



## The Effect of Pairwork Technique in Students Reading for Senior High School

Icha Theresia Suparno Putri<sup>1\*</sup>, Nuri Ati Ningsih<sup>1</sup>, Arri Kurniawan<sup>1</sup>

<sup>1</sup>Universitas PGRI Madiun, Indonesia

\*Corresponding Author: [icha.theresia09@gmail.com](mailto:icha.theresia09@gmail.com)

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### ABSTRACT

The goal of this study is to see if students who are taught using the pairwork technique have better reading skills than students who are taught using traditional methods. This method of research is quantitative with a quasi-experimental design. This study's population consisted of tenth grade students from SMA N Parang, specifically grades X 5 and X 6. In this study, data was collected using a descriptive text reading test with multiple choice questions. To analyze student scores, researchers used SPSS version 20 and the Independent Sampe T-test. The findings indicate that using the pairwork technique has an effect on students' reading ability. The experimental class's reading score was higher, as evidenced by a mean score of 71.09 in the experimental class and 57.81 in the control class. As a result, there is a significant difference in reading skills between students treated with the pairwork technique and those treated with traditional teaching. According to the explanation above, the use of the pairwork technique has a beneficial impact in teaching descriptive reading.



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## 1. INTRODUCTION

Most information is obtained by humans from any source through the results of communicating, seeing or observing something, listening, and reading. Reading is the activity of spelling writing to get as much information as possible. This understanding is in accordance with the opinion of several researchers, one of which is Mursiyah (2017) who states that the meaning of reading is a process carried out by the reader to obtain a message to be conveyed by the writer through written media. Reading activity is the activity of capturing the implied meaning in explicit media, this is the meaning of reading according to (Resti, 2012). Reading activities are always emphasized to be carried out and become a habit for every people, especially students. Reading is considered to be an accurate way to get information that is easy to do and well recorded by human memory.

Even though the literacy degree index of a country's citizens can be one of the determining factors for the progress of the country (Prianto, 2020). Likewise with the opinion Afria et al, (2021) who said the same thing, namely the benchmark for progress or not of a nation is in its literacy culture. In Indonesia, reading is still not a habit that students often do, or it can be said that students' reading habits in Indonesia are still relatively low compared to other developed countries. Based on the results of an international survey in 2018 involving 79 countries by assessing a total of 600,000 children every three years, Indonesia ranks 74th out of 79 countries with an average score of 371 (Santi, 2022). This phenomenon is the same as Mutia's findings (2018) when conducting research at a high school in class XII MIPA, during which during observation the students' scores in doing tasks related to text comprehension tended to be low, and many of the students were less interested in reading activities. Meanwhile, the results of research from Kholiq (2018) on the reading ability of students at SMAN 1 Bluluk Lamongan are still relatively low. The average acquisition of SMAN 1 Bluluk students in literal comprehension reading ability was 58.67, inferential reading comprehension ability was 40, critical reading comprehension was 50, and creative comprehension reading was 36.67 from a benchmark score of 60. From the results of the research data shows the low level of students' reading ability, so educators must try to find solutions to improve students' reading skills.

Awareness of establishing a reading culture is still very minimal, even though students understand reading as obtaining accurate information. The purpose of reading in addition to obtaining information can also be an entertainment for readers who are useful for relaxing themselves and their minds. The purpose of reading according to Tarigan (2013) is reading for details, reading for main ideas, reading for sequence or organization, reading for inference, reading for classify, reading to evaluate, and reading to compare or contrast. Likewise, what was stated by Pamuji (2017) the purpose of reading is to obtain information and understand the message conveyed by the author. Learning activities that occur in every institution require students to master every learning material provided by the teacher. In the current era, teachers are required to carry out active learning so that students can participate actively (Nurjannah, 2020). In accordance with the provisions of the K13 learning approach from Permendikbud No. 81A regarding the implementation of the 2013 Curriculum when learning is student-centered or commonly referred to as a student center, where the teacher is only a facilitator, meaning that students must be active in the learning process in class. The emergence of students' critical thinking in digesting learning material is the result of the breadth of knowledge obtained, one way to broaden horizons is to read.

