

**EFL LEARNERS` READING HABIT AND THEIR READING COMPREHENSION
ENHANCEMENT THROUGH PARTNER READING**

Yentri Anggeraini*¹, Nurhasanah², Darningwati³, Tania Madenta⁴
^{1,2,3,4} Universitas Baturaja

Abstract

Various kinds of collaborative learning can be applied in teaching English. One of them is a partner reading strategy which allows the students to read in pairs. This research aimed at exploring the significant enhancement of partner reading strategy on the eighth-grade students` reading habit and their reading comprehension. The quasi-experimental design was used in order to gather the data and the two classes were selected through cluster random sampling as the experimental and control group. The independent sample t-test result indicated that the comparison of students` reading habit and reading comprehension in the experimental and control group with sig. (2-tailed) or p-value (0.00) was less than the alpha value (0.05). It can be concluded that the use of partner reading strategy significantly enhanced the eighth-grade students` reading habit and their reading comprehension. The partner reading strategy made the teaching and learning process more joyful and meaningful so that it can be applied as one of the activities to promote reading habit and reading comprehension.

Keywords: Partner Reading, Reading Habit, Reading Comprehension, Narrative Text

INTRODUCTION

Reading is very crucial because through reading person can get the key point of the information sent or read from the printed page and people who read a lot will have knowledge and latest information to facilitate in having good speaking, writing and listening. Reading is a key factor affecting intellectual and comprehensive widening. comprehending the text will provide various result of the reader because the reader has the different ability, knowledge, age, and gender. Besides that, there is another thing that also gives effect to the reader in comprehending the text that is strategy because it is the guidelines for the readers in getting the ideas of the text. Some research focused on the improvement of learners` reading comprehension such as (Sajid & Fraidan, 2019); (Ofuani & Gbenedio, 2016) ; (Kamalia, 2016) ; (Long & Szabo, 2016) ; (Anggeraini & Afifah, 2017). It indicated that the proposed strategies were effective in order to improve the students` reading comprehension. Moreover, (Yazar, 2013) found out that reading strategies are more effective and useful for EFL learners and suggested that EFL teachers should

*correspondence Address

E-mail: anggeraini.yentri@yahoo.com or yentri_anggeraini@fkip.unbara.ac.id

provide the reading strategies to the learners and apply them in the teaching and learning process. The teaching reading strategies that are applied during reading lessons give a positive effect on the students' achievement in reading skills. Furthermore, (Konza, 2014) suggested that the teacher should provide the students' opportunities to promote their independent reading. It can be concluded that comprehending the English reading passage, learning materials, and texts is a must for the students to absorb the experience and knowledge. The people who read well have at their command for mental horizons widening and for enlarging experience.

Some research focused on the students' reading habit (Iftanti, 2012);(Skenderi & Ejupi, 2017);(Maharsi et al., 2019);(Kutay, 2014);(Iftanti, 2012). Moreover (Rosli et al., 2018) proposed that reading habit provide a chance to determine the connection between the learners' reading attitudes and how the neighbours might affect their learning activity especially in school practices. Moreover, (Anggeraini, 2017) found out that most of the students read when they did assignments from their teachers. Reading by increasing their own reading habits and by demonstrating the art of reading to the younger generation. The role of teachers is particularly important in this context. The teachers should be readers themselves, motivate the learners to read by selecting appropriate materials (Alyousef, 2006), and guide them to read more because the level of reading habit of the student was in intermediate level (Sengul, 2017) and (Kutay, 2014). Furthermore, (Loan & Shah, 2017) indicated that adolescents like reading on electronic media. From these results, it can be concluded that the teachers need to promote the students' reading habit in order to achieve recent knowledge and update information in learning English.

