THE EFFECT OF USING PARTNER READING STRATEGY TOWARD STUDENTS READING SKILL AT THE SECOND YEAR STUDENTS OF SMP Nahdatul Wathan (NW) KALIJAGA

A THESIS

Presented as A Partial Fulfillment of the Requirement for Bachelor Degree in English Language Teaching

By
NOPA ZOHARO
11512A0019

MUHAMMADIYAH UNIVERSITY OF MATARAM

FACULTY OF TEACHER TRAINING AND EDUCATION

ENGLISH DEPARTMENT PROGRAM

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APPROVAL SHEET

**THE EFFECT OF USING PARTNER READING STRATEGY TOWARD
STUDENTS READING SKILL AT THE SECOND YEAR STUDENTS OF
JUNIOR HIGH SCHOOL NW KALIJAGA IN ACADEMIC YEAR
2018/2019**

A Thesis by

A Thesis by   : NOPA ZOHARO

Students' Number   : 11512A0019

Approved on   : August, 2019

By

Consultant I   Consultant II

Asbah, M.Hum   Moh. Fauzi Bafadal, M.Pd
NIDN: 0808078301   NIDN: 0813028501

Acknowledged by

**FACULTY OF TEACHER TRAINING AND EDUCATION ENGLISH
EDUCATION PROGRAM**

Head of English Program

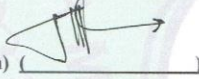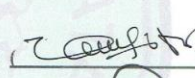Hidayati, M.Hum
NIDN: 0820047301

ii

ACCEPTANCE

THE EFFECT OF USING PARTNER READING STRATEGY TOWARD STUDENTS
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A THESIS   : NOPA ZOHARO
STUDENTS' NUMBER : 11512A00019
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This is certify that the thesis has been approved by the Board of
Examiners as the requirements for the Bachelor Degree
In English Education Language

By

The Board of Examiners Committee

1. HIDAYATI, M.Hum   (Chairman) (   )
   NIDN.0820047301

2. M. HUDRI, M.Pd   (Member) (   )
   NIDN.0810058310

3. M. FAUZI BAFADAL, M.Pd   (Member) (   )
   NIDN.0813028501

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF MUHAMMADIYAH MATARAM

Dean

Dr. Hi. Maemunah, S.Pd., M.H
NIDN. 0802056801

iii

MOTTO

BELIEVE IN YOURSELF AND ALL THAT YOU ARE. KNOW THAT
THERE IS SOMETHING INSIDE YOU THAT IS GREATER THAN ANY
OBSTACLE

(Christian D. Larson, 1989)

DEDICATION

This thesis is dedicated to:

1. For the first, I would like praise and gratitude to Allah S.W.T, our prophet Muhammad Saw.

2. To my beloved father Hirpan and beloved mother Bq. Tala'ah who always loving me, thanks for all the support, trust, finance, encouragement and everlasting prayer.

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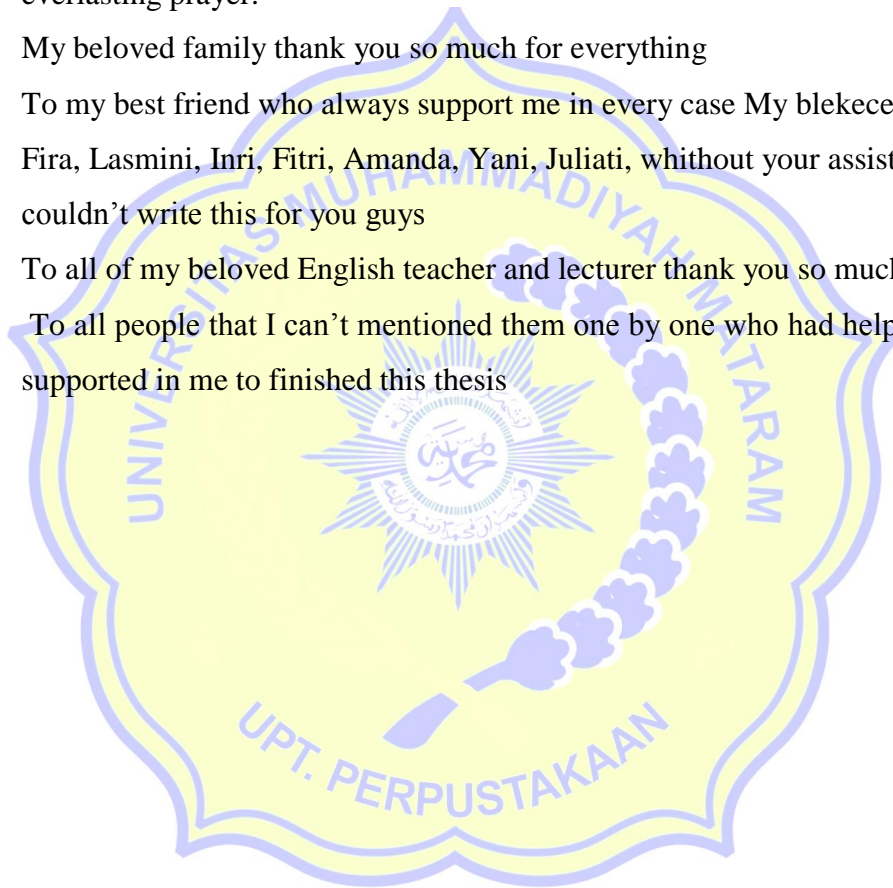
DECLARATION