Educators try to encourage students to have a high willingness or interest in reading by trying several effective methods. There are several types of reading. Types of reading according to Tarigan (2013) are divided into 2, namely: Reading aloud and Reading silently. Reading aloud is a reading activity in which the reading is spoken so that it can be heard by the ears of the reader and those around him. Reading aloud has several types, namely reading aloud, reading techniques, and reading beautifully. Reading silently is a reading activity that is not spoken or not voiced. So only the reader can know the reading media. There are many types of silent reading, including perceptive reading, comprehension reading, idea reading, idea reading, critical reading, language study reading, skimming reading, and speed reading.

Many types of reading mentioned above, all of them have advantages and disadvantages when implemented to increase students' interest in reading. It is not only students' interest in reading that needs attention, but also the quality of students' reading. Students have problems in the process of learning to read because students do not understand the message content in the text. According to Lestari (2019) students' problems in understanding the contents of messages from texts are due to their lazy attitude when asked to read and their lack of vocabulary mastery. Students' laziness can come from many things, such as social media, online games, association, and others. As in research conducted by Fauziah (2013) that students of SMP N 1 Samboja who access online games have a positive impact in the form of active students interacting to exchange insights with their friends, while the negative form is that students become lazy to study and tend to delay work.

The more advanced and developing times, humans are looking for breakthroughs and new methods to solve problems and develop good things. One of them is the number of studies conducted to improve students' reading skills. Students are given training or new techniques to improve reading quality or can immediately find and understand the essence of the information they read. Previous research has yielded many results if students' reading comprehension skills can be improved with several techniques such as Collaborative reading, mind mapping, SQ3R, jigsaw, M.U.R.D.E.R, skimming, and many others. Many previous studies have proven that these techniques have proven effective to apply. Phonna (2018) reveal that learning strategies using collaborative reading are proven to be able to improve reading comprehension of SMA N 8 Singaraja students. Based on the results of Lestari's research (2018) applying the think aloud method will be effective in improving students' reading comprehension skills at SMA N 2 Rantau Selatan. In general, reading is done individually, as well as the application of most techniques to improve students' reading quality. However, the application of reading techniques in groups or in pairs is interesting to apply in reading classes at the senior high school level.

Pairwork is one of the collaborative activities that encourages students to study together. When done collaboratively, this assists students in producing more effective reading or results. Shehadeh (2011) state in the findings of his study that pair work is becoming a trend in teaching English as an international language. Pair work prepares students for future education based on their experience and desired needs (Storch, 2005). Based on the problems described above, the purpose of this study is to determine The Effect of Pair Work Technique in Students Reading Skills for Senior High School

## 2. RESEARCH METHOD

The purpose of this study is to determine the beneficial effects of using the pairwork technique in teaching descriptive text reading to tenth grade students at SMA N 1 Parang. According to Dinarto (in Rofi'ah & Ma'rifah, 2017), experimental research is used to predict the causal relationship between the independent variable and the dependent variable, based on the problems and expectations. As a result, in this study, the researcher adopted two classes and compared the pre-test and post-test scores to determine the treatment's effectiveness.

The dependent varibale in this research is the teaching of reading descriptive texts through pairwork technique and the indepent variable is the tenth grade students of SMA N 1 Parang. There are two classes that were

chosen randomly, namely the experimental class and the control class. The experimental class received treatment by using pairwork technique and the control class did not use treatment but used conventional teaching. In the post-test the researcher compared the scores of the two groups.

The use of pairwork techniques in treatment is intended to demonstrate a significant difference in student scores before and after treatment. As a result, the effectiveness is determined by the significant score when teaching students using pairwork as a teaching technique. Furthermore, the researcher design can be described as follows:

Table 1. Research Design

Experimental Group	Pre-test	Pairwork Technique	Post-test
Control Group	Pre-test	Conventional Teaching	Post-test

The researcher collected data in this study by taking a reading test. A reading test requires test takers to read a text that has been provided along with the question. The test was used as a learning tool by the researcher to figure out the effect of pairwork as a technique in teaching reading in the classroom.