Reading is an important thing to enlarge our knowledge. (Johnson, 2008) mentioned that reading is the act of linking one idea to another, integrates visual and nonvisual information, and is the act of linking one idea to another. The students' skill achievements depend on how creative the English teacher in managing the class. Teacher should know a suitable approach, method, or strategy in order to make English class meaningful and joyful. Besides that, the teacher has to give reading materials based on students' level. There are many strategies in teaching reading, one of them is partner reading strategy. The previous research on the use of partner reading strategy in improving the students reading comprehension was conducted by (Aridana, 2015) and (RahmaYeni et al., 2019) found that partner reading strategy could improve the students' reading comprehension of recount text. It is stated that the partner strategy made the students more active in the learning process. Furthermore, (Meisinger et al., 2004)

mentioned that partner strategy provides the role of partner as supporter and reader by having a turning taking procedure. This research aimed at exploring whether or not the use of partner reading strategy for enhancing the eighth grade students of junior high school reading habit and their reading comprehension of narrative text. The result of this research provided the practical impact to the teaching reading to the junior high school in OKU regency South Sumatera, the English teacher can apply partner reading in large classroom, every student can read a lot during the process in order to promote their reading habit, and students could improve their reading comprehension of narrative text achievement. The students can use the partner reading in comprehending the whole narrative text, story, or novel.

RESEARCH METHOD

This research was conducted in the form of a quasi-experimental design to the eighth-grade students of junior high school with the total number of seventy students and it divided into two groups (experimental and control group). It was selected through a cluster random sampling method from the population with the total number of 130 students (eight classes). In order to take the data, the researchers did some steps. First, the researchers trained the English teaching on the use of partner reading strategy. The second, the researchers delivered ten questions of reading comprehension of the narrative text, and then in the next meeting, the researchers administered a closed-ended questionnaire as the pre-test. Before the test was administered to the sample students, the test had been tried out to students from the other school as the sample to find out the reliability of the test. The reading test was already valid and reliable and the questionnaire was validated by expert judgment. The third, the English teacher gave the treatments (partner reading) in 12 meetings. Fourth, the researchers delivered a post-test (reading test and the questionnaire of reading habit). The last step was analyzing the data and concluding the result of the research. In analyzing the data, the researchers used SPSS 21 program.

Teaching Procedure of the Partner Reading Strategy

In doing this research, there some procedures were applied:

(1) Pre-Activities

- a. teacher asked some questions related to the materials (narrative texts).

(2) Whilst-Activities

- a. The teacher gave the title of narrative texts to the students

- b. The teacher mentioned the role and activities during the implementation of partner reading strategy
- c. The teacher divided the students into groups within the classroom
- d. The teacher mentioned the roles of the learner and his/her partner
- e. The teacher asked the leader in the selected group to read aloud and other partner repeated after him /her.
- f. The teacher asked the group randomly to preview and predict about the narrative texts and they share about the orientation, complication and resolution.
- g. The teacher delivered the questions to each group
- h. The teacher guided the selected group to discuss, generate an answer questions about what they have read, listen and then they summarize it and share the moral values to the others

(3) Post-Activities

The teacher summarized and ended the lesson.

RESULT AND DISCUSSION

Result

The Result of the Reading Comprehension

The Result of the pre-test and post-test of reading of narrative text in the experimental group is described in the table 1

Table 1. Descriptive Statistic of Reading Comprehension of Narrative Text

	Range	Min	Max	Mean	Std. Deviation
PretestExp	86	10	70	63.86	18.430
PosttestExp	63	33	96	77.63	15.272
PretestCon	43	40	83	57.34	11.422
PosttestCon	50	36	86	59.86	11.123

The table 1 presented that the result of pre-test and post-test of the students` reading comprehension of narrative text. In the experimental group, it showed that the lowest score in the pre-test was 10, the highest was 70, and the range was 86. The mean score was 63.86 and the standard deviation was 18.430. Moreover, the statistical data also described the result of post-test of the students` reading comprehension of narrative text. It showed the lowest score was 33, the highest score was 96, and the range was 63. The mean score was 77.63 and the standard deviation was 15.272 Furthermore, In the control group, it showed that the lowest score in the pre-test was 40 , the highest was 83, and the

range was 43. The mean score was 57.34 and the std deviation was 11.422 . Moreover, the statistical data also described the result of post-test of the students` reading comprehension of narrative text. It showed the lowest score was 36, the highest score was 86, and the range was 50 .The mean score was 59.86 std deviation was 11.123.

The score distribution and the percentages of pre-test and post-test of the eighth grade students` reading comprehension of narrative text in the experimental group are shown in the chart 1.

