

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this research, the researcher conduct two studies or observations about the 2 questions that must be answered and prove the answers of this research. The first is about how the teacher to apply paired reading strategy in teaching reading comprehension and Students perceptions in using paired reading strategy in reading comprehension used by teachers and students from MTSN Mulawarman 2 junior high school. In this discussion researchers will describe the results of data obtained by researchers while conducting research at this school. Researcher have conducted research from 15 July to 14 September.

1. The use of Paired Reading to apply in teaching reading comprehension at Mtsn 2 Mulawarman Banjarmasin.

In the observation of researcher, the English teacher at Mtsn 2 Mulawarman uses a learning strategy called paired reading strategy. In this study, researcher used data collection by means of observation, interviews and questionnaires. Observations were made when the teacher and students used this strategy in the classroom. The researcher conducted interviews with teachers who used paired reading strategies to learn more about how to apply

paired reading strategies to students in the classroom. Researcher also took some documentary evidence in the form of images. The process of conducting observations and interviews conducted by researchers of the teaching and learning process, class VII-A and VII-D students can be seen in the appendix.

To get data and answer the questions of this study, researchers used observations and interviews directly with teacher A. The researcher made four observations in the teacher's class A. The researcher felt enough with the results of four times of this study and the researchers felt starting from the first observation to the end of the data. Obtained unchanged again. Interviews conducted by researcher also to strengthen the results of this study.

The first observation was made on Tuesday, July 30, 2019 in class VII-A with a descriptive text topic describing animals. First of all, the teacher welcomes and prepares the class by asking students to sing English songs to encourage students. The teacher gives examples of descriptive text according to the teacher and student handbook. The teacher and students mention together and remember the vocabulary they can. the teacher distributes reading material, reads the reading material, the teacher divides students into several groups, one group consists of two people and gives instructions to students to read alternately and sometimes read together, the teacher observes students reading, the teacher asks students to raise their hands if there is a vocabulary that is difficult to say, the teacher asks students to help each other or correct each other's group readings. The teacher pays attention to the pronunciation of words

so students are accustomed to reading correctly. And finally the teacher gives practice according to the vocabulary of descriptive texts in a simple way and collecting their assignments. Then after the assignment is collected, the teacher assigns homework by making a conversation that contains descriptive text about someone.

The second observation was made on Thursday, August 1, 2019 in class VII-D with the topic of descriptive texts about describing places. First of all, the teacher welcomes and prepares the class by asking students to sing English songs to encourage students. The teacher asks one student to name any objects in the class, then the teacher gives an example of descriptive text through what the student says, the teacher makes students to memorize the vocabulary and gives students an understanding of how to describe the place. Then the teacher divides students into groups, one group consists of two people and distributes reading material to students for them to read and understand. The teacher helps students to read sentences so that they can pronounce the vocabulary correctly. The teacher asks students to raise their hands if there is a vocabulary that is difficult to read, the teacher asks students to help each other or to correct each other students to read. The teacher pays attention to the pronunciation of words so students can read correctly. And finally the teacher gives practice by conducting conversations in accordance with the words of the descriptive text in a simple way and collecting their assignments. After completion of learning

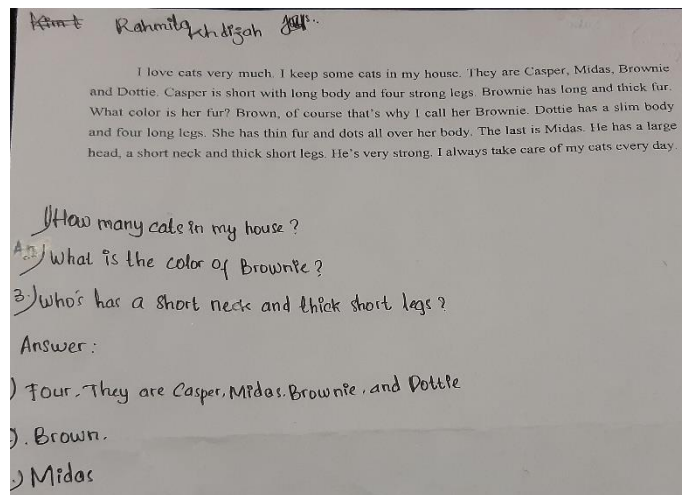
the teacher asks students to make homework by making a conversation in accordance with describing someone.