The data obtained from the research findings are the results of quantitatively analyzed student tests. This data was collected from SMA N 1 Parang's experimental and control classes. The researcher analyzed the data from the pre-test and post-test using statistical calculations from T-test (SPSS). The researcher statistically analyzed the data after completing the pre-test, treatment, and post-test processes. In this study, the researchers used the Independent T-test to calculate the average difference between the control and experimental classes. The T-test is a statistical test that is used to detect a statistically significant difference among two samples. This means determining whether or not the experimental and control groups scored the same on the same test. SPSS is used to analyze the data in order to determine the value of the final result. There are three test requirements that must be met before conducting the hypothesis using the independent sampe T-test, namely normality and homogeneity..

### 3. RESULTS AND ANALYSIS

In this section, the reseracher explains the results obtained through the pre-test data. Data in this research obtained from class X 6 as the experimental class and X 5 as the control class. The results of the pre-test showed the students' basic ability in reading.

Homogeneity test us used to determine whether the experimental class and control class have the same variance or not. Homogeneity in this research is to use *Lavene's t-test*. The results are as follows :

Table 2.1 The Result of Homogeneity Testing

Group Statistics					
	PRE-TEST	N	Mean	Std. Deviation	Std. Error Mean
Score	Pre-Test Experimental Class	32	52.97	15.702	2.776
	Pre-Test Control Class	32	48.28	12.675	2.241

Table 2.1 shows that there is a significant difference in students' reading ability between the pre-test experimental class and the control class. The table shows that the sample of the experimental and control classes is 32 students. Then, the mean scores for the two classes differed significantly. The mean of the experimental class is higher than the mean score of the contorl class.

Furthermore, to ensure data homogeneity, the researcher calculated the data using an independent sampel t-test. The researcher discovered a significant difference between the two classes by using this test. The independent sample t-test results are as follows::

Table 2.2 The Result of Independent T-test

Independent Samples Test								
Levene's Test for Equality of Variances				t-test for Equality of Means				
F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper

Score	Equal									
	variances	.016	.900	.447	62	.656	1.719	3.842	-5.961	9.399
	assumed									
	Equal									
	variances not			.447	61.881	.656	1.719	3.842	-5.962	9.399
	assumed									

The independent sample test from pre-test data of the experimental and control classes is shown in table 2.2 above. The table demonstrates the significance of the two classes. That is because the researchers used Levene's test for Equality of Variances. The significance from the column of score of Equal variances assumed is 0.900. The data can then be concluded to be homogeneous because the significance is greater than the alpha level ( $0.900 > 0.05$ ).

Table 2.3 Test of Normality

	Tests of Normality					
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Experimental	.184	32	.007	.961	32	.286
Control	.113	32	.200*	.947	32	.115

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The researcher concludes that the data is normal based on table 2.3 above. The significant result of the experimental class score is 0.286, which indicates that the experimental class data is normally distributed because the significance value is greater than the value ( $0.286 > 0.05$ ). Furthermore, the control class's results were higher, with 0.115 being greater than 0.005 ( $0.115 > 0.05$ ). As a result, the significance of the post-test data for both classes can be concluded to be normal because the results were greater than  $= 0.05$  ( $0.286 > 0.05$ ;  $0.115 > 0.05$ ) and the independent sample t-test was performed.

The final calculation is hypothesis testing. The purpose of this section is to compare the pre-test and post-test scores of the two classes, experimental and control. In this case, the goal is to see if there is a difference between the average pre-test and post-test scores of the two classes. To determine whether there is a difference in students' prior knowledge between the experimental and control groups, hypothesis testing is performed, as shown below:

Table 2.4 Group Statistics

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
Score	Experimental	32	71.09	16.251	2.873
	Control	32	57.81	10.075	1.781

The post-test group statistics for both classes are shown in Table 2.4. According to the table above, the experimental class's mean score is 71.09. The control class's mean score is then 57.81. The researcher deduced from this that the means of the two classes differed. However, the researcher cannot conclude the success of the treatment without using an independent sample t-test to determine whether the treatment was successful or not and the significance of the two classes.

