



## Exploring Paired Reading Strategy On Students' Reading Comprehension (A Case Study In One Of Junior High School In Subang)

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### Abstract

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*This research aims to know students' perceptions of learning reading through paired reading strategy (PRS). This research applied a qualitative approach, particularly a case study research design. Observation and interviews were used to obtain the data. The research employed the thematic analysis for data analysis, which involves six steps. The research participants were the eighth-grade students of one junior high school in Subang. The research findings showed that students' perceptions after using PRS in reading gave a positive response; they felt happy and enthusiastic. In addition, the use of PRS can assist students in comprehending text and make the process of learning to read easier for them. In conclusion, PRS can help students in the process of learning students' reading comprehension. Besides, this study recommends that future researchers use different material or text types in reading classes.*

**Keywords:** *paired reading, reading comprehension, students' perceptions*

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## INTRODUCTION

Reading takes an important role for students. In line with what was said by Tatipang, Oroh, and Liando (2022) state that reading one of the language abilities, is important to the learning process. In addition to that, reading is an attempt to comprehend the text's content. High readers will possess a wealth of information and understanding since reading allows them to learn new things. Reading can be defined as the activities that readers do with texts to gather ideas or information in order to create an understanding (Laoli & Elyanus, 2020). Students will read more actively if they are literate. Furthermore, students can expand their vocabulary in English by reading a lot.

Students should become proficient in reading comprehension in reading classes because it's a necessary ability that everyone should be able to perform. Students who read need to comprehend information, word meanings, and primary ideas, among other things. Students will readily comprehend the text's contents if they comprehend it. As stated by Sinaga, Herman, and Siahaan (2020), reading comprehension is a key component in the development and acquisition of meaning from written language, including books and other written formats. Even after they have mastered reading comprehension for a long time, most students still struggle with it. They lack the comprehension necessary to decipher the text and draw conclusions from it.

However, some students frequently struggle to understand the text when they are reading. Some students at a Subang junior high school also experienced

this. Because they are not interested in reading and see it as a task or a way for the teacher to control them, students have trouble understanding texts and don't get any personal benefit from reading. Additionally, due to a limited vocabulary, individuals have trouble grasping the messages in each paragraph or the text as a whole. They simply read the material without understanding what the words meant. As a result, teachers now face challenging issues when it comes to teaching reading in the classroom. The teacher might use a range of strategies to teach reading comprehension to the students. One of the many effective strategies is paired reading (PRS), which sets students ready for discussion and idea sharing. Using paired reading, students can increase their reading comprehension and fluency by taking turns being the tutee and the tutor. According to Duran et al. (2018) reading in pairs is a peer tutoring approach intended to enhance oral fluency and reading comprehension in English as a foreign language. PRS works well because it is an oral reading form that students can utilize to comprehend and access text that is above their reading ability with less intrusive error correction (Topping, 2014).

This study has several related to earlier researchers. According to Milarisa, S., & Dewi, P. H. (2019) the paired reading technique has the potential to improve a student's reading comprehension. Furthermore, it was discovered by Syambas, Y. A. A. (2020) that PRS implementation may be applied to e-learning. In addition, Priyanti, N. P. W. Y., Pendit, N. P. M. D., and Wulantari, N. P. (2021) found that teaching recount text to students through PRS can enhance their comprehension of reading. Furthermore, Annisa, N.F., and Endahati, N. (2022) contended that at a junior high school in Yogyakarta students' reading comprehension can be enhanced by the PRS.

However, Zulianti, H., and Hastomo, T. (2022) showed that using a partner's reading technique can help students' reading comprehension. Students' reading comprehension increased when the Partner Reading Strategy was used. Furthermore, Wahyuddin, U. R., Sahraini, and Syam, A. T. (2022) stated that the paired reading strategy improves the reading abilities of the students at Nurut Tauhid's Islamic boarding school. Liando, N.V.F., Katiandagho, C.W., and Rorimpandey, R. (2023) carried out additional research on students' reading comprehension through paired reading. The application of paired reading techniques to enhance junior high school students' reading comprehension was the main emphasis of this study. Because of this, partnered reading is a useful strategy for raising kids' reading comprehension.

The researcher read about a variety of topics. Research on reading with paired reading strategies has been done, but not much on taking students' perceptions. As a result, the purpose of this study is to fill a research gap on the topic.

## **METHODS**

This research used a qualitative approach with a case study. A qualitative approach was used to understand the meaning and exploration of human problems in the social environment by understanding and exploring both in the context of groups and individuals (Creswell & Poth, 2016). According to Yin (2003), case studies are used in many contexts to help us understand individual, group, organizational, social, political, and related phenomena. This research aimed to

know the students' perceptions of reading comprehension through a paired reading strategy (PRS). This research involved 4 students as a sample of the research. The participants of this study were from eighth grade at one of junior high school in Subang.

The researcher used observation and interviews as data collection. The observation was conducted in two meetings. In this study, the researcher was a full observer who focused on observing students' activities. In addition, the researcher gave some questions to the respondent, and the participant's answers were recorded by the researcher and then analyzed to get conclusions and suggestions. The instrument of this study used field notes adapted from Yin (2011) and interview guidance adapted from Delpiana, Wahyuni, and Mulyani (2020). After collecting the data, the researcher conducted a thematic analysis to analyze the data. The interview data were analyzed through six steps from sources using a thematic approach based on Braun and Clarke (2006).