The third observation was made on Tuesday, August 6, 2019 in class VII-A with a descriptive text topic about someone who continued last week's material. First of all, the teacher welcomes and prepares the class by asking students to sing English songs to encourage students. At this meeting the teacher takes the value of students' understanding and public speaking from the assignments they made last week. First of all the teacher divides students in pairs to read the conversation. Assignments made by students are issued randomly and the teacher encourages students to read in front of the class according to the use of paired reading strategies. Students can read fluently and precisely. Every time a student makes a mistake or hesitates on a word, the partner will correct the wrong reading or if the student can't, the teacher will correct. After each student has finished reading, the teacher gives feedback so students know where their mistakes are. Then the teacher prepares the posttest by giving exercises and adding grades according to the handbook.

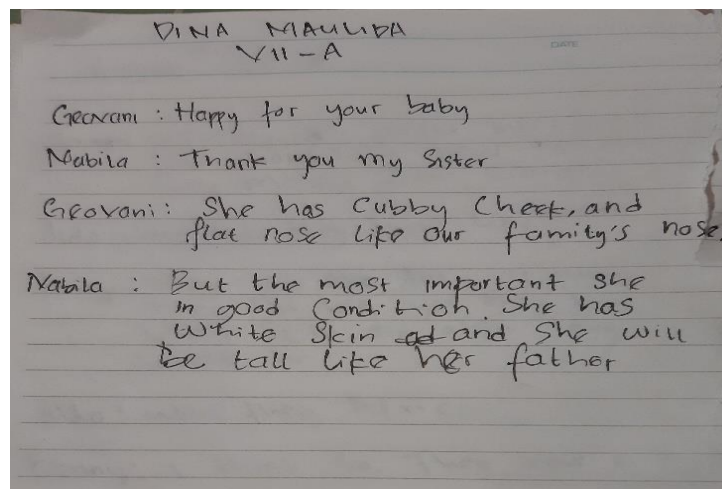
The last observations in fourth, Class observations were made on Thursday, August 8, 2019 in class VII-D with the topic of descriptive texts with the same material with class A. First of all, the teacher welcomes and prepares the class by asking students to sing English songs to encourage students. At this meeting the teacher takes the value of students' understanding and speaks in front of the class from the assignment they made last week. First of all the

teacher divides students in pairs to read the conversation. Assignments made by students are distributed randomly and the teacher asks students to read in front of the class according to the use of paired reading strategies. Students are asked to be able to read fluently and precisely. If there is an incorrect mention of the word the teacher or friend will try to correct. After each student has finished reading, the teacher gives feedback or suggestions. Then the teacher prepares the posttest by giving exercises and adding grades according to the handbook. To implement learning activities, the teacher prepares the same activities because of the same grade level, the difference is the response of each student.

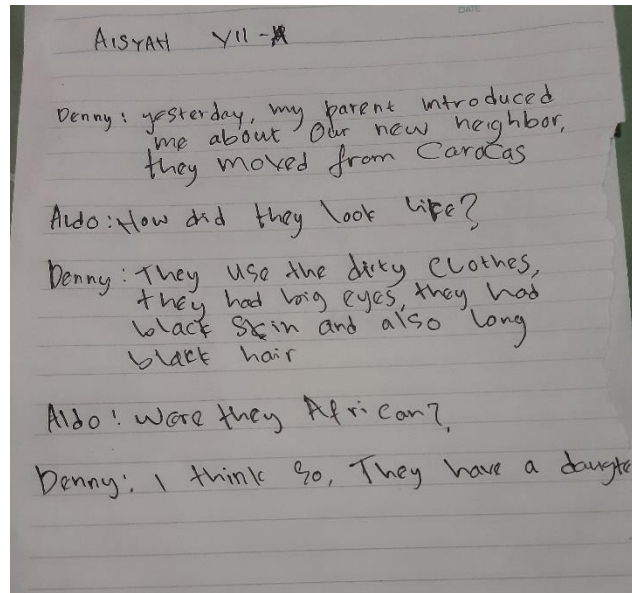
According to the results of research in 4 meetings conducted by researchers, researchers found the results of the study that the teacher uses the Paired Reading Strategy in learning. This strategy is used by teachers to increase students' interest in reading, as is well known by researchers students in this school are still less interested in reading. According to researchers students do prefer reading in pairs rather than reading alone. As for examples of readings that teachers distribute to students can be seen below.



