapted from e-book. The data of this research were the score of students' post-test. The data were obtained by giving post-test to the experimental group and control group.

##### **2. The Data Presentation**

The data from the test in this research were gained from the students' post-test score. The data were collected through the procedure below:

- 1) Both groups (experimental and control group), at pre-test and post-test, were asked to read a short story based on topic.
- 2) The researcher gave the treatment to the experimental group is taught by applying partner reading strategy, while control did not.
- 3) The researcher evaluated sentence by sentence of students' reading performance.

### 1) Description of Students Scores of Experimental Group

The description of students' scores of experimental groups can be seen are the explanation below:

Pre-test was given before running to the treatment. The researcher gave the test to all the students' and the students answered the test.

The students' mean was:

$$\text{Formula: } X = \frac{\sum x}{N}$$

$$X = \frac{1020}{29} = 35.17$$

From the analysis above, students' achievement in reading ability was low. The mean of students was 35.17 and to look the number of students' who were competent in reading ability test was calculated by applying the following formula:

$$\text{Formula: } P = \frac{R}{T} \times 100\%$$

$$P = \frac{0}{29} \times 100\% = 0\%$$

From the analysis above, no students passed in pre-test session (0%). It can be concluded that the students' achievement in reading ability is still low. Students' achievement in reading ability was classified low in pre-test. So, the researcher continues to the treatment.

The researcher implements the plan or changes a practice and collects data. Data may be collected from a variety of sources. The researcher gave pre-test before the strategy is applied, and then the researcher taught reading ability by

applying partner reading strategy. The researcher gave the opportunity to the students to ask about problem which faced by students and the last the researcher gave the post-test.

The students' post-test mean was:

$$\text{Formula: } X = \frac{\sum x}{N}$$

$$X = \frac{1920}{29} = 66.20$$

From the analysis above, students' achievement in reading ability improved. That the mean of students was 66.20. And to look the number of students' who were competent in reading ability test was calculated by applying the following formula:

$$\text{Formula: } P = \frac{R}{T} \times 100\%$$

$$P_1 = \frac{22}{29} \times 100\% = 75.86\%$$

$$P_2 = \frac{7}{29} \times 100\% = 24.14\%$$

**Table 4.6**  
**Distribution of Students' Achievement of Experimental Class**  
**in Reading Ability for Post-Test**

	<b>Criteria</b>	<b>Total Students</b>	<b>Percentage</b>
$P_1$	Passed	22	75.86%
$P_2$	Failed	7	24.14%

From the table analysis, the students' achievement in reading ability was classified good when doing treatment research applying partner reading strategy. The mean of students was 66.20. From the score who got over 70 were 22

students or it was 75.86% and 7 students got under the score or it was only 24.14%.

## 2) Description of Students Scores of Control Group

Pre-test was given to the students of control group. The researcher gave the test to all the students' and the students answered the test.

The students' score in pre-test mean was:

$$\text{Formula: } X = \frac{\sum x}{N}$$

$$X = \frac{590}{29} = 20.34$$

From the analysis above, students' achievement in reading ability was low. The mean of students was 20.34 and to look the number of students' who were competent in reading ability test was calculated by applying the following formula:

$$\text{Formula: } P = \frac{R}{T} \times 100\%$$

$$P = \frac{0}{29} \times 100\% = 0\%$$

From the analysis above, no students passed in pre-test session (0%). It can be concluded that the students' achievement in reading ability is still low. The students' achievement in reading ability was classified very low when conducting in pre-test. So, the researcher continues to the post-test because in the control

group the researcher didn't give treatment, to see difference with the experimental group. The students' post-test mean in control group was:

$$\text{Formula: } X = \frac{\sum x}{N}$$

$$X = \frac{740}{29} = 25.51$$

From the analysis above, students' achievement in reading ability was still low. That the mean of students was 25.51. And to look the number of students' who were competent in reading ability test was calculated by applying the following formula:

