**THE EFFECTIVENESS OF USING PAIRED READING (PR) METHOD IN TEACHING READING (DESCRIPTIVE TEXT) TO IMPROVE READING COMPREHENSION ABILITY AT SMP N 4 PURWOREJO IN THE ACADEMIC YEAR OF 2012/2013**

M. Khoirul.Anwar

Muhammadiyah University of Purworejo

**Abstract**

This study is aimed at knowing students’ reading comprehension ability after being taught by Paired Reading method and finding the effectiveness of using Paired Reading method in improving students’ reading comprehension ability at the seventh grade students of SMP N 4 Purworejo. The result of t-value is 4.02 based on the 0.05 significant level, the value of t-table is 2.00. The result of computation shows that t-value is higher than t-table, that is 4.02>2.00. It means that using Paired Reading (PR) method is effective in teaching reading (descriptive text) to improve reading comprehension ability at SMP N 4 Purworejo in the academic year 2012/2013.

Key words: *Effectiveness* ,*Teaching, Descriptive Text, Paired Reading*

1. **Background**

Reading becomes an interested activity because this skill is familiar and close to them. Moreover, they encounter a lot of materials that they find around them to be read. Grabe & Stoller (2002: 9) states that reading is the ability to draw meaning from the printed page and interpret this information appropriately. For many students, reading is the most important of the four skills in second language, particularly in English as a second and foreign language. If we consider the study of English a foreign language around the world, reading is the main reason why students learn the language. There are a number of factors that cause success or failure in reading ability. One of them is the students’ mastery in vocabulary. In this research, the researcher focuses on improving students’ reading ability of descriptive text using Paired Reading method.

1. **Research Method**

This research is classified into a quantitative research with an experimental method. It says so because the researcher conducts an experiment to get the data about the variables being measured. According to Arikunto (2010:173) population is the whole of research’s subject. In this research, the population is the seventh grade students of SMP N 4 Purworejo consisting of 8 classes. The total of population is 254 students. According to Arikunto (2010:174) a sample is a part or representative of population which is investigated. In this research, researcher takes 2 classes as the sample to be analyzed, and the number of sample is 64 students. In collecting the data, the researcher gave two tests that are pre-test and post-test. The test is intended to find out the effectiveness of Paired Reading Method in improving the students’ reading comprehension ability.

In this research, the researcher used descriptive analysis and inferential analysis to analyze the data. The descriptive analysis is to describe the students’ reading comprehension ability of descriptive text before and after the researcher gave the treatment by using Paired Reading method. The descriptive analysis consists of the computation of mean, median, mode, standard deviation, and variance. Meanwhile, the inferential analysis consists of test of normality, test of homogeneity, and test of hypothesis.

1. **Finding and Discussion**

The description of the data is aimed to know students’ reading comprehension ability after being taught by using Paired Reading method and to find out the effectiveness of using Paired Reading method in improving students’ reading comprehension ability. As previously stated, the researcher gave the treatment for experimental group by using Paired Reading method. From the computation, the mean score of pre-test is 62.58 and the mean score of post-test is 79.55. The researcher also calculated that the highest score of experimental group after being given the treatment is 96 and the lowest score is 60. The mean is 79.55, the median is 78, the mode is 75, the standard deviation is 8.16, and the variance is 66.59.

In the inferential analysis, the researcher computed test of normality, test of homogeneity, and test of hypothesis. The result of normality test that computed by using chi-square formula is 7.78. From the result of normality test, the data is normal because t-obtained is lower than t-table (7.78<11.070). Then, the result of homogeneity test that computed by dividing the highest variance with the lowest variance is 1.39. It showed that the data is homogeneous because f-obtained is lower than f-table (1.39<1.84). To make the analysis more reliable, the researcher computed the data by using t-test formula. The result of t-test is 4.02. It showed that t-test value is higher than t-table (4.02>2.00).

So the null hypothesis is rejected and the research hypothesis is accepted. Base on the explanation above the researcher can conclude that there is a significant effect of using PR (*paired reading*) method in teaching reading comprehension of the seventh grade students of SMP N 4 Purworejo in academic year 2012/2013.

1. **Conclusion, Implication, and Suggestion**

Based on the research finding which has been discussed, the researcher make the conclusion. The result of the research showed that the use of Paired Reading method is effective to improve the students’ reading comprehension skills that cover reading to get main idea, implicit information, explicit information, and guess the meaning of word. The enhancement of the students’ reading comprehension skill is also supported by the result of the test scores. The result of t-value is 4.02. Then, the researcher consults the critical value on the t-table using the 5% (0.05) alpha level significance and the degree of freedom is 2.00. It shows that the t-value is higher than t-table (4.02>2.00). In addition, the mean score of Pre-test was 62.58 and it improves into 79.55 in the post-test. It showed that the use of Paired Reading in teaching reading is effective to improve students’s reading comprehension skill.

**Bibliography**

Anderson Mark & Anderson Kathy. 2007. Text Types in English. Australia. Macmillan.

Anten Nofri. 2004. Discussion Material of Genre. Solok.

Arikunto, Suharsimi. 2006. *Dasar-Dasar Evaluasi Penelitian.* Jakarta: Bumi Aksara.

Banks, Terresa. 2000. Teaching – Learning Process. North Carolina.

Broughton Geoffrey & Brumfit Christopher, et al. 2003. Taylor & Francis e-Library.

Brown, Douglas.2000. *Principles of Language Learning and Teaching.* London: Addison Logman inc.

Dr.M.F. Patel & Praveen M. Jain.2008.*English Language Teaching(Methods, Tools & Techniques).*Jaipur: Sunrise Publishers & Distributors.

Grabe William & Stoller. L Fredricka.2002. Teaching and Researching Reading. London. Longman.

Hadfield Jill & Hadfield Charles. 2008. Introduction to Teaching English. New York. Oxford University Press.

Johnson, D. W., & Johnson, R. (1999). Learning together and alone: Cooperative, competitive, and individualistic learning (5th Ed.). Boston: Allyn & Bacon.

Merrill Haarmin & Melanie Toth. 2006. Inspiring Active Learning. USA. ASCD

Nunan David. Task-Based Language Teaching. New York: Cambridge University Press.

Richard, C Jack & Lockhart Charles. 2007. Reflective Teaching in Second

Language Classrooms. New York. Cambridge University Press.

Richard, C Jack & Rodgers, S Theodore. 2001. Approach and Method in Language Teaching. New York. Cambridge University Press.Sugiyono. 2008. Metode Penelitian Kuntitatif, Kualitatif dan R&D. Bandung: Alfabeta

Topping Keith. 1999. Paired Reading, Spelling and Writing. London. Redwood Books.

Ueta Tae. 2005. Teaching Reading. University of Birminham.