Table 2.5 The Result of Independent Sample T-test

Independent Samples Test								
Levene's Test for Equality of Variances					t-test for Equality of Means			
F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper

Score	Equal variances assumed	9.035	.004	3.929	62	.000	13.281	3.380	6.525	20.038
	Equal variances not assumed			3.929	51.764	.000	13.281	3.380	6.498	20.065

The test results show that there is a difference in the mean score between the experimental and control classes that were treated with pairwork technology and those that were not. If sig (2-tailed) = 0,05, there is a significant difference in mean score between the experimental and control groups. Otherwise, sig (2-tailed) > 0,05 indicates that there is no significant difference in mean score between the experimental and control groups. The assumed significance value of equal variances based on the test score in the table above is 0,000, which is less than 0,005 ( $0,000 < 0,05$ ). Based on the formula by hypothesis of testing normality,  $H_0$  indicates that there is no significant difference in the reading skills of students treated using the pairwork technique versus traditional teaching. Meanwhile,  $H_1$  demonstrates a significant difference in the reading skills of students treated with the pairwork technique versus those treated with conventional teaching. It can be concluded that the findings of this study show that the use of the pairwork technique has a significant impact on students' descriptive text reading skills.

Pairwork technique has a significant influence on students' reading skills. There are some reasons why pairwork is an effective way to teach descriptive text. The first is the involvement of study partners is a fun thing where students can exchange opinions regarding the meaning content of reading texts without feeling embarrassed or afraid of being blamed, this can support students' ability to think critically, and improve students' ability to express their ideas when interacting. This is in line with what was stated by (Sumarsono, et. 2020) if cooperative learning can improve several student abilities including interaction, sharing, problem solving, and open-ended outcomes. Second, the pairwork technique can change the classroom atmosphere to be more lively and fun because students are more active in participating in the learning process. This is also in accordance with the idea (Laia. 2022) that the pairwork technique can lead students to fun and effective classroom conditions, and thus students are more confident in learning English reading skills. So, benefit of pairwork technique is that can clarify the understanding of something important or what you want to convey in the discussion with partnership.

Based on the results of this study which is related to previous research, the teacher proves that pairwork technique has a significant influence on students' reading skills. The students have better skills in reading and are able to develop their ideas into good comprehension of the text, then have a better score. The use of this media can influence new desires and interests as well as generate motivation and stimulation in learning activities. So, that students will find it easier and can be taken anywhere because the activities don't need any proper facilities.

In conclusion, students who are taught using pairwork technique have better reading skills than those who use conventional teaching. The use of pairwork technique has a positive effect in descriptive text reading skills. There are several advantages in using pairwork technique, such as increasing students' creativity and improving the students' interaction and critical thinking of something from another point of view.

#### 4. CONCLUSION

This study found that there was a significant effect on students' reading skills when teaching descriptive text using "Pairwork Technique" to class X students. This conclusion is evidenced by the use of IBM SPSS version 20. The results of data analysis show a significant value of 0.000. This means that 0.000 is smaller than 0.05 ( $0.000 < 0.05$ ), so if it is smaller than 0.05 then  $H_0$  is rejected and  $H_1$  is accepted. This means that students who are taught by using pairwork technique have better descriptive text reading skills than students who are taught by using conventional teaching.

Pairwork can improve students' learning motivation. Students can get motivation from interesting discussion with their partner. Pairwork is easy to do and it doesn't need any proper media. From pairwork, students will be more active in learning process. They also become creative and able to develop their ideas in reading. So that it becomes an effective technique to improve students' reading skills and understanding.

This research was conducted using the pairwork technique to improve students' reading skills. For future researchers, it is recommended to conduct research using the pairwork technique on reading skills or other skills and using different subject matter. In addition, future researchers can conduct research on pairwork techniques at different school levels, either at the junior high school level, or at the eleventh or twelfth grade senior high school.

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