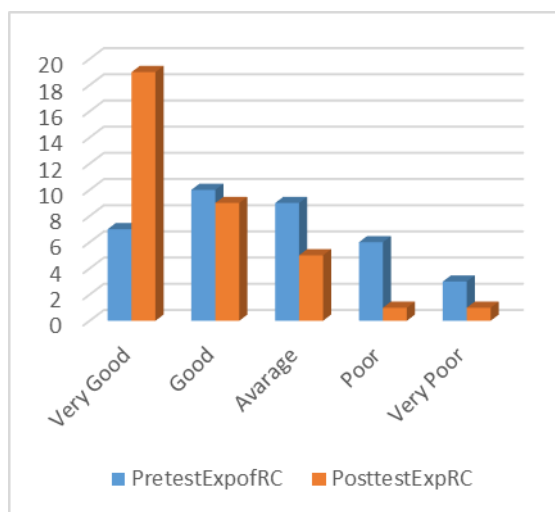


Chart 1. The Result of Reading Comprehension in the Experimental Group

The chart 1 presented the percentage of pre-test of the eighth grade students` reading comprehension achievement of narrative text. It showed that 8 % (3 students) were in very poor category, 17% (6 students) were in poor category, 26% (9 students) were in average category, 29% (10 students) were in good category, and 20% (7 students) were in very good category. It means almost students were in average and poor category in the pre-test. The next is percentage of post-test of the students` reading comprehension achievement of the narrative text. It showed that 3% (1 student) was in very poor category, 3% (1 student) was in poor category, 14 % (5 students) were in average category, 26 % (9 students) were in good category, and 54% (19 students) were in very good category. It means that the teacher`s strategy of the process of teaching and learning influence the eighth grade students` comprehension the text.It can be concluded that there was a progress of the eighth students` reading comprehension scores after the treatment (partner reading strategy).

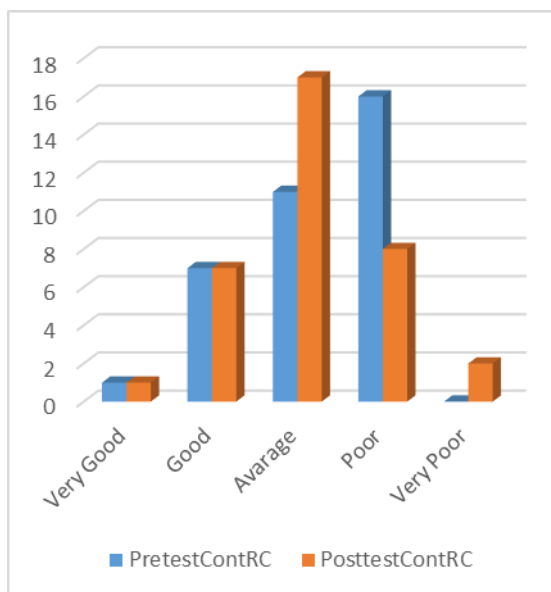


Chart 2. The Result of Reading Comprehension in the Control Group

The chart 2 provided the percentage of pre-test of the eighth grade students' reading comprehension achievement of narrative text in the control group. It showed that 0% (none of the students) was in very poor category, 46% (16 students) were in poor category, 31% (11 students) were in average category, 20% (7 students) were in good category, and 3% (1 student) were in very good category. It means almost students were in average and poor category in the pre-test. The next is percentage of post-test of the eighth grade students' reading comprehension achievement of the narrative text. It showed that 6% (2 student) was in very poor category, 23% (8 student) was in poor category, 48% (17 students) were in average category, 20% (7 students) were in good category, and 3% (1 student) were in very good category.

The Analysis of Independent Sample T Test Result of Reading Comprehension

Table 2. Independent Samples Test of Reading Comprehension

	F	t	df	Sig (2-tailed)	Mean Difference	Std. Error Difference
Reading Comprehension	4.265	5.565	68	.000	17.771	11.299

The table 2 delivered the result of post-test scores of the eighth grade students' reading comprehension achievement of narrative text in the experimental group and control group were compared by using independent simple t-test. The independent sample test shows the comparison of post-test of experimental group and control group displayed the difference between scores. It was identified that sig. (2-tailed) or p value

(0.00) was less than alpha value (0.05). It means that there was significant difference in the eighth grade students' reading comprehension achievement of narrative text between students who were taught by using partner strategy and those who were taught by using conventional strategy. The value of t-obtained was 5.565, mean difference was 17.771 and std. error difference was 11.299 and it was identified that sig. (2-tailed) or p value (0.00) was less than alpha value (0.05). It can be concluded that partner reading strategy gave enhancement on the students' reading comprehension of narrative text.