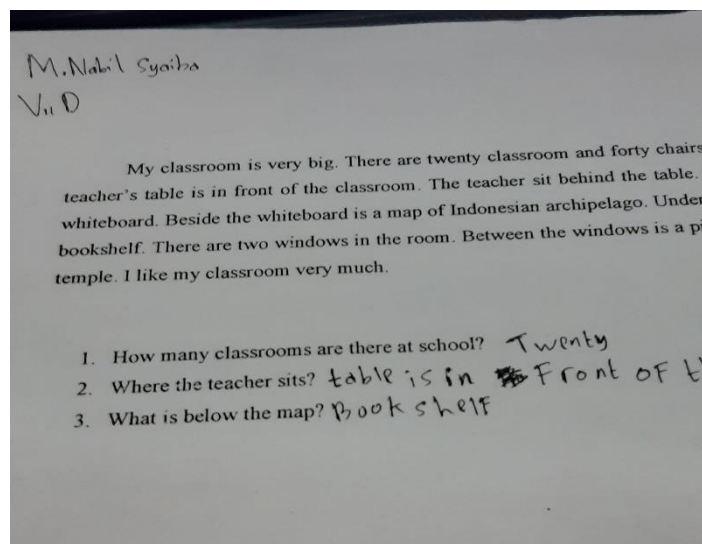
(Picture 4.1 example the material of paired reading in class VII-A)



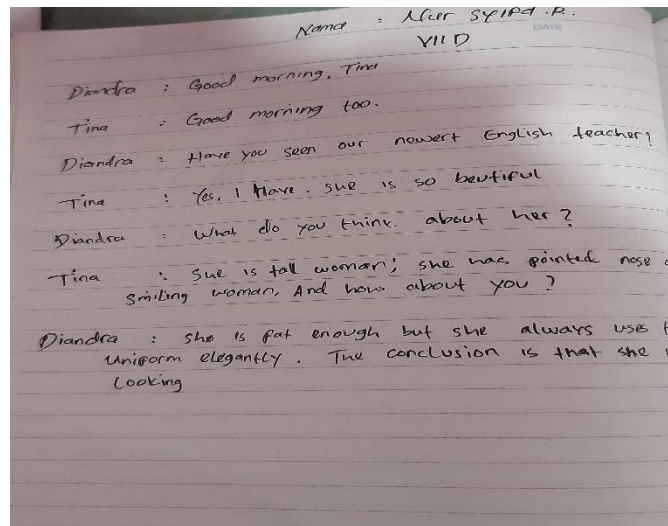
(Picture 4.2 example the material of paired reading in class VII-A)



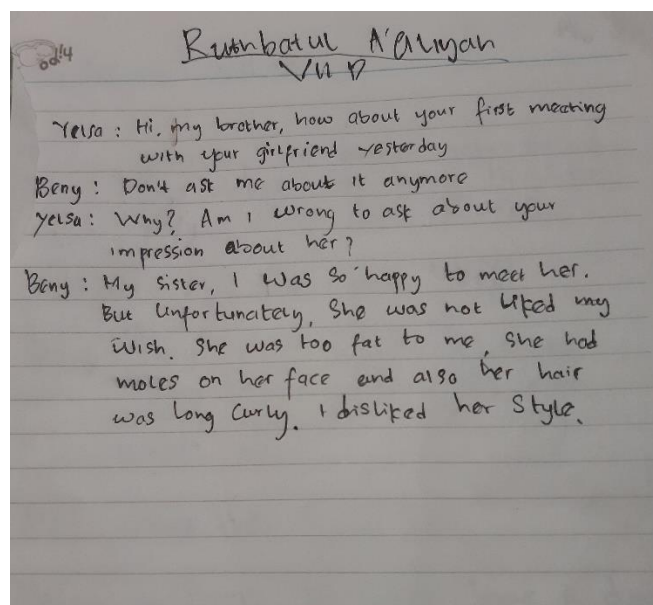
(Picture 4.3 example the material of paired reading in class VII-A)



(Picture 4.4 example the material of paired reading in class VII-D)



(Picture 4.5 example the material of paired reading in class VII-D)



(Picture 4.6 example the material of paired reading in class VII-D)