The autographed below, I am the student of English Department, Faculty of Teacher Training and Education, Muhammadiyah University of Mataram state that:

Name   : Nopa Zoharo

Nim   : 11512A0019

Address   : Desa Kalijaga, Kec.Aikmel, Kab. Lombok Timur

This thesis pure of opinion, the formulation and research of the researcher made by herself without made by other people, if there are creations or opinion of other people that have been published, it is true as the resource and be include into bibliography. If later, this declaration is not true, the researcher is ready to accountable with all of consequences. Thus, this declaration made by the researcher consciously without influence from other people.

Mataram, 31 July 2019
The researcher

Nopa Zoharo
11512A0019

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In the name of Allah SWT the Most Beneficent and the Most Merciful, all praises are to Allah SWT for all blesses for the completion of this thesis. In addition, my peace and salutation be given to Prophet Muhammad SAW who has taken all human being from the darkness to the lightness.

The researcher would like to say deep thanks to every parties who have given the supports, guiding, and helping the research conducted. Therefore, the researcher would like to say thank you and give appreciate belongs to:

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3. Mrs. Hidayati, M.Hum., the Head of English Education Program who has given permission to write this thesis

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5. All of my lecturers at Muhammadiyah University of Mataram for their knowledge during my study.

6. The head master, the teachers, the employers, and the students of Junior High School NW (Nahdatul Wathan) Kalijaga

Finally, this thesis is expected to be able to provide useful knowledge and information for the readers. The researcher is pleased to accept more suggestion and contribution from the reader for the improvement of the thesis

Mataram, August 2019

The Researcher
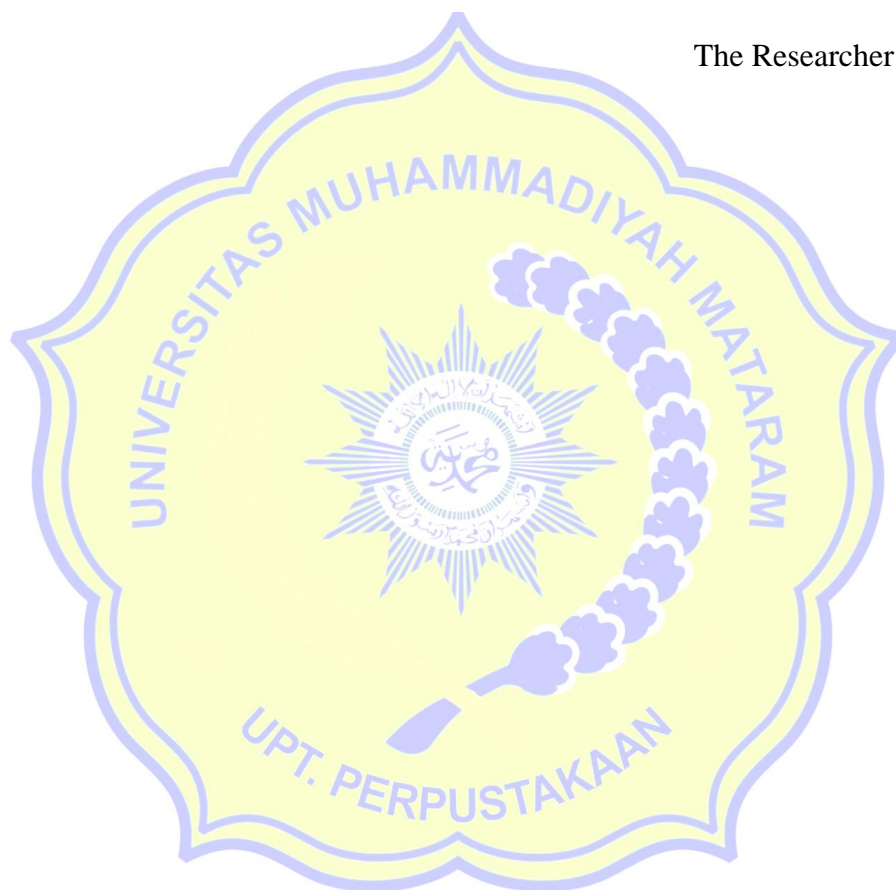
ABSTRAK

Zoharo, Nopa, 2019*: "Pengaruh Penggunaan Strategi Partner Reading terhadap Kelancaran Membaca Siswa Kelas 2 SMP Nahdatul Wathan (NW) Kalijaga Tahun Akademik 2018/2019".*