$$\text{Formula: } P = \frac{R}{T} \times 100\%$$

$$P_1 = \frac{0}{29} \times 100\% = 0\%$$

$$P_2 = \frac{29}{29} \times 100 = 100\%$$

**Table 4.7**  
**Distribution of Students' Achievement of Control Class in**  
**Reading Ability for Post-Test**

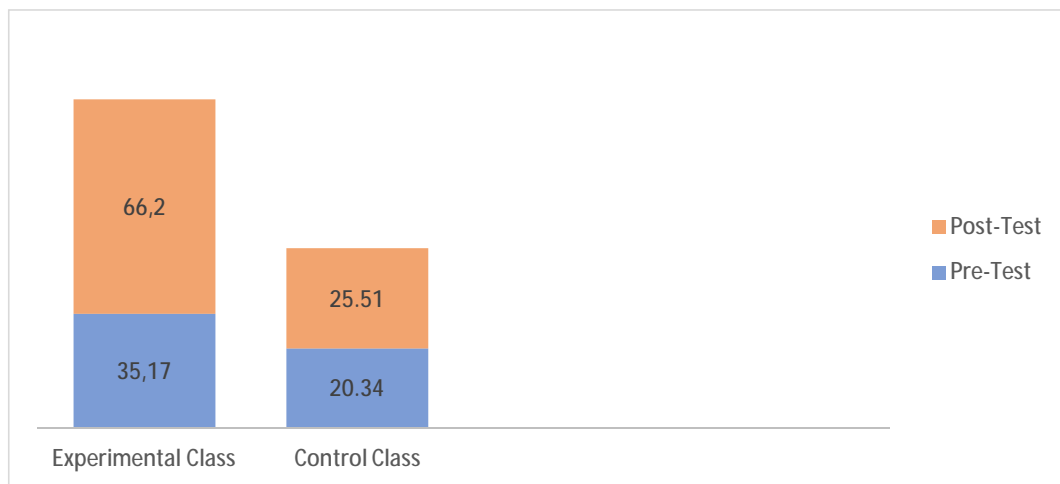
	<b>Criteria</b>	<b>Total Students</b>	<b>Percentage</b>
$P_1$	Passed	0	0%
$P_2$	Failed	29	100%

From the table analysis, the students' achievement in reading ability was classified very low when the researcher didn't give action treatment applying partner reading strategy. The mean of students was 25.51. From the score all the students failed to pass the score of 70 and no one passed it (0%).



Based on the findings all of the results analysis above, the researcher conclude that Partner Reading Strategy can improve the students' achievement in reading ability was accepted. For make it clear it can be seen in picture below:

**Picture 4.1**  
**The Result of Students' Score for Pre-test and Post-Test**



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusion

Having analyzed the data, it was found that Partner Reading Strategy significantly improved the students' achievement in reading ability. The conclusions are drawn as follows:

1. There was improvement of students' achievement in reading ability having analyzed the data that have presented in the previous chapter. It is showed by the mean of the students. The experimental group in the pre-test showed 35.17 with all of students got score under 70 and the post-test showed 66.20 with 75.86% (22 students) who got 70 and 24.14% (7 students) who failed got 70. It means there was an improvement about 75.86%. There was improvement from pre-test to post-test of experimental group. While, the control group in the pre-test showed 20.34 with all of students got score under 70 and the post-test showed only 25.51 with no one got score 70. It means there wasn't an improvement from pre-test to post-test of control group.
2. Partner reading strategy can make students' activities more interactive, enjoyable and collaborative to their friends. During learning process in reading ability, the students cooperative in increasing reading and the students motivated each other in finishing the question in the classroom. It concluded that the students' activities taught by Partner Reading strategy can be motivated students to study together in the classroom.

## **B. Suggestions**

The result of this research showed that applying Partner Reading Strategy could improve the student's achievement in reading ability. Based on the research result and conclusion the research would like to give some suggestion as follows:

1. The researcher expects that the English teacher should be creative in selecting the strategy that can be used in English teaching, combined skill teaching speaking, reading, listening in order to make the students' reading ability better.
2. For the students, to use partner reading, this strategy can improve their reading ability and also their vocabularies.
3. The students should more read many kinds of E-Book.
4. For the future researcher, this research can be contributed a good understanding of how to improve their achievement in reading ability through partner reading strategy and the researcher can be apply this strategy in teaching other subject.

