THE USE OF STORY PATTERNED PARTNER IN TEACHING READING COMPREHENSION OF NARRATIVE TEXT

A FINAL PROJECT

**Presented as Partial Fulfillment of the Requirements
to Obtain the *Sarjana Pendidikan* Degree
in English Education**

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VALIDATION

A Sarjana Pendidikan Final Project on

THE USE OF STORY PATTERNED PARTNER TO IMPROVE THE TENTH GRADE STUDENTS' READING COMPREHENSION ON NARRATIVE TEXT

(The case of tenth grade students of SMA Muhammadiyah Purwodadi)

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STATEMENT OF WORK'S ORIGINALITY

Hereby, I honestly declare that the undergraduate thesis I wrote does not contain the work or part of the works of other people, except those which were cited in the quotations and references, as a scientific paper should. If my statement is not valid in the future, I absolutely agree to accept an academic sanction in the form of revocation of my paper and my degree obtained from that paper.