Mitra Membaca adalah kegiatan kelas dari strategi pembelajaran responsif yang melibatkan dua siswa dalam membaca teks. Strategi mitra membaca dapat membantu siswa memahami tentang teks. Peneliti mencoba untuk melakukan mitra membaca dalam mengajar keterampilan membaca di SMP Nahdatul Wathan (NW) Kalijaga. Peneliti fokus untuk menyelidiki apakah penggunaan mitra membaca memiliki pengaruh signifikan dalam mengajar keterampilan membaca. Penelitian ini menggunakan eksperimen sungguhan, dan subjek dalam penelitian ini adalah siswa kelas delapan SMP NW (Nahdatul Wathan) Kalijaga pada tahun akademik 2018/2019. Jumlah sampel adalah 25 di kelas A dan 25 di kelas B, peneliti menggunakan tes pilihan ganda dengan 20 pertanyaan. Mereka dibagi menjadi dua kelompok: kelas eksperimen (kelas A) dan kontrol (kelas B). Analisis data bahwa rata-rata kelas eksperimen dan kelas kontrol pada pre-test adalah 46,20 dan 39,80, kemudian hasil post-test dari kelas eksperimen adalah 60,60 yang lebih tinggi daripada hasil kelas kontrol adalah 46,00. Ini berarti bahwa hipotesis alternatif (Ha) diterima. Dengan demikian, penggunaan mitra membaca berpengaruh signifikan dalam mengajar keterampilan membaca dengan menggunakan teks deskriptif di kelas delapan SMP Nahdatul Wathan (NW) Kalijaga.

Kata kunci: Mitra Membaca, Keterampilan Meembaca

ABSTRACT

Zoharo, Nopa, 2019: *"The Effect Of Using Partner Reading Strategy Toward Students Reading Skill At The Second Year Students Of SMPNahdatul Wathan (NW) Kalijaga In Academic Year 2018/2019".*

Partner Reading is a classroom activity of a responsive learning strategy that involves two students in reading texts. The partner reading strategy can help the student understand about the text. The researcher tries to conduct the partner reading in teaching reading skill at the SMP Nahdatul Wathan (NW) Kalijaga. The researcher focused to investigate whether the use of partner reading has significant effect in teaching reading skill. This research use true experimental, and the subject in this research was the students of eighth grade of SMP Nahdatul Wathan (NW) Kalijaga in academic year 2018/2019. The number of sample was 25 in class A and 25 in class B, the researcher used multiple choices test with consist 20 question. They are divided into two groups: experimental (class A) and control class (class B). The analysis of data that the average of the experimental class and the control class in the pre-test were 46.20 and 39.80, then the result of the post-test from the experimental class was 60.60 which was higher than the result of the control class that was 46.00. This implies that Ha was accepted. Thus, the use of the partner reading significant effect in teaching reading skill by using descriptive text at the eighth grade of SMP Nahdatul Wathan (NW) Kalijaga.

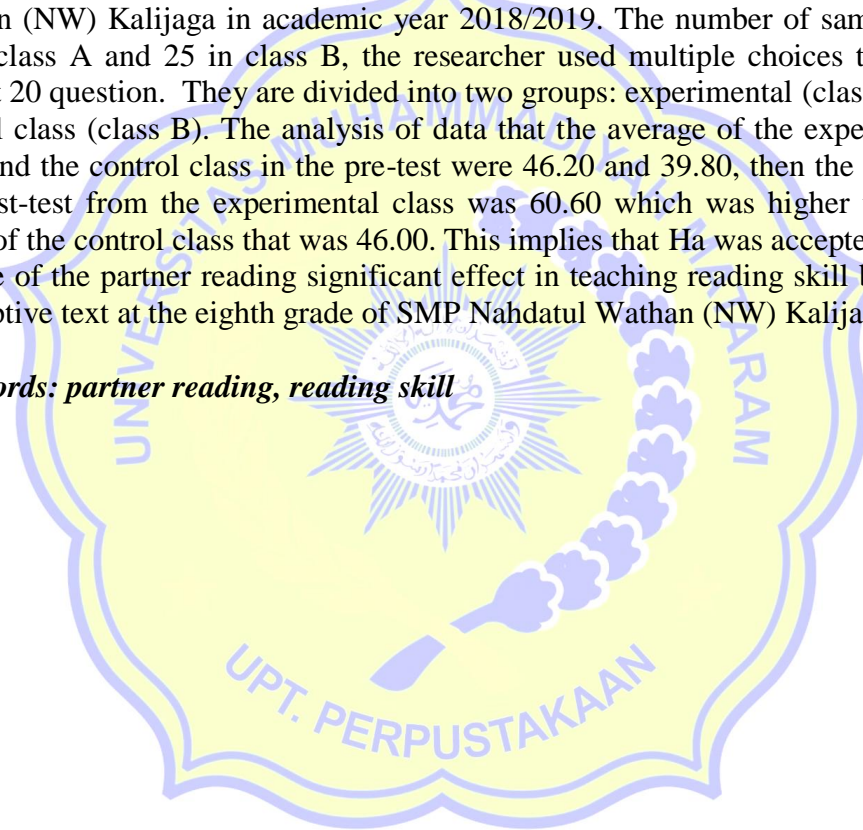***Key words: partner reading, reading skill***