In this data collection researcher not only made observations to find out how to use Paired Reading Strategy, but researchers also conducted interviews to strengthen answers. When conducting interviews with Teacher A, researchers assume paired reading strategies can increase student interest in reading. Paired reading is used as a place to exchange ideas when students mention the vocabulary of other students can justify the word. When researchers conduct research students who are able to justify the correct answer only one or two students only. In justifying the answers researchers see teachers who are more active. According to researchers this is a natural thing, because their own level is arguably low for class VII who are still new to learning English. A teacher often picks and determines material according to the student handbook. When researchers do research in almost all students are more enthusiastic about implementing this learning strategy than the teacher reading it or they read alone. When the researcher conducted an interview with the teacher, he explained that he always did this Strategy. According to him this Strategy is able to hone students' knowledge. When the researcher asks how to use it he is right to answer. He must share students in advance in accordance with their partners, can be with my classmate or random. Then determine the reading material and instruct students to read it alternately. The teacher should let the students independently read and justify themselves but that is sometimes difficult to do because of the students' own circumstances. My job as a teacher is only to provide feed backs that

encourage them to make students more confident and not ashamed when the teacher makes a strategy like this again. The teacher said that almost all teachers from ancient times until now They always use this strategy. Not only for English lessons, but also in other subjects.

In accordance with the results of the interview with teacher A, he explained that all students were given adequate preparation before they implemented this strategy. Such preparation is like showing students about unfamiliar words or vocabulary. Then also the teacher must give students readiness to think about what lesson or reading they are getting. Paired reading is used during the middle of the lesson or can be called while activity. For pre activity the teacher can use the strategy explained by Teacher A, namely brainstorming. They must have provisions to continue to the next activity, the teacher may choose other ways for example with games or simple exercises such as pairing pictures. The use of paired reading is in the opinion of researchers that is as a tool to better understand the material before going to the practice of taking scores or final assignments.

Teacher A stated that he had used this strategy very often, the students were considered to have a very good understanding of how to use it. He said that he observed firsthand how students responded. So in applying this strategy, most students give positive responses, although there are some students who don't like it. But according to teacher A it was only because they

lacked intention and motivation. It depends on students how they want to learn or just follow. According to the teacher they have been very trying so that students like learning English, whether or not it depends on the students.

Teacher A states that Paired Reading is not always applied in the classroom at every meeting, this is because Paired Reading is not always suitable for pairing with a variety of discussion topics. Paired reading is only used when there is material concerning reading skills. The teacher uses this strategy by adjusting the curriculum and syllabus used by the school. In Teacher A's opinion, if he wants to make the assignment in accordance with this strategy that is by making conversations or making articles and practicing the next meeting.

Assessment of this strategy, he can only judge through the way of pronunciation, clarity of pronunciation and fluency in reading. In this case students should be required to be able to learn independently and must be more sensitive when reading. They must really pay attention to words and pronunciations so they are not mistaken in saying words. This is because it has become the goal of the paired reading strategy so students can further improve their abilities, said teacher A.

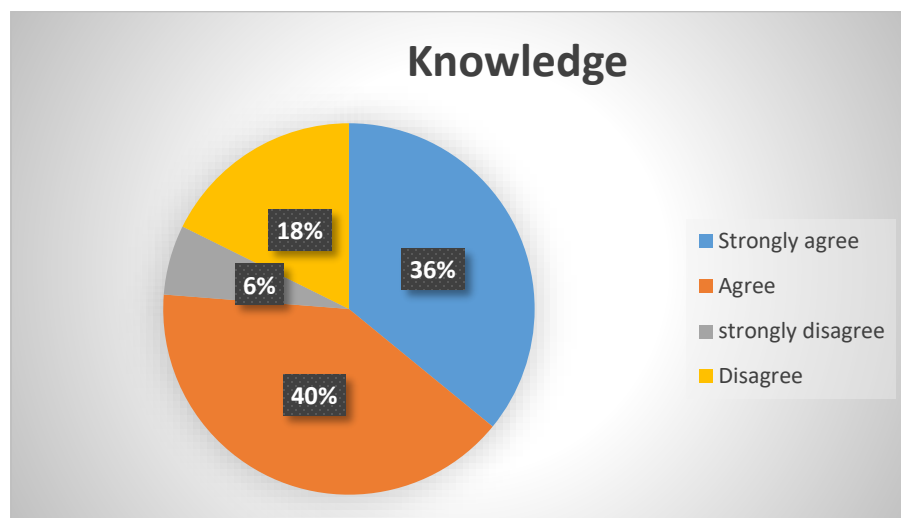
2. Students' perception of the use Paired Reading Strategy in reading comprehension.