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## APPENDIX I

### PRE-TEST & POST-TEST

#### “The Proud Rose”



Once upon a time there was a rose who was very proud of her beautiful looks. Her only disappointment was that she grew next to an ugly cactus. Every day, the rose would insult the cactus on his looks while the cactus stayed quiet. All the other plants in the garden tried to make the rose see sense, but she was too swayed by her own beauty.

One summer, the well present in the garden grew dry, and there was no water for the plants. The rose began to wilt. She saw a sparrow dip her beak into the cactus for some water. Though ashamed, she asked the cactus if she too could have some water. The kind cactus readily agreed and they both got through the tough summer as friends.

1. Where do the rose live?
  - a. In the ice
  - b. In the garden
  - c. In the jungle
  - d. In the zoo
  
2. "She saw a sparrow dip her beak into the cactus for some water. Word "her" refer to?
  - a. Rose
  - b. Cactus
  - c. Sparrow
  - d. Writer
  
3. What does the word "disappointment" in first paragraph mean in Bahasa? It means "...". In Bahasa.
  - a. Kecewa
  - b. Sedih
  - c. Senang
  - d. Terharu
  
4. What are the characteristic of the rose?
  - a. She proud of her beautiful look
  - b. She proud of her ugly look
  - c. She look like a cactus
  - d. She look beautiful and friendly
  
5. What happens during the summer based on the text?
  - a. A sparrow dip her beak into the rose for some water
  - b. The rose and cactus began to wilt
  - c. The cactus began to wilt
  - d. The rose began to wilt
  
6. What moral values are there in the text above?
  - a. Money and wealth do not bring happiness
  - b. Never judge someone by the they look
  - c. We can choose how to respond to a difficult situation
  - d. Keep being yourself on summer
  
7. What is the main idea of the last paragraph?
  - a. The cactus kindness
  - b. The beautiful rose
  - c. The ugly cactus
  - d. The rose kindness
  
8. They both got through the tough summer as friends. Word "they" refers to?
  - a. The rose and a sparrow

- b. The rose
- c. The cactus and a sparrow
- d. The rose and the cactus

9. The opposite of the word "wilt" is?

- a. Bloom
- b. Broke
- c. Dry
- d. Grow

10. Which of the following statement is true according to the text above?

- a. One summer the rose will not wilt
- b. The cactus disappointment grew next the rose
- c. The rose and the cactus got through the tough summer as friends
- d. The rose asks for water from the cactus for herself



## **APPENDIX II**

### **Keyword Pre-Test & Post-Test**

1. B
2. C
3. A
4. A
5. D
6. B
7. A
8. D
9. A
10. C

### APPENDIX III

#### The Result of Student Score in Pre-Test of Experimental Group

No.	The Students Name	Pretest	
		Score	Up 70
1.	Afiz Putra Pratama	40	Fail
2.	Aldi Syahputra	10	Fail
3.	Alia Syafitri Tanjung	50	Fail
4.	Alva Nayla Zeinanda Nst	50	Fail
5.	Chantika Aprilia Manday	50	Fail
6.	Cindy Handayani	40	Fail
7.	Cut Dara	20	Fail
8.	Dedek Yolanda Pohan	0	Fail
9.	Dimas Arifin Ikram	60	Fail
10.	Fauzan Hafis	10	Fail
11.	Febri Hidayanti	50	Fail
12.	Ika Putri Juliani	50	Fail
13.	Irfan Eddi Syahputra	10	Fail
14.	Jihan Hidayah Nasution	40	Fail
15.	Kheisya Nabilla	50	Fail
16.	Lisa Andayani	0	Fail
17.	Mhd. Fathus Sabil	60	Fail
18.	Muh. Fahmi Ardiansyah	50	Fail
19.	Mulki Fathan	30	Fail
20.	Nazwa Putri Yani	50	Fail
21.	Putri Nurhayati	50	Fail
22.	Raka Adithya Batubara	20	Fail
23.	Reni Ramadhani	50	Fail
24.	Royhan, MK	20	Fail
25.	Salsabila	0	Fail
26.	Siti Nadila	50	Fail
27.	Syofbrina Aulya	40	Fail
28.	Vika Yolanda Apriliani Z	50	Fail
29.	Zaldi Rizqi	20	Fail
<b>Total</b>		<b>1020</b>	
<b>Mean</b>		<b>35.17</b>	