TABLE OF CONTENT

CHAPTER I

INTRODUCTION

1.1 Background of The Study

Reading in the first language is easier than the second language, because they have mastered the vocabulary. Reading English is usually too difficult for students like junior high school. They are required to have adequate knowledge of the language which has different system from Indonesian, including vocabulary. They are required to have adequate knowledge about languages. Students who have known enough vocabulary in reading also have significant difficulties in accepting a second language. They still need a dictionary to find out the meaning of vocabulary.

Reading is one of the most fundamental activities in the learning process and activity is often done when students learn in school. By reading, students can comprehend and understand what they have learnt so, it is strengthened by Nunan (2003: 69) Nunan (2003: 69).

Based on the researcher pre observation at SMP Nahdatul Wathan (NW) Kalijaga, the researcher found that the students in Junior High School easy to feel bore because they still on the growth period which always curious. Another reason is, while the teacher was giving a reading task, the students tended to do the task without reading it and they just kept asking the answer of their friends. Moreover, the students said if they are lazy to read because of the complicated writing, difficult to comprehend and

pronouncing the word. Besides, the students had difficulties in comprehending the text because they had intimidated by frustrated with long text passages.

In a learning activity, many strategies can be used by the teacher to implement the learning material in the classroom. One of them is the Partner Reading Strategy. Partner reading is a responsive learning strategy that involves two students in reading texts. According to Jennings, Caldwell, and Lerner (2014), partner reading can be an effective way to help students with reading problems develop reading skill. The recommended that students read the text independent before reading the text with a partner as a practice opportunity to convey new things or words that are not known. Have students read the text beforehand reading with a partner also ensures students don't become confused when reading. While students are partners reading, the teacher easily controls each student and gives the response needed.

There are some previous studies. The first is the Quality of the interaction during partner reading. This research was conducted by Elizabeth B. Meisinger. This research was to identify factors that affect the quality of the partner reading interaction to provide teachers with empirically based strategies for organizing, managing, and implementing partner reading.

The last is a thesis written by Widya Astuti "The Effect Of Using Partner Reading Strategy Toward Reading Fluency At The Second Year

Students Of Junior High School 1 Sungai Pakning Bengkalis Regency (English study program, University of Sultan Syarif Kasim Riau Pekanbaru 2013). In her research, a conclusion teaching reading by using partner reading strategy at the second-year students of State Junior High School 1 Sungai Pakning Bengkalis Regency is better than without using Partner Reading Strategy. Teaching reading fluency by using a partner reading strategy is effective.

Based on the background above, the writer is interested in selecting the topic of the research entitled; "The effect of Using Partner Reading Strategy Toward Students Reading Skill at The Second Year Students of SMP Nahdatul Whatan (NW) Kalijaga in academic year 2018/2019".

1.2 Statement of Problem

Based on the background above the formulated the statement of problem as follows:

1. Is there any effect of Partner Reading Strategy in teaching reading skill at the Second Year students of SMP Nahdatul Wathan (NW) Kalijaga in academic year 2018/2019?

2. Is there any significant different between the students who are taught using partner reading strategy and without using partner reading strategy in teaching reading skill at the Second Year students of SMP Nahdatul Wathan (NW) Kalijaga in academic year 2018/2019?

1.3 Purpose of the Study

1. To investigate the use partner reading strategy has the effect in teaching reading skill at the eighth grade students of SMP Nahdatul Wathan (NW) Kalijaga in the academic year 2018/2019.

2. To analyze the significant different between the students who are taught using partner reading strategy and without using partner reading strategy in teaching reading skill at the eighth grade of SMP Nahdatul Wathan (NW) Kalijaga in academic year 2018/2019.

1.4 The Significance of the Study

1.4.1 Theoretically

This research may give some information in acquiring an alternative strategy in teaching reading. To support the previous theory about teaching reading by using partner reading strategy.

1.4.2 Practically

The student would be motivated and would be interested in studying English, especially in learning reading. The result of this research is hoped to improving the teacher teach and improve students' ability and this partner reading as a strategy will be a way for a teacher to teach in the learning process on their school.

1.5 Scope of the Study

1.5.1 Subject of the study

The subjects of the research are the students at eighth grade of SMP Nahdatul Wathan (NW) Kalijaga in the academic year 2018/2019.

1.5.2 Object of the Study

The object of the research is focused on the use of the process partner reading strategy in teaching reading.

1.6 Hypothesis

1.6.1 Alternative Hypothesis (Ha)

1. The use of Partner Reading strategy in teaching reading at the second year students of SMP Nahdatul Wathan Kalijaga has the effect.

