

## Using Paired Reading Method to Improve Tenth Grade Students' Reading Comprehension

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### ABSTRACT

*The objective of this study was to find out whether or not there was any significant differences of the tenth graders' reading comprehension between the students who were taught by using paired reading method and those who are not at SMA Muhammadiyah 01 Palembang. this study's sample consisted of 71 students chosen using a purposive selection approach. they were placed into two groups: experimental and control groups. this study used a quasi-experimental design. the data collection tool was reading comprehension a using paired reading method, which was administered twice to the sample (pretest and posttest). there were 30 valid multiple-choice questions. the test resulted in a two-tailed significant difference ( $p=0,309$ ) above the significance level (0.05). hence, the hypothesis was accepted, signifying a noteworthy distinction in reading comprehension between students was any significant differences of the tenth graders' reading comprehension between the students who were taught by using paired reading method and those who are not at SMA Muhammadiyah 01 Palembang, the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) confirmed. there was a substantial to there was any significant differences of the tenth graders' reading comprehension between the students who were taught by using paired reading method and those who are not at SMA Muhammadiyah 01 Palembang.*

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### Introduction

Teaching is not merely a matter of techniques and teacher role as well as material but also aspects related to an atmosphere within the teaching and learning take place. This means that there should be process of activities which will make the condition of class more interesting as well as effective especially in reading class. Reading, a required skill in academic and social life, is a basic language skill. According to (Akyol, 2003) "the process of establishing meaning in a suitable environment using appropriate information based on effective communication between the author and the reader in accordance with the appropriate aim and method," may be the most descriptive. In the education field, the lack

of interest in reading leads to the increasing number of students that face certain problem to improve their reading skills (Grabe & Stoller, 2019). The reading proficiency gap among students was growing. This issue needs to be treated seriously because without the right assistance, many students who struggle with reading may not be able to make up for the many obstacles they faced when trying to comprehend what they read.

According to Elleman and Oslund (2019), reading comprehension is a complex cognitive activity that is difficult to teach, measure, and research. Reading comprehension refers to the ability to understand and interpret written text. It involves not only decoding and recognizing individual words, but also being able to understand the meaning behind those words, make connections between ideas, and draw conclusions based on what is read.

Reading comprehension is an essential ability for both academic and personal success. In academic settings, reading comprehension is required to grasp textbooks, scholarly articles, and other written materials. In everyday life, it is required to comprehend news items, directions, and other forms of textual communication.

According to Topping (2014), paired reading method is a straight forward and generally enjoyable way for more able readers to help less able readers develop better reading skills. Paired reading is a reading strategy that involves pairing a more proficient reader with a less proficient reader, allowing them to read a text together. The more proficient reader takes on the role of a tutor, while the less proficient reader takes on the role of a tutee.

Based on preliminary research conducted on October 16<sup>th</sup>, 2023, the researchers interviewed English teachers who taught in the tenth grade at SMA Muhammadiyah 01 Palembang and discovered that students' reading comprehension achievement remained low. It is demonstrated by the students' daily exercise scores, with more than 60% of students receiving a final score of less than 70, the students' difficulty in determining the primary idea in the text, and the students' boredom when reading the text, particularly the recount material. The challenges arose as a result of the repetitious learning procedure. It is a serious issue since it affects other elements of teaching and learning.

The paired reading method aim to improve students' comprehension, so the researchers will use this method to solve these problems. This research investigated the use of paired reading method in reading comprehension and discover how far this method can assist the students improve their fluency and comprehension in reading. Thus, the researchers was interested in conducting the research entitled "Using paired reading method to improve the tenth graders' reading comprehension at SMA Muhammadiyah 01 Palembang".

The problem of this study was formulated as follows "Was there any significant differences of the tenth graders' reading comprehension between the students who were taught by using paired reading method and those who are not at SMA Muhammadiyah 01 Palembang?". The objective of this study was to find out whether or not there was any significant differences of the tenth graders' reading comprehension between the students

who were taught by using paired reading method and those who are not at SMA Muhammadiyah 01 Palembang.