To find out how students' perceptions about Paired Reading Strategy, researcher conducted data collection by distributing questionnaires to students in class VII-A and VII-D with a total of 60 students. The researcher chose the subject in this class, because the researcher was advice and only followed the teacher who taught. According to teacher A, in this class more students are actively learning than other classes. Class VII-A there are 32 students and class VII-D there are 28 students. Then the researchers conducted interviews with 10 students. 5 students in class VII-A and class VII-D with 5 students. The researcher conducts interviews with students during class hours or outside of school. Researcher distributed questionnaires to all students taught by Teacher A based on their knowledge while using this Paired Reading strategy. The researchers distributed questionnaires on Tuesday, August 20, 2019 in class VII-A and Thursday, August 22, 2019 in class VII-D. The questionnaire consists of 3 aspects namely, knowledge, interest and usefulness of the Paired Reading strategy. The type of questionnaire used by the researcher can be seen in the appendix.

The first researcher distributed 60 questionnaires to students, 32 sheets in class VII-A and 28 sheets in class VII-D. From the questionnaire distributed, the researcher concluded that most students already knew what a

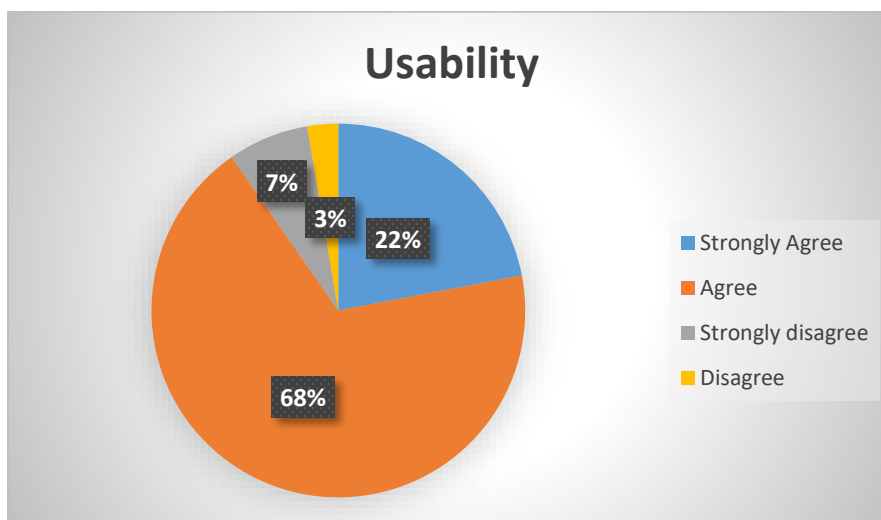
Paired Reading Strategy was and agreed with the application of the Paired Reading Strategy. For the aspect of knowledge according to the results of a questionnaire filled out by 60 students about Paired Reading Strategies, researchers found 36% answered strongly agree, 40% agreed, 6% strongly disagreed, 18% disagreed. It can be said from the results of the questionnaire distributed to students, the students already know what a Paired Reading Strategy is.

Diagram 4.1 Percentage of Students' Knowledge of Paired Reading Strategy



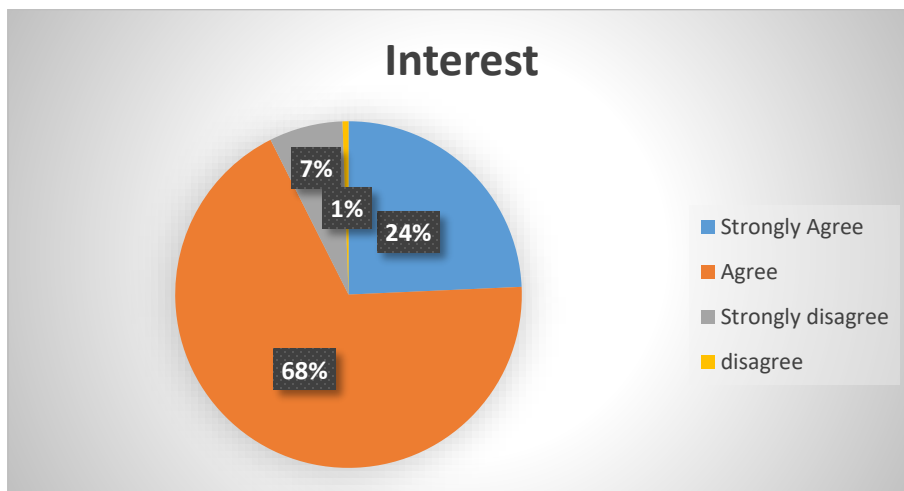
The second for usability aspects researchers obtained the results of a questionnaire distributed to 60 students that students who agreed with the implementation of the Paired Reading Strategy answered 22% strongly agreed, 68% agreed, 7% strongly disagreed, 3% disagreed. From this result the researchers concluded that the students agreed with the Paired Reading Strategies. With Paired Reading Strategies students find it easier to understand the material and can help each other in reading.