2. The use of Partner Reading strategy has significant in teaching reading skills at the Second Year students of Junior High School Nahdatul Wathan (NW) Kalijaga.

1.6.2 Null hypothesis (Ho)

1. The use of Partner Reading strategy has no effect in teaching reading at the second year students of SMP Nahdatul Wathan (NW) Kalijaga.

2. The use of Partner Reading strategy has no significant in teaching reading at the second year students of SMP Nahdatul Wathan (NW) Kalijaga.

1.7 Definition of Key Terms

The definition of a key term is the definition refers to the operational terms in this research.

1.7.1 Reading Skil

Tindale (2003: 35) says that reading skills are generally defined as automatic processing abilities, whereas strategies are deliberate actions performed to achieve a particular goal. A skill can become a strategy when it is used intentionally. Reading processes is related to develop skills.

Reading is an essential skill for learners of English as a second language since it can ensure success not only in learning English but also in any content class were reading in English is required Nunan (2003:69).

1.7.2 Partner Reading Strategy

The partner reading strategy is a cooperative learning strategy in the form of two students reading the same text by listening to one another. This can be done by alternating pages or paragraphs for the practice of reading both students. According to Jennings, Caldwell, and Lerner (2014), reading couples is an effective way to guide students in reading problems to be more passive. Students are allowed to read on their own before reading with a partner as an opportunity to practice in discussing new or unknown words. Partner readers improve reading comprehension and understanding for readers who are more competent and less competent with their partners. (e.g., Topping& Lindsay, 1992b; Topping, Thurston, Mc Gavock, & Conlin, 2012).
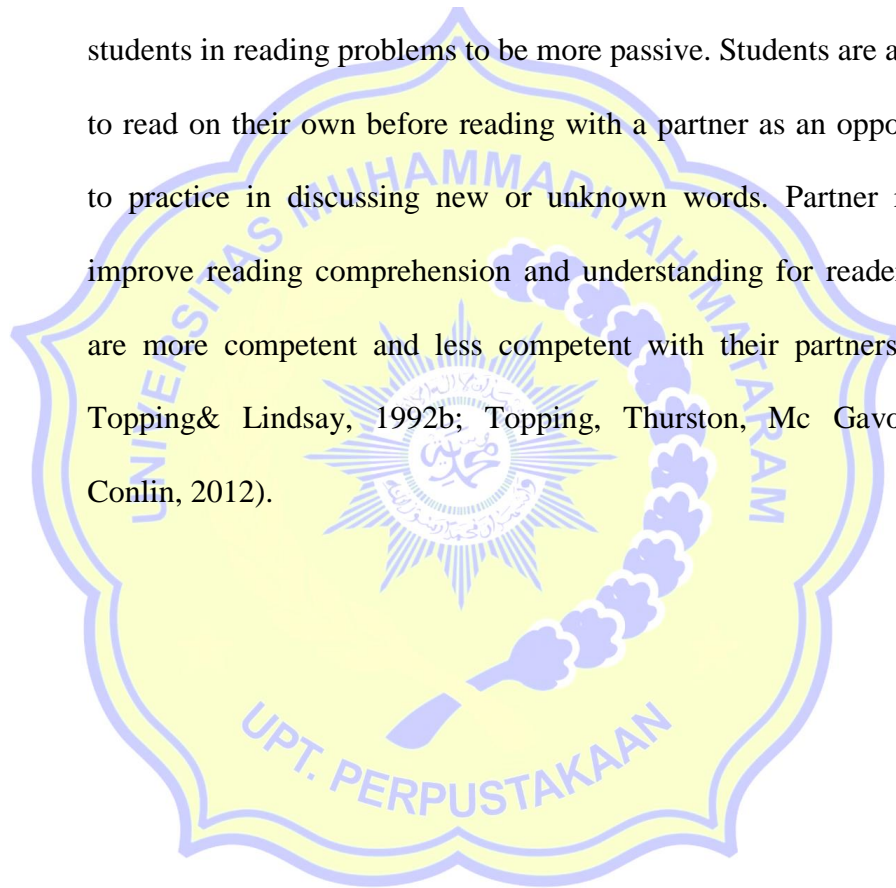
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews some of the related literature of the study to teaching reading. The researcher gives some information related in using Partner Reading strategy in teaching reading, those are the following:

1.1 Concept of Reading

Reading is an essential skill for learners of English as a second language since it can ensure success not only in learning English but also in any content class were reading in English is required Nunan (2003:69).

Snow (2002:11) Reading is the active process of understanding print and graphic text. Reading is a thinking process. Effective readers know that they read, what they read supposed to make sense. They monitor their understanding, and when they lose the meaning of what they are reading, they often unconsciously select and use a reading strategy (such as reading or asking questions) that will help them reconnect with the meaning of the text.