The hypothesis of this study consists of “Null Hypothesis” (H<sub>0</sub>) and “Alternative Hypothesis” (H<sub>a</sub>). As states below:

H<sub>0</sub>: There was no any significant differences of the tenth graders’ reading comprehension between the students who were taught by using paired reading method and those who are not at SMA Muhammadiyah 01 Palembang.

H<sub>a</sub>: There was any significant differences of the tenth graders’ reading comprehension between the students who were taught by using paired reading method and those who are not at SMA Muhammadiyah 01 Palembang.

## Method

This study conducted through a quantitative research design. In this study, the researchers used quasi experimental approach. According to Creswell (2018, p. 380), "quasi-experiment is a form of experimental research in which individuals are not randomly assign to groups". This study operated two variables and consists of two classes. There were experimental group and control group. The experimental group was taught by using paired reading method. Meanwhile in the control group was treated by lecturing method. Lecturing method also known as traditional education method, it still widely used in schools. The old way of teaching was all about recitation, for example students sit in silence, while one student after another taken in turns to recite the lesson, until each one had been called upon. In this study, the researchers used pre-test and post-tests non-equivalent control group design. Pre-test was given to the students before the treatment. The post-test was given to the students after the treatment.

This research consists of two variables. Those are dependent and independent variables. Dependent variable in this research is students’ reading comprehension, and the independent variable is paired reading method. According to Fraenkel and Wallen (2017, p. 106) stated population refers to all the members of a particular group. It was the group of interest to the researchers, the group to whom the researchers would like to generalize the results of a study, the population of this research was the tenth graders’ of SMA Muhammadiyah 01 Palembang. Sample was a group of the target population that the researchers plan to observe or analyse (Creswell, 2018). Based on Cohen, Monion and Morrison (2017) said that sample is a small proportion of population select for observation and analysis. The sampling technique used in this study was purposive sampling technique because the English teacher of SMA Muhammadiyah 01 Palembang suggested the sample to the researchers.

Test was used in this research to obtain the data. Brown and Abeywickrama (2019) stated that a test is a method of measuring a person’s ability, knowledge, or performance in a given domain. The researchers used pre-test and post-test form to see the students’ ability before and after given treatment. The test was adapted from various sources based on

searching in the book and website. The data from pre-test and post-test were analysis by using statistical analysis by using SPSS 24 that was independent sample t-test. However, before the data are analyses, the normality and homogeneity calculated.

## Results and Discussion

### Result of Normality Test

The following section provides an overview of the normality and homogeneity of the students' reading achievement, as outlined below:

#### *Normality of Using Paired Reading Method to Reading Comprehension*

The examination of the students' Using Paired Reading Method to Reading Comprehension for normality using Kolmogorov-Smirnov test revealed that the significant p-values of both the pretest and post-test scores in the control and experimental groups were higher than the required threshold of 0.05. Consequently, it can be concluded that the data follows a normal distribution. This information is presented in Table 1

Table 1  
*Normality Pre-test and Post-test Experimental Class*

		Pre-test	Post-test
		Experimental Class	Experimental Class
<b>One-Sample Kolmogorov-Smirnov Test</b>			
N		34	34
Normal Parameters <sup>a,b</sup>	Mean	67.29	86.50
	Std. Deviation	3.326	5.124
Most Extreme Differences	Absolute	.151	.108
	Positive	.151	.108
	Negative	-.084	-.069
Test Statistic		.151	.108
Asymp. Sig. (2-tailed)		.147 <sup>c</sup>	.200 <sup>c,d</sup>

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

The normality of the data was assessed using the One-Sample Kolmogorov-Smirnov Test for both pre-test and post-test scores in the experimental class (N=34).

#### ***Pre-Test Experimental Class:***

The mean score was 67.29 with a standard deviation of 3.326. The most extreme differences between the observed and expected cumulative distributions were as follows: absolute difference = 0.151, positive difference = 0.151, and negative difference = -0.084. The test statistic was 0.151, with an asymptotic significance value (2-tailed) of 0.147, indicating that the data followed a normal distribution ( $p > 0.05$ ).