Diagram 4.2 Percentage of Students' Usability of Paired Reading Strategy



The third is the aspect of interest. The researcher wants to know the students' interest in Paired Reading Strategy through a questionnaire distributed as many as 60 sheets to students. The results of the questionnaire filled out by students 24% answered strongly agree, 68% agreed, 7% strongly disagreed, 1% disagreed. The researcher found the results of the whole questionnaire answered by students stating that the students interested in implementing Paired Reading Strategies. Students feel more confident in reading, feel less burdened or more relaxed with Paired Reading Strategies.

Diagram 4.3 Percentage of Students' Interest of Paired Reading Strategy



Based on the above results, the researchers concluded the results of the questionnaire given to 60 students that 76% of students answered already

knew the Paired Reading Strategy, 90% of students answered agreed with the use or application of Paired Reading Strategy in the classroom, and more than 90% of them liked the application of Paired Reading Strategy. it can be concluded that the application of Paired Reading Strategy in English learning at MTSn 2 Mulawarman makes it easy for students to learn to read, makes it easier for students to understand learning, students state that by applying Paired Reading Strategy makes the learning atmosphere more relaxed and interesting compared to reading individually. These results are obtained based on a questionnaire filled out by students. The researcher concludes that students agree with the use of Paired Reading Strategies and students like the application of Paired Reading Strategies in the classroom.

To strengthen the data, researchers not only distributed questionnaires, but also conducted interviews with 10 students out of 60 students. 5 students in class VII-A and 5 students in class VII-D. The researcher added that this interview aimed to add answers so that the data obtained could be considered valid. The researcher conducted interviews by selecting students who were slightly active in the classroom. In this case also looking for students who are willing to be happy to be interviewed. Because according to researchers many students who want to but are embarrassed or can't explain it correctly. Researchers conducted interviews with face to face. Researchers do the questions with the most basic questions so students can answer in a relaxed

and not nervous way. According to the results of the interview it can be said that students have very often used strategies like this, both from students and teachers. Students also already know how to apply Paired Reading Strategies in class. From the results of the questionnaire distributed by researchers to students, students said they already knew how to apply Paired Reading Strategy in class. Like reading with friends, correcting each other if there are errors in the correct way of reading. Around 76% of students already know what a Paired Reading Strategy is.

Students argue that in applying the Paired Reading Strategy they feel helped and make it easier to understand the material, this is because they feel more relaxed in learning. This strategy makes them more interested, because according to what is known for the present it is very difficult for children to culture reading or like reading books. Most children read it makes them sleepy. But with this they feel helped by sharing reading and understanding together, they do not think alone but share opinions with friends. Sometimes students also feel ashamed to read aloud let alone have to read on their own. According to researchers this is very helpful both for teachers and students themselves. This the researchers know in accordance with the answers and explanations of the teacher above.

When conducting interviews three of the students argued that with this strategy still lacking, they said that they were still less motivated in reading

especially with long reading. They agreed with this strategy but still lacked support. It means students want the teacher to add more creative strategies or learning methods. For example the teacher can add games during post activity or pre-activity. They say that they prefer learning that is fun than just reading and doing exercises.

B. Discussion

According to the description above, researchers have obtained data about the Paired Reading Strategy. Researchers have written and analyzed data according to the description above, researchers have known how the application of Paired Reading Strategies and How students' perceptions about the application of Paired Reading Strategies in learning English in the classroom.

In implementing this strategy, students are more active in applying reading skills. According to Harmer (2007) reading is useful for language acquisition. As long as students more or less understand what they are reading, the more they read, the better they get. The researcher agrees with the statement, because students do need to be equipped with sufficient understanding with reading material. On the other hand the teacher must also have a way so that students are more interested in reading, which is one of them by applying the Paired Reading Strategy. According to the vision of researchers when

conducting research in the classroom, researchers see students more interested in reading when the teacher applies the Paired Reading Strategy.

Based on Grellet (2004) reading is a constant guessing process, and what one brings to the next is often more important than what is found in it. In reading, students must be taught to use what they know to understand unknown elements, whether these are ideas or simple words. If researchers see from the results obtained, when they read automatically they would guess what the contents of the reading they will read, some examples of seeing the title of their reading will definitely brainstorm about what the contents of the reading.