From the definition above, it can be assumed that reading is the process to get the main idea, information, and message from the author, reading is not only spelling text activity orally but also process of constructing meaning from written texts in order to get information and knowledge from the text, so that the readers can interpret and give their opinion from their views after they read text.

2.2 Reading Skill

Tindale (2003:35) says that reading skills are generally defined as automatic processing abilities, whereas strategies are deliberate actions performed to achieve a particular goal. A skill can become a strategy when it is used intentionally. Reading processes is related to develop skills. The readers will develop their reading skill after reading effectively.

Harmer (2001:201) conveys several skills of reading as follows:

1. Identifying the topic. The readers' background knowledge will be connected to the topic of building knowledge about the text.

2. Predicting and guessing. The readers predict what will come next and then may guess the content of the text.

3. Reading for general understanding. Without worrying about the detail, the readers will be able to get the idea of the text and simply understand it.

4. Reading for specific information. The readers read the text to get the specific detail of the text.

5. Reading for detailed information. The readers practice this skill when the purpose of the reading process is to understand everything in detail.

6. Interpreting text. The readers can see the purpose of the text using a variety of clues to understand what the author means.

From the resolution above, it can be concluded that reading skills are the ability of a person to read, understand and interpret the meaning of the words written in the reading material. The reading process procession will make it easier for individuals to be able to understand written work in a short time while reading. The reading process procession will make it easier for individuals to be able to understand written work in a short time while reading. If an individual develops a reading skill, it is a lifelong activity. While reading at any given time the individual is expected to also think critically on the particular topic or subject to understand the point of the writer.

2.3 Partner Reading

Partner reading is effective for several reasons. First, children benefit from practicing the reading of the connected text and this approach ensures that students spend significant amounts of time reading aloud or following along with their partner. Second, partner reading provides learners with the opportunity to read a text repeatedly, which supports the development of automatic word reading. Third, children receive correction and support from their partner during the reading, they can practice a text that they cannot yet read independently. (Kuhn & Schwanenflugel, 2008: 45).

Partner reading is an instructional routine that incorporates peer modeling into reading the text. This strategy involves two students in reading a text this is sometimes done by alternating pages and provides reading

practice for both students. According to Jennings, Caldwell, and Learner (2014), partner reading can be an effective way to help students with reading problems develop reading skill. It is suggested that students read the text independently before reading it with a partner as a practice opportunity in sounding out new or unknown words. Having students read through a text before reading with a partner also ensures students do not become frustrated during reading. Students begin to feel more confident about reading as they give and receive feedback. Students can be partnered in a variety of ways or students can choose their partners, depending on the learning task. With proper support, students who are struggling readers with similar abilities work well as partners. This helps each student realize he or she is not the only one who has problems identifying words (Jennings, Caldwell, Lerner, 2014).

2.3.1 The Advantage of Partner Reading

Partner reading does not require special reading materials and consequently enables teachers to use the reading material of their choice. This offers teachers flexibility for incorporating the strategy into various content areas. Partner reading provides direct opportunities for a teacher to circulate in the class, observe students, and offer individual remediation.

2.3.2 Procedure of Partner Reading

Partner Reading with Comprehension Check adapted from Vaughan &Linan-Thompson (2004), the sequences of partner reading are as follows:

1. The first state the purpose and explain the benefits.

2. Explain that during partner reading, students can stop and check their understanding of stories as they read.

3. Model the task in front of the whole class using a passage they have all read. While reading, consider the answers to the following questions:

   1) WHO was the main character in the story?

   2) WHEN did happens?

   3) WHERE did live (or work, or eat, or sleep)?

   4) WHAT is the meaning of the word?

   5) WHY do you think happened?

4. Give students copies of the text and comprehension cue cards.

5. Have students take turns reading the same text in pairs and checking each other's understanding using the comprehension cue cards. For example:

   1) Partner A reads a page of text. Partner B reads the same text.

   2) Partner A asks Partner B the questions on the comprehension cue card.

   3) Partner A reads the next page of the text. Partner B reads the same page and asks the questions on the comprehension cue card.

   4) Partners continue reading the text following the above procedure.

6. Monitor pair students each other, monitor pair student with teacher

7. Assist as needed by the teacher.

2.4 Previous Research

There are many related theses belong to research, teaching by using partner reading. The first is the thesis by Elizabeth B. Meisinger (2004) "Quality of the interaction during partner reading". In this research, this study was to identify factors that affect the quality of the partner reading interaction to provide teachers with empirically based strategies for organizing, managing, and implementing partner reading. Important elements of cooperative interaction are extracted from the cooperative learning literature and used as a measure of observational rating scales to evaluate the quality of partner reading interactions. 43 pairs (86 children) of second-grade students and 10 classroom teachers were observed during partner reading. The effect is how to choose partners, instructions given by the teacher, and monitoring the teacher for cooperation between students, and the strategy to match the ability of X to distinguish the interaction abilities obtained in the students' assignments. While this research about experimental and The Effect of Using Partner Reading Strategy Toward Reading Skill at The Second Year Students of SMP Nahdatul Whatan (NW) Kalijaga held on eight grade students.