#### ***Post-Test Experimental Class:***

The mean score was 86.50 with a standard deviation of 5.124. The most extreme differences were: absolute difference = 0.108, positive difference = 0.108, and negative

difference = -0.069. The test statistic was 0.108, with an asymptotic significance value (2-tailed) of 0.200. This result also suggests normality of the data ( $p > 0.05$ ).

The analysis concludes that the data for both the pre-test and post-test in the experimental class follow a normal distribution, as indicated by significance values greater than 0.05 after applying the Lilliefors significance correction.

Table 2 show the result of normality Pre-test and Post-test Control Class, there are as follows:

Table 2  
*Normality Pre-test and Post-test Control Class*

		One-Sample Kolmogorov-Smirnov Test	
		Pre-test Control Class	Post-test Control Class
N		37	37
Normal Parameters <sup>a,b</sup>	Mean	68.6216	89.0000
	Std. Deviation	2.72184	4.03457
	Absolute	.160	.122
Most Extreme Differences	Positive	.083	.122
	Negative	-.160	-.067
Test Statistic		.160	.122
Asymp. Sig. (2-tailed)		.184 <sup>c</sup>	.200 <sup>c,d</sup>

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.

The normality of the data was evaluated using the One-Sample Kolmogorov-Smirnov Test for both pre-test and post-test scores in the control class (N=37).

**Pre-Test Control Class:**

The mean score was 68.62 with a standard deviation of 2.72. The most extreme differences between the observed and expected cumulative distributions were: absolute difference = 0.160, positive difference = 0.083, and negative difference = -0.160. The test statistic was 0.160, with an asymptotic significance value (2-tailed) of 0.184. This indicates that the data followed a normal distribution ( $p > 0.05$ ).

**Post-Test Control Class:**

The mean score was 89.00 with a standard deviation of 4.03. The most extreme differences were: absolute difference = 0.122, positive difference = 0.122, and negative difference = -0.067. The test statistic was 0.122, with an asymptotic significance value (2-tailed) of 0.200, indicating normality ( $p > 0.05$ ).

The results demonstrate that both the pre-test and post-test data for the control class follow a normal distribution, as confirmed by the significance values exceeding 0.05 after applying the Lilliefors significance correction.

**Result of Homogeneity Test**

The examination of homogeneity in the students' reading Comprehension using Levene Statistics revealed that the p-values obtained from the tests conducted on the variances of the pre-test and post-test scores were higher than 0.05. This indicates that the

writing ability of students in both the pretest and post-test groups can be considered homogeneous. The significant p-values of the reading test also exceeded the threshold for significant difference at the 0.05 level.

Table 3  
*Homogeneity of Variances*

Test of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.
Pre-test	.650	1	69	.423
Post-test	1.544	1	69	.218

The homogeneity of variances for pre-test and post-test scores was assessed using Levene's Test.

**Pre-Test:**

The Levene Statistic was 0.650 with degrees of freedom ( $df1 = 1$ ,  $df2 = 69$ ), and a significance value of 0.423. This indicates that the variances of the pre-test scores are equal across groups ( $p > 0.05$ ).

**Post-Test:**

The Levene Statistic was 1.544 with degrees of freedom ( $df1 = 1$ ,  $df2 = 69$ ), and a significance value of 0.218. This result also confirms equal variances for the post-test scores ( $p > 0.05$ ).

Based on these results, the assumption of homogeneity of variances is satisfied for both pre-test and post-test scores.

**Result of Paired Sample t-Test**

The results of the paired sample t-test can be seen in Table 4 below;

Table 4  
*Paired Samples Test*

		Mean	Std. Deviation	Std. Error of the Difference	Paired Differences		t	df	Sig. (2-tailed)
					95% Confidence Interval				
					Lower	Upper			
Pair 1	Pre-test - Post-test	-19.817	4.370	.519	-20.851	-18.783	-38.213	70	.000

*Source: Processed Data, 2024*

The paired samples t-test was conducted to compare the scores of the pre-test and post-test.