#### APPENDIX IV

### The Result of Student Score in Post-Test of Experimental Group

No.	The Students Name	Pretest	
		Score	Up 70
1.	Afiz Putra Pratama	80	Pass
2.	Aldi Syahputra	80	Pass
3.	Alia Syafitri Tanjung	70	Pass
4.	Alva Nayla Zeinanda Nst	70	Pass
5.	Chantika Aprilia Manday	60	Fail
6.	Cindy Handayani	80	Pass
7.	Cut Dara	70	Pass
8.	Dedek Yolanda Pohan	0	Fail
9.	Dimas Arifin Ikram	80	Pass
10.	Fauzan Hafis	70	Pass
11.	Febri Hidayanti	80	Pass
12.	Ika Putri Juliani	80	Pass
13.	Irfan Eddi Syahputra	80	Pass
14.	Jihan Hidayah Nasution	80	Pass
15.	Kheisya Nabilla	70	Pass
16.	Lisa Andayani	0	Fail
17.	Mhd. Fathus Sabil	90	Pass
18.	Muh. Fahmi Ardiansyah	60	Fail
19.	Mulki Fathan	70	Pass
20.	Nazwa Putri Yani	80	Pass
21.	Putri Nurhayati	60	Fail
22.	Raka Adithya Batubara	70	Pass
23.	Reni Ramadhani	80	Pass
24.	Royhan, MK	60	Fail
25.	Salsabila	0	Fail
26.	Siti Nadila	70	Pass
27.	Syofbrina Aulya	70	Pass
28.	Vika Yolanda Apriliani Z	90	Pass
29.	Zaldi Rizqi	70	Pass
<b>Total</b>		<b>1920</b>	
<b>Mean</b>		<b>66.20</b>	

**APPENDIX V****The Result of Student Score in Pre-Test  
of Control Group**

<b>No.</b>	<b>The Students Name</b>	<b>Pretest</b>	
		<b>Score</b>	<b>Up 70</b>
1.	Adek Armansyah	10	Fail
2.	Aisyah	20	Fail
3.	Amdi	20	Fail
4.	Andini Khirunnisah Sihombing	40	Fail
5.	Arrum Siti Habibah	30	Fail
6.	Arya Aditya	0	Fail
7.	Chamelia Sukma	20	Fail
8.	Cindy Gustiana	0	Fail
9.	Dimas Fadila	20	Fail
10.	Dimas Fazar	20	Fail
11.	Farisa Nada Humaira	30	Fail
12.	Fatin Ezlyana Rosli	20	Fail
13.	Helen Lestari	20	Fail
14.	Ibni Andika	30	Fail
15.	Ibnu Sabina	40	Fail
16.	M. Alfin Alfindra	30	Fail
17.	Mely Nadila Putri	30	Fail
18.	Mhd. Fadli Adiaksa	30	Fail
19.	Mhd. Rafly	10	Fail
20.	Muhammad Novi Ardiansyah	20	Fail
21.	Nadira Ariska	20	Fail
22.	Nazwa Kayla Rahmadhani	10	Fail
23.	Raisyah Hasanah	20	Fail
24.	Rani Pebrianti	40	Fail
25.	Revan Syahputra	30	Fail
26.	Saida Putri Sari Tanjung	0	Fail
27.	Sonya Ramaida	0	Fail
28.	Suci Ramadhani	0	Fail
29.	Zennia Ananda	30	Fail
<b>Total</b>		<b>590</b>	
<b>Mean</b>		<b>20.34</b>	