## **RESULTS & DISCUSSION**

### ***Results***

#### **Students' enthusiasm towards PRS**

The way that students felt about utilizing PRS to learn to read was positive. A strategy that can assist students in learning to read is PRS. Students felt happier and more enthusiastic about learning after using this strategy, which enhanced their enjoyment of the class. The following are the results of interviews with participants regarding students' perceptions after learning to read through PRS:

Student 2: Yes, I feel happy and enthusiastic. If we read together, we can correct each other's reading, and together we can also tell each other the meaning of vocabulary that we didn't know before. (*Iya aku ngerasa senang dan antusias. Kalo kita baca bareng-bareng kan kita bisa saling mengoreksi bacaan kita satu sama lain, sama kita juga bisa saling ngasih tau arti vocab yang kita ga tau sebelumnya*)

Student 3: Happy, because we can share opinions with each other. (*Senang, karena ya itu kita bisa saling sharing pendapat*)

The transcripts above prove that there was a positive response from the students' perceptions about learning to read with PRS. They believed that utilizing PRS could help in their reading development, which made them happy and enthusiastic. Along with sharing ideas with their friends, they could discuss and correct each other's mistakes.

#### **PRS difficulties and students' understanding of text content through PRS**

Based on the interview, they assume that using PRS may help students learn to read. These findings can be traced from the interview transcription below:

Student 2: I think it's easy because I can discuss with friends to understand the text and work on assignments together. (*Menurut aku mudah karena aku bisa diskusi bareng teman buat mahamin teks dan ngerjain soal bareng*)

Student 3: In my opinion, it doesn't exist, it's easy and exciting. (*Kalo menurut aku si ga ada, gampang kok seru*)

From the interview data, it could be concluded that using PRS in the reading-learning process is not difficult for students. When employing this strategy, they stated that this strategy is exciting.

In addition, there are the perceptions of the students regarding their comprehension of the text material through reading. PRS could help students with comprehending the text's contents. The following are students' perceptions to PRS in understanding the text:

Student 1: Yes, because I'm one of those people who find it difficult to understand texts because I only know a little vocabulary, so if we read together with a friend, I feel helped because if I don't understand, I can ask him. (*Iya. Karena aku kan termasuk orang yang susah buat pahami teks karena vocab yang aku tau kan cuma dikit, jadi kalo kita membaca bareng sama teman, aku merasa kebantu karena kalo aku ga paham, aku bisa nanya ke dia*)

Student 4: I understand because my friend likes to help me if there is a sentence I don't know in Bahasa. (*Paham soalnya kan temen suka bantuin kalo misal ada kalimat yang ga aku tau itu Bahasa indonesianya apa*)

Based on students' perceptions, students could understand the content of the text they read. They stated that using PRS enabled them to understand the contents of the text because with the help of friends, they could discuss it together.

### ***Discussion***

The findings showed that there was a positive response from students regarding the use of PRS in reading. Students feel happy and enthusiastic about learning to read with PRS because they can discuss and share ideas with their partners. This explanation is supported by Triana (2021) when students work in pairs, they can brainstorm solutions for each other's reading-related problems, which will advance their comprehension of reading techniques. Similarly, Anisa and Endahati (2022) stated that when paired reading strategies were used to help students learn to read, the students responded well; they were more enthusiastic about reading the material since it increased their curiosity.

Students can expand their vocabulary, work with a partner to correct each other's mistakes, and not feel self-conscious when reading in front of the class when using the paired reading strategy. According to the researcher, students' reading abilities can be enhanced by paired reading. Additionally, the data indicates that students can comprehend the text better by employing the paired reading strategy. These findings support that paired reading strategies can improve students' reading comprehension (Zulianti & Hastomo, 2022). Students can overcome obstacles they encounter when reading by using the paired reading approach. Additionally, they have no trouble using PRS to help them learn to read.

Paired reading strategy as a learning strategy can help students in reading activities and make classes effective. Additionally, students' reading abilities are impacted when they have difficulties using this learning strategy. This explanation is supported by Olaoluwa and Ebay (2022) where the problem of students' reading difficulties is successfully addressed with a paired reading strategy. By using this strategy, students feel happy and interested because they think this strategy is not boring. As stated by Topping (2014) paired reading is an easy and generally enjoyable way for more able readers to help less able readers develop better reading skills. Sumarsono et. al. (2020) also found that the results of their research were that with this strategy, students were able to share their knowledge without worrying about making mistakes, which made them pleased during the teaching and

learning process. This strategy can be adapted to any reading material, and select texts that interest them.

## CONCLUSION

Based on the findings above, the researcher concluded that students' perceptions through the application of PRS in learning reading comprehension. Three categories of student perceptions about using PRS were identified by the researcher: easy strategies, strategies that are enjoyable, and strategies that improve students' comprehension of the text. This is a result of their sharing their thoughts with friends rather than thinking for themselves. Based on the results, this strategy could help students in developing their reading comprehension skills.

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