The last thesis researcher by WidyaAstuti "The Effect Of Using Partner Reading Strategy Toward Reading Fluency At The Second Year Students Of Junior High School 1 Sungai PakningBengkalis Regency (English study

program, University of Sultan SyarifKasim Riau Pekanbaru 2013). In her research, Based on the data analysis, the writer concludes that the significant effect score showed 8.45. In level significant 5% the score was 2.03. In level significant 1% the score was 2.72. It could be read 5 %< 8.45>1%. It means that there is a significant effect of partner reading strategy toward students' reading fluency at the second year students of State Junior High School 1 Sungai Pakning Bengkalis Regency. In conclusion teaching reading by using partner reading strategy at the second year students of State Junior High School 1 Sungai Pakning Bengkalis Regency is better than without using Partner Reading Strategy. Teaching reading fluency by using a partner reading strategy is effective. While this research The Effect of Using Partner Reading Strategy Toward Reading Skill at The Second Year Students Of SMP Nahdatul Wathan (NW) Kalijaga held on eight grade students.
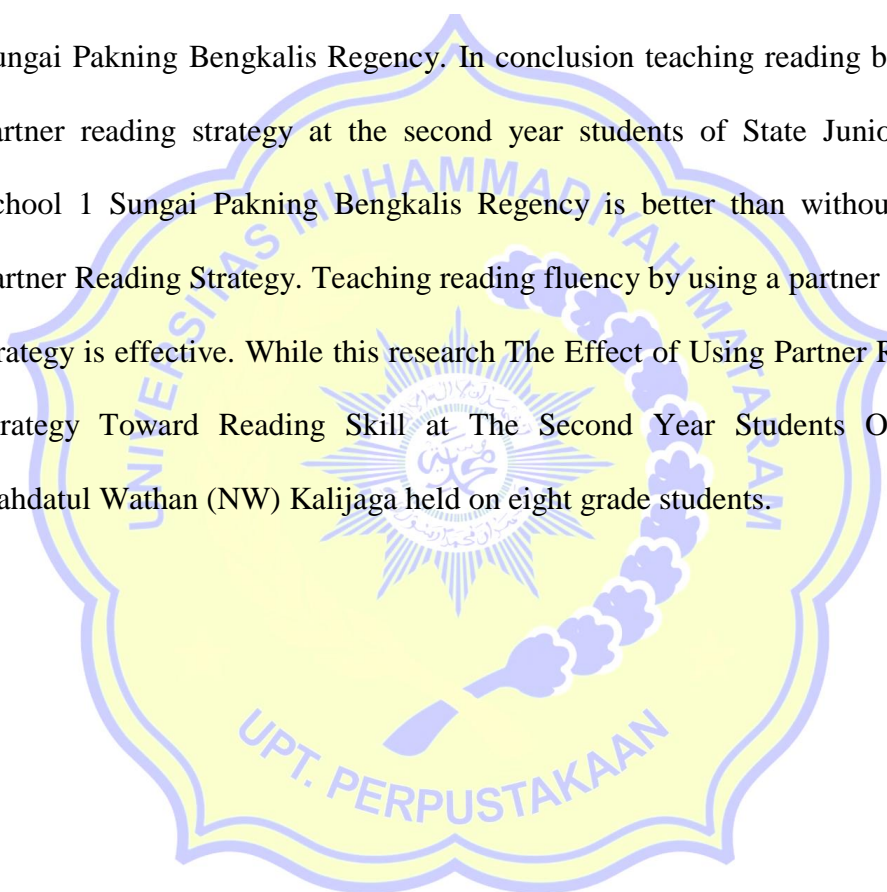
CHAPTER III

RESEARCH METHODOLOGY

The research method used in the study, which are: research design, population and sample, the method of data collection, and the method of data analysis.

3.1 Research Design

In this research, the researcher employed a true experimental design (Sugiyono, 2014:223). The researcher takes the sample of both groups through randomization. This strategy was the most appropriate in measuring the use of Partner Reading and the significant difference. Therefore, the data from the pre-test and post-test was compared to the test calculation to investigate the using of Partner Reading Strategy and application in this research.

Table 3.1 A True-Experimental Design

Pretest-Posttest Control Design

R	O_1	X	O_2
R	O_3		O_4

Where:

R: Experimental and Control Class that are chosen randomly

O_1 & O_2: Pre-Test of experimental and Control Class

O_3 & O_4: Post-test of Experimental and Control Class

X: Treatment by using Partner Reading on the experimental class

3.2 Population and Sample

3.2.1 Population

The population is object or subject which has quality and characteristic use by the writer to study then conclude (Sugiyono, 2014: 80). The population of this research is the eighth grade students of Junior High School NW (Nahdatul Wathan) KALIJAGA in the academic year 2018/2019. There are three classes and the total numbers of all students are 72.