**APPENDIX VI****The Result of Student Score in Post-Test  
of Control Group**

<b>No.</b>	<b>The Students Name</b>	<b>Pretest</b>	
		<b>Score</b>	<b>Up 70</b>
1.	Adek Armansyah	40	Fail
2.	Aisyah	40	Fail
3.	Amdi	10	Fail
4.	Andini Khirunnisah Sihombing	60	Fail
5.	Arrum Siti Habibah	40	Fail
6.	Arya Aditya	0	Fail
7.	Chamelia Sukma	20	Fail
8.	Cindy Gustiana	0	Fail
9.	Dimas Fadila	50	Fail
10.	Dimas Fazar	50	Fail
11.	Farisa Nada Humaira	10	Fail
12.	Fatin Ezlyana Rosli	20	Fail
13.	Helen Lestari	20	Fail
14.	Ibni Andika	20	Fail
15.	Ibnu Sabina	30	Fail
16.	M. Alfin Alfindra	40	Fail
17.	Mely Nadila Putri	30	Fail
18.	Mhd. Fadli Adiaksa	60	Fail
19.	Mhd. Rafly	20	Fail
20.	Muhammad Novi Ardiansyah	50	Fail
21.	Nadira Ariska	20	Fail
22.	Nazwa Kayla Rahmadhani	20	Fail
23.	Raisyah Hasanah	30	Fail
24.	Rani Pebrianti	20	Fail
25.	Revan Syahputra	10	Fail
26.	Saida Putri Sari Tanjung	0	Fail
27.	Sonya Ramaida	0	Fail
28.	Suci Ramadhani	0	Fail
29.	Zennia Ananda	30	Fail
<b>Total</b>		<b>740</b>	
<b>Mean</b>		<b>25.51</b>	

## **APPENDIX VII**

### **Documentation**



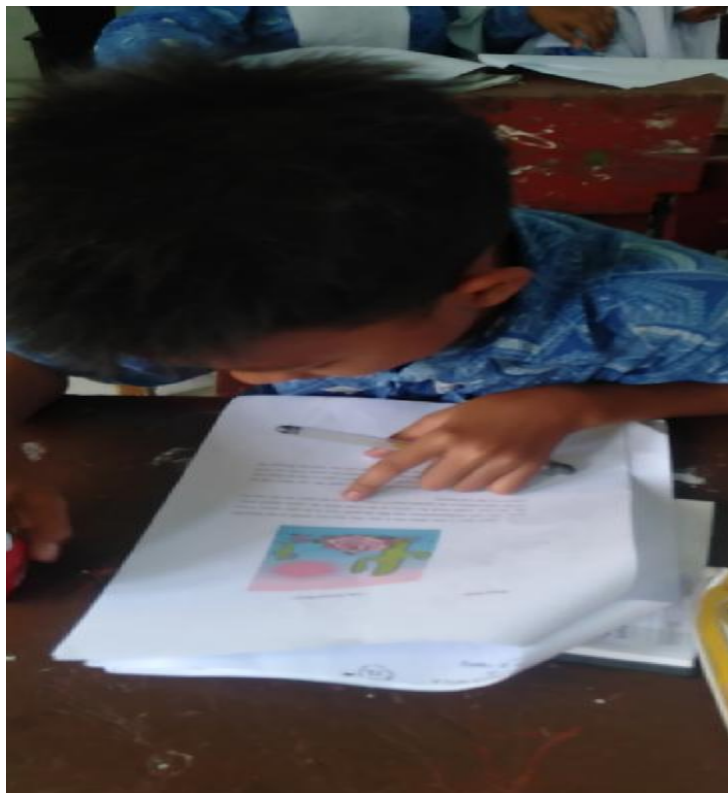
**Picture 1. The Researcher give the treatment to the experimental group**



**Picture 2. The students do the test in experimental group**



**Picture 3. The student read the text in control group**



**Picture 4. The Student do the test on the control group**