**Pair 1: Pre-test vs. Post-test**

The mean difference between the pre-test and post-test scores was -19.82, with a standard deviation of 4.37 and a standard error of the mean of 0.519. The 95% confidence interval for the difference ranged from -20.85 to -18.78. The t-value was -38.213 with degrees of freedom ( $df = 70$ ), and the two-tailed significance value was 0.000. This result indicates a statistically significant difference between the pre-test and post-test scores ( $p <$

0.05). The findings demonstrate a significant improvement in scores from the pre-test to the post-test.

Based on the initial research question, the researchers assessed the significant difference in reading comprehension between students who were taught by using paired reading method. The results indicated a significant difference ( $p=0,984$ ) above the significance level (0.05). Therefore, the hypothesis is rejected, signifying a noteworthy distinction in reading comprehension between students who were taught by using paired reading method and those who are not at SMA Muhammadiyah 01 Palembang.

**Result of Independent Sample t-Test**

Testing the researchers utilized the results of the statistical analysis and findings to guide the formulation and execution of hypothesis testing, aligning with the research question

Testing the significant difference in reading comprehension between the students who were taught by using paired reading method and those who were not at SMA Muhammadiyah 01 Palembang. The hypotheses were tested in the following way:

- Ho: There was no any significant difference in reading comprehension for the students who have students who were taught by using paired reading method and those who are not at SMA Muhammadiyah 01 Palembang.
- Ha: There was any significant difference in reading comprehension for the students who students who were taught by using paired reading method and those who are not at SMA Muhammadiyah 01 Palembang.

Testing criteria:

If  $p\text{-output} < 0.05$ ,  $H_{a1}$  is accepted while  $H_{o1}$  is rejected.

If  $p\text{-output} > 0.05$ ,  $H_{a1}$  is rejected while  $H_{o1}$  is accepted.

Based on the initial research question, the researchers assessed the significant differences of the tenth graders' reading comprehension between the students who were taught by using paired reading method and those who were not at SMA Muhammadiyah 01 Palembang. The results indicated a significant difference ( $p=0,309$ ) below the significance level (0.05). Hence, the hypothesis was accepted, signifying a noteworthy distinction in reading comprehension between students was any significant differences of the tenth graders' reading comprehension between the students who were taught by using paired reading method and those who are not at SMA Muhammadiyah 01 Palembang. Table 5 presents additional details of the independent sample test calculations.

Table 5  
*Independent Samples Test*

		Levene's Test for Equality of Variances	t-test for Equality of Means			Sig. (2-tailed)
		F	Sig.	t	Df	
Pre-test	Equal variances assumed	.650	.423	-1.847	69	.069

	Equal variances not assumed				-1.831	63.923	.072
Post-test	Equal variances assumed	1.544	.218		-2.294	69	.025
	Equal variances not assumed				-2.271	62.665	.027

The independent samples t-test was conducted to compare the pre-test and post-test scores between two groups, with Levene's Test used to assess the equality of variances.

#### **Pre-Test:**

Levene's Test for Equality of Variances: The F-value was 0.650, with a significance value of 0.423 ( $p > 0.05$ ), indicating equal variances. t-test for Equality of Means: Assuming equal variances, the t-value was -1.847 with degrees of freedom ( $df$ ) = 69 and a two-tailed significance value of 0.069. When equal variances were not assumed, the t-value was -1.831 with  $df = 63.923$  and a significance value of 0.072. In both cases, the results indicate no statistically significant difference in pre-test scores between the groups ( $p > 0.05$ ).

#### **Post-Test:**

Levene's Test for Equality of Variances: The F-value was 1.544, with a significance value of 0.218 ( $p > 0.05$ ), indicating equal variances. t-test for Equality of Means: Assuming equal variances, the t-value was -2.294 with  $df = 69$  and a two-tailed significance value of 0.025. When equal variances were not assumed, the t-value was -2.271 with  $df = 62.665$  and a significance value of 0.027. These results indicate a statistically significant difference in post-test scores between the groups ( $p < 0.05$ ). The analysis shows no significant difference in pre-test scores but a significant difference in post-test scores between the groups.