According to Day and Bamford (1998) reading is the construction of meaning from printed or written messages. This means that the construction of meaning involves the reader connecting information from the written message with prior knowledge to arrive at meaning and understanding. This is true, because students will not know the meaning of the contents of the reading without students reading it first.

According to Harmer (2007) reading principles: (1) teachers encourage students to read as often and as much as possible, (2) students need to be involved with what they read, (3) teachers encourage students to respond to the contents of a text and explore their feelings about it, not only concentrate on its construction, (4) predictions are the main factors in reading, (5) teachers must

match assignments with topics when using intensive reading texts, (6) good teachers exploit reading texts in full. According to the results of the observations above, the principles are the same as the activities carried out by the teacher when the researcher conducts research. The teacher emphasizes strongly that students cultivate reading. At the interview he said sometimes he ordered students to find reading material and conclude what the reading was. Because this can broaden students' insights by reading a lot.

According to Harmer (2007) teaching is not an easy job, but it is a work that is necessary and can be very useful when we see the progress of our students and know that we have helped make it happen. It is true that some students are sometimes difficult and stressful, but it's also worth remembering that the best teaching can also be very fun. Reading is useful for other purposes as well: any exposure to English as long as students understand it more or less is a good thing for students' languages. Exactly, teaching requires adequate preparation and preparation. According to the view of researchers for students who are in middle school have thoughts and attitudes that are not mature enough so that teachers must be able to form their motivation so that they are interested in learning and following the lessons with pleasure. For example the teacher does when starting the lesson by playing or singing together as teacher A.

According to Anderson (1991) principles of teaching reading: First, utilizing the background knowledge of the reader. Second, build a strong

vocabulary base. Third, teach for understanding. Fourth, work to improve reading levels. Fifth, teach reading strategies. Sixth, encourage readers to turn strategies into skills. Seventh, build assessment and evaluation into your teaching. Eighth, strive for continuous improvement as a reading teacher. The researcher agrees with this statement, especially on the principle of reading strategy, the teacher must be able to make students interested in reading. At the time of observation teacher A gives examples of vocabulary before entering the material. Teacher A instructs them to think and guess vocabulary about descriptive according to students' handbooks.

In addition, Patel and Jain (2008) propose several principles for English teachers in conducting reading classes. In class, the teacher must critically do a lot of care such as being aware of students' reading comprehension, finding out the cause of mistakes, correcting mistakes and giving individual attention to the class. This is the same as Teacher A did in class. When students read teacher A pay attention to the way students read and mention vocabulary. Then after students finish reading Teacher A corrects the wrong reading by asking all students to pronounce the vocabulary correctly so they can remember it and not forgetting teacher A to give feedback so that they are enthusiastic and confident.

According to (Topping, 2014) Paired Reading is an easy and generally fun way for readers who are better able to help readers who are less able to develop better reading skills. This method can be adapted to any reading

material, and choose text that appeals to them. This might include newspapers, magazines and so on. Of course the text must be at the level of students' independent readability. According to research, because this strategy can help students to develop and improve their willingness to read, the teacher places great emphasis on this strategy. Teacher A said that this strategy must be used by any teacher without realizing it. Starting from the past until now and with any material, this strategy can be used because this strategy is general depending on the teacher implementing it. According to the research conducted, he prefers descriptive text.

Paired reading is a pedagogical method that is carried out in companies with strong and weak readers, which requires students to read the section that is relevant to the help of partners, and which focuses on developing fluent reading development (Ferrara, 2005). Researchers agree with this, but in this strategy students not only read the important parts but are able to understand all the readings they read. If students have difficulty assigning friends to help think. Then from the statement above it is in accordance with what Teacher A assessed, namely fluency and pronunciation of words.

Rhodes and Shanklin (1993), found that paired reading interactions help beginner readers to become independent and less in need of teacher assistance. This theory is correct, but it is different from the results obtained by researchers, maybe if their level of English is high they will be in accordance with the above

theory. But the researchers see here, many students who still cannot learn independently without teacher supervision. Maybe if in Indonesian they could be capable. Their vocabulary and mastery of English are still very lacking because they have just learned English in this class because for now there is no more learning English at the elementary school level, so their experience is still practically empty.