The Result of the Reading Habit

The Result of the pre-test and post-test of the eighth grade students' reading habit in the experimental group is described in the table 3.

Table 3. Descriptive Statistic of the Pre-test and Post-test of the Reading Habit

	Range	Min	Max	Mean	Std. Deviation
PretestExp	45	30	75	50.26	11.579
PosttestExp	30	50	80	65.43	7.413
PretestCon	35	35	70	55.43	8.692
PosttestCon	40	35	75	57.71	7.107

The table 3 delivered the result of pre-test and post-test of the eighth grade students' reading habit. In the experimental group, it showed that the lowest score in the pre-test was 45, the highest was 75, and the range was 45. The mean score was 50.26 and std. deviation was 11.579. Moreover, the statistical data also described the result of post-test of the eighth grade students' reading habit. It showed the lowest score was 50, the highest score was 80, and the range was 30. The mean score was 65.43 and std. deviation was 7.413. Furthermore, In the control group, it showed that the lowest score in the pre-test was 35, the highest was 70, and the range was 35. The mean score was 55.43 and std. deviation was 8.692. Moreover, the statistical data also described the result of post-test of the students' reading habit. It showed the lowest score was 40, the highest score was 75, and the range was 40. The mean score was 57.71 and std. deviation was 7.107.

The score distribution and the percentages of pre-test and post-test of the eighth grade students' reading habit scores group are shown in the chart 3.

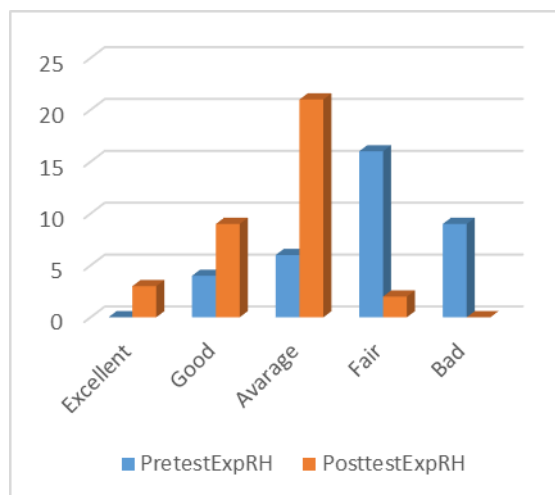


Chart 3. The Result of Reading Habit in the Experimental Group

The chart 3 delivered percentage of pre-test of the eighth grade students' reading habit in the experimental group. It showed that 26% (6 students) were in bad category, 46% (16 students) were in fair category, 17% (6 students) were in average category, 11% (4 students) were in good category, and none of the students was in excellent category. It means almost students were in poor category in the pre-test. The next is percentage of post-test of the students' reading habit. It showed that none of the student was in bad category, 6% (2 students) was in fair category, 60% (21 students) were in average category, 9% (26 students) were in good category, and 8% (3 students) were in excellent category. It can be concluded that there was a progress of the students' reading habit after the treatment (partner reading strategy).

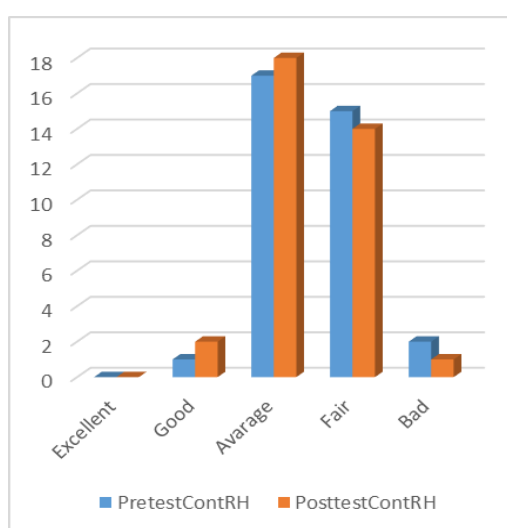


Chart 4. The Result of Reading Habit in the Control Group

The chart 4 delivered percentage of pre-test of the eighth grade students` reading habit in the control group. It showed that 6% (2 students) were in bad category, 43% (15 students) were in fair category, 48% (17 students) were in average category, 3% (1 student) was in good category, and none of the students was in excellent category. It means almost students were in very poor and poor category in the pre-test. The next is percentage of post-test of the students` reading habit. It showed that 3% (1 student) was in bad category, 40% (14 students) was in fair category, 51% (18 students) were in average category, 6% (2 students) were in good category, and none of the was in excellent category.