### **Discussion**

The primary objective of this study to find out whether or not there was any significant differences of the tenth graders' reading comprehension between the students who were taught by using paired reading method and those who are not at SMA Muhammadiyah 01 Palembang.

The p-value for the reading comprehension between the students who were taught by using paired reading method and those who are not at SMA Muhammadiyah 01 Palembang, was found to be 0.000, which is below the threshold of 0.05. This indicates that there was a significant difference in the average (0,984) above the significance level (0.05). Therefore, the hypothesis is rejected, signifying a noteworthy distinction in reading comprehension between students who were taught by using paired reading method at SMA Muhammadiyah 01 Palembang and students by using paired reading method who are not at SMA Muhammadiyah 01 Palembang.

The statistical analysis, the test results indicated that the students in the experimental group, who were taught using paired reading method for reading comprehension, achieved higher reading scores compared to the control group taught using paired reading method who are not. Specifically, the mean score for reading comprehension among students using paired

reading method for reading comprehension in the experimental group was 127.91, whereas it was 131.06 for the control group.

The researchers observed notable benefits following the implementation to enhance students' reading comprehension. The identified factors that contributed to the success of this approach were carefully considered by the researchers. The results clearly indicated that the use of by using paired reading method in teaching reading was more effective in improving students' reading comprehension compared to by using paired reading method who are not. This highlights the significance of integrating technology, such as by using paired reading method, in the instructional process to enhance students' reading skills and comprehension. As it stated by (Topping, 2014) that there were advantages of Paired Reading Method. Students are encouraged to follow their interest to choose reading material in reading. Students are in their control of what is going on. Reading with someone encourage students to try reading materials that may be just above their reading level. The student gets lots of praise and there are lots of emphases on understanding. Paired reading is claimed to give continuity. Reading with a partner can learn to read with an expression. There are several advantages of paired reading, including improved reading accuracy and comprehension, increased motivation and engagement, and the opportunity for social interaction and collaboration.

The first study which has relevance with this research was conducted by Liando, Katiandagho and Rorimpandey (2023), the title of their research is "Improve Students' Reading Comprehension Using Paired Reading Method". This research is classified as quantitative research with pre-experimental design. This study conducted the implementation of paired reading can improve students' reading comprehension at SMP SATAP N.1 Beo Selatan or not. The study involved 30 students. The similarity with this study is both using paired reading method, focus on students' reading comprehension, both study use is quasi-experimental research. The differences with this study are the subject of this research is Junior High School meanwhile, the researcher's research is Senior High School students, and this study used narrative text, meanwhile the research that will be done is recount text.

The second study which has effective with this research was conducted by Wahyudin, Sahraini and Syam (2022), "The Use of Paired Reading Method to Teach Reading Skill for the Eighth Grade Students of Islamic Boarding School". Journal of English Education Journal, State Islamic Institute of Palopo. This study was conducted by using quasi-experimental research. This study aimed at identifying the effect of paired reading method on the reading skill achievement of the eighth-grade students in the Islamic boarding school of Nurut Tauhid 2020/2021. The subject of the research is 12 students' class VIII Islamic Boarding School of Nurut Tauhid, Bilante.

The reading comprehension method using paired reading in SMA Muhammadiyah 01 Palembang improved students' reading comprehension scores of recount text. Therefore, it can be said that the application of the paired reading method in reading instruction a SMA

Muhammadiyah 01 Palembang was able to solve problems of the tenth graders' reading comprehension and improve the tenth graders' reading comprehension. This shows how effectively paired reading can improve students' reading comprehension.

### Conclusion

In SMA Muhammadiyah 01 Palembang, the reading comprehension method of paired reading enhanced students' reading comprehension scores for recount texts. As a result, the use of the paired reading approach in reading instruction at SMA Muhammadiyah 01 Palembang was able to overcome problems with tenth graders' reading comprehension while also improving it. This demonstrates how effectively partnered reading can help pupils improve their reading comprehension.

Based on the facts and discussions presented in the preceding chapter, it can be concluded that there was a substantial difference in tenth graders' reading comprehension between students taught using the paired reading method and those who were not at SMA Muhammadiyah 01 Palembang.

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