According to (Meisinger, 2002) pair reading is a class strategy used to facilitate the development of fluent reading skills that allow students to be supported when reading text from a level of complexity greater than they can read individually. In reading partners, children are paired together for the purpose of mutual support through oral reading of the connected text. Partners listen, follow, and provide words or help needed while taking turns reading from the same text. as found by researchers at the time of observation that Paired Reading Strategy can make students more active, one of which is by correcting each partner's mistakes when reading in pairs, it can be said that with Paired Reading students can help each other in learning.

Paired reading is a learning method that involves installing a skilled reader with a less skilled reader. A skilled reader shows the right reading, inflection, and stopping for the less skilled reader. In paired reading, a skilled reader in each pair reads the connected text first. Then the less skilled reader reads the same text. Thus, unskilled readers have fluent reading role models, as

well as repeated exposure to text (Mathes, 1994). this statement is different when the researcher makes observations in class, students who are skilled or proficient in reading are not always paired with those who are less skilled in reading, teacher A only pairs them randomly. When students read in pairs researchers observed that students were indeed more interested in reading in pairs than alone.

Several procedures in implementing the Paired Reading Strategy According to Harmin and Toth (2001) there are several steps from Paired Reading as follows:

- a. For students in pairs.
- b. Students take turns reading the next part to each other, one volunteer starts reading aloud.
- c. Students talk about reading and what they think about when they finish reading. In this case students share text information, guess the meaning of the text to get the main idea, detailed information to find the implied and explicit meaning and determine the generic structure of the text genre.
- d. Students identify something they like, think of something in their own lives that is reminded by the reading, or think of something about the person they like or find something interesting in the reading, take notes then report (share) with one another
- e. Students thank their partners and write text summaries.

- f. Students can pair up with new partners and ask one of the students to summarize the reading to their classmates.
- g. Students write what they share in the summary, or what they will do differently from their own words.
- h. Students begin to do individual work.

This procedure is almost the same as that done by teacher A, the application of this paired reading strategy should be paired with students who are smart and who lack mastery, but to choose it is very difficult because their conditions are at a low level. Then the researcher saw that there was a slight difference from the procedure above, namely that they did not summarize so far as in points D and G. In accordance with the study, students only mentioned the main points of thought or conclusions from the reading, it was also assisted by the teacher.

As for the advantages of applying this paired reading according to the 2014 topping, he said that children can determine their interests and things they like, children can solve their own problems from the amount of reading they can make broad insights, paired reading increases the amount of reading practice that children only get. Researchers strongly agree with this, according to the above interview results many students stated they liked this strategy, they argued that it could help them like reading books and be able to think

independently and be able to train their thinking power towards learning English.

Then, the disadvantages of applying paired reading were also highlighted by 2014 topping. Calm students may feel uncomfortable when expressing their ideas with their partners. Time spent discussing irrelevant topics cannot be trusted. A concept may not be understood if someone don't have to think about it. One of the paired students doesn't always work well together. This adverse effect also researchers get when conducting interviews with several students, most of them admit it is difficult to share thoughts with partners, because not all partners can provide good ideas and thoughts, or rather difficult to work together.

Based on Previous Study by Eny syatriana and Ummi Khaeriaty Syam, *Increasing Reading Comprehension of Students through the Paired Reading Strategy*, Universitas Muhammadiyah Makassar, 2018. This study uses descriptive qualitative and researchers use observation instruments. The results of this study are positive. The Paired Reading (PR) method for peer or parent guidance is a form that is supported by oral reading that allows students to access and understand texts. Studies show improvement in reading fluency, comprehension and accuracy. In addition, research shows that students find strategies that are easy to use, and feel they become competent readers as a result of pairing up. This is test the reader's understanding and helps remember

the entire reading text. This is the same as the results found by researchers, according to students' perceptions that researchers can, they are easier to understand reading because they are assisted by friends to find these ideas. By applying this strategy students think that this will increase their ability to understand and pronounce words correctly.

Widyastuti, Ana. Thesis Improves Students' Reading Skills Using Paired Reading (An Action Research on Class VIII Students of SMP Negeri 16 Surakarta in Academic Year 2011/2012) at Sebelas Maret University Surakarta 2012. The method used in this research is collaborative action research. There are two types of data, qualitative and quantitative data. Research has found that the use of paired reading can improve text. Students can get information implicit from the text, students can explicit information from the text, students can guess the meaning of words, and students can determine generic structures. In accordance with the results of research that researchers get, there is little difference in the results of the implementation of this Paired Reading Strategy, as the researchers explained before, students are still unable to think independently without the help of the teacher because of weak English language ability. Therefore teachers must provide sufficient readiness before entering this material or strategy for example by remembering simple vocabulary.