Table 3.2 Class of Population

No.	Class	Total Number of Student
1.	2A	25
2.	2B	25
3.	2C	22

3.2.2 Sample

The sample is the part of the quantity and characteristics that have by the population (Sugiyono, 2014: 118). The researcher used cluster sampling in taking the sample from the population. The researcher took two classes which consist of 50 students as a sample.

Table 3.2 Sample of Students

Class	Number of students
2A	25
2B	25
Total	50

3.3 Research Instrument

In this research, the researcher used the test as an instrument. The test in the form of multiple choices consists of 20 items that are covered with an indicator of descriptive text. The researcher gave post-test to all students as the sample of the research. The score for each correct answer gave 5 and the incorrect gave 0 but before the researcher gave post-test to students, the researcher first gave pre-test to students.

3.4 Data Collection and Procedure

The technique of collecting data is clarified as the following:

3.4.1 Pre-test

The researcher gave the pre-test to both groups (experimental group and control group) as the sample of the research. The pre-test is administered to find out the students' reading ability before the treatments. It was given teaching by the researcher after getting the result of try out class. The test was multiple choices that consist of 20 items. The materials were descriptive text. Pre-test data compare with

the post-test data to know whether there have effects and significant different after the treatment using partner reading strategy.

3.4.2 Treatment

In the process of treatment, the researcher needs different treatment to both groups. The researcher teaching students by using Partner Reading strategy in teaching reading skill to the experimental group and control group without Partner Reading strategy in teaching reading skill. The research delivered the kind of teaching relating to the material.

3.4.3 Post-test

The test was given after treatment was conducted. In this research the researcher gave post-test questions in multiple choices. The test was taken from Infocus and When English Rings a Bell books at eight grade, item which consisted of 20 questions. This test was aimed to compare the score before treatment and after using Partner Reading strategy in teaching reading skill.

3.4.4 Theory of Achievement Test

The assessment is one of the important thing in teaching learning process, it cannot be separated from teaching. So, achievement could be limited to particular material addressed at the curriculum within a particular time frame were offered after a course that focused on the objectives question Brown (2010: 9-11)

The score of students' achievement can be calculated by using this following formula:

$$score = \frac{The\ number\ of\ right\ answer}{Total\ item} \ x\ 100$$

No.	Qualification	Degree	Qualitative
1.	Excellent	80-100	A
2.	Good	70-79	B
3.	Fail	60-69	C
4.	Poor	50-59	D
5.	Complete Poor	0-49	E

3.5 Data Analysis Procedure

To analyze the data the researcher used SPSS 17.00, the data collecting from pre-test and post-test. To investigate the effect of partner reading the researcher used Normality Test, and if the data is Normal the researcher used Paired Test, while if the data is not Normal the researcher used Wilcoxon test. To analyze the student who were taught by using

partner reading and without using partner reading the researcher would use Homogeneity Test, if the data is Homogeny the researcher would use Independent test, while the data is not Homogeny the researcher would use Mann Whitney Test :

3.5.1 Descriptive Data

Descriptive statistical data is useful for explaining and describing research data including the amount of data, maximum score, minimum score, average score and other.

3.5.2 Normality Test

a. A normality test is done to find out whether the research data is normally distributed or not.

b. Normal data is an absolute requirement before we do parametric statistical analysis.

c. In parametric statistics, there are two types of normality test that are often used, namely Kolmogorov-Smirnov test and Sharpio – Wil test.

If significance (Sig) score is more > (great) than 0.05 then the data is normally distributed, while if significance (Sig) score is more < than 0.05 then the data is not normally distributed.

3.5.3 Paired Test

a. Test paired sample t-test is used to determine whether there are differences in the average of two samples in pairs

b. Requirements in the paired sample t-test are normal distribution data

c. For homogeneous variant data, it is not a requirement in the paired sample t-test.

d. The paired sample t-test in this research is used to answer the problem statement.

e. To answer the formulation of the problem, a paired sample t-test is conducted on the pre-test experimental class data with the post-test experimental class, then the pre-test control class data with the control class post-test data.

3.5.4 Homogeneity Test

a. Homogeneity test aims to determine whether a data variant of two or more groups is homogeneous or heterogeneous

b. Homogeneous data is one of the requirements in the independent sample t-test.

c. In this research, the homogeneity test is used to determine whether the variant of the post-test data of the experimental class and the post-test data of the control class are homogeneous or not. If significance (Sig) score based on mean >0.05 then the data variant is Homogeneous, while if significance (Sig) score based on mean < 0.05 then the data variant is Not Homogeneous.

3.5.5 Independent Test

a. The independent sample t-test is used to determine whether there are differences in the average of two unpaired samples.

b. The basic requirements in the independent sample t-test are data that is normally distributed and homogeneous.

c. The independent sample t-test in this research is used to answer the problem formulation.

d. To answer the formulation of the problem, the independent sample t-test was conducted on the post-test data of the experimental class with control class post-test data.