The Analysis of Independent Sample T Test Result of Reading Habit

Table 4. Independent Samples Test

	F	t	df	Sig (2-tailed)	Mean Difference	Std. Error Difference
Reading Habit	4.265	5.565	68	.000	17.771	11.299

Table 4 delivered the result of post-test scores of the eighth grade students` reading habit in the experimental group and control group were compared by using independent simple t-test. The independent sample test shows the comparison of post-test of experimental group and control group displayed the difference between scores. It was identified that sig. (2-tailed) or p value (0.00) was less than alpha value (0.05). It means that there was significant difference in reading habit between students who were taught by using partner strategy and those who were taught by using conventional strategy. The value of t-obtained was 5.565, mean difference was 17.771 and std. error difference was 11.299 and it was identified that sig. (2-tailed) or p value (0.00) was less than alpha value (0.05). It can be concluded that partner reading strategy gave enhancement on the students` reading habit.

Discussion

The result indicated that there was significant difference in the eighth grade students` reading comprehension achievement of narrative text between the students who were taught by using partner reading strategy and those who were taught by using conventional strategy. It can be seen from the scores of post-test in the experimental score and control group. Furthermore, students` reading habit after being taught by using Partner Reading strategy in experimental class enhance. It indicated that the result of students` score on post-test is better than on pre-test. While at students` reading habit

taught without using partner reading strategy from the post-test score of control class is lower than post test score of experimental class. Moreover, the partner reading strategy could enhance the students' reading habit. It is contrast with (Aridana, 2015). Besides, giving enhancement to the reading comprehension of narrative text, partner reading strategy can enhance the learners' reading habit.

There were some reasons why partner reading strategy gave significant contribution to help the students in comprehending the narrative text and enhance their reading habit. First, on the use of partner reading strategy the researchers saw the students in the experimental group were very active in telling what they have known about the text given. The students in the experimental group were given and asked to discuss some narrative texts and delivered the moral value. The different achievement also might be caused by the different teaching strategy used by the experimental and control group. The experimental group students used partner reading strategy, whereas the control group student only used conventional strategy. It different from (RahmaYeni et al., 2019) that mentioned partner reading strategy could increase the students' comprehension of recount text, the result of this research indicated that the partner reading strategy enhance the students' reading comprehension of narrative text and their reading habit. Moreover, partner reading strategy made students enjoyable and interesting in learning reading of the narrative text in a group in line with (Meisinger et al., 2004). The second, partner reading strategy helped the students getting the detail information about narrative text so that it can make them be easier in sharing it to other people and make them read a lot. They worked with partners based on the instructions from the English teachers. In this activity, the students could discuss and learn together. It was very interesting for them. The last, the partner reading strategy could enhance the eighth grade students' reading habit. The progress of the students' reading habit after getting treatment was in average category of reading habit meanwhile before the treatment was in fair category of reading habit.

CONCLUSION AND SUGGESTION

It can be concluded that the partner reading strategy significantly enhanced the students in comprehending the narrative text and their reading habit. It can be seen from the analysis of the data gathered during the experiment and after the experiment. The students who are taught by using a reading partner could improve their reading comprehension achievement of narrative text and their reading habit significantly. Most

of the students in the experimental group could share the information of the next to their classmates. So, in the post-test, they got better reading achievement of narrative text. The researchers believed that the achievement reached by the students was purely caused by the partner reading strategy applied by the researchers. In addition, the suggestion overs to the school and teacher that must maximize the role of the library by providing various reading materials in various levels of reading. Moreover, the school must send the teachers of English to attend workshops, trainings, and seminars related to English teaching and learning activities to improve the teacher`s English proficiency, teaching skill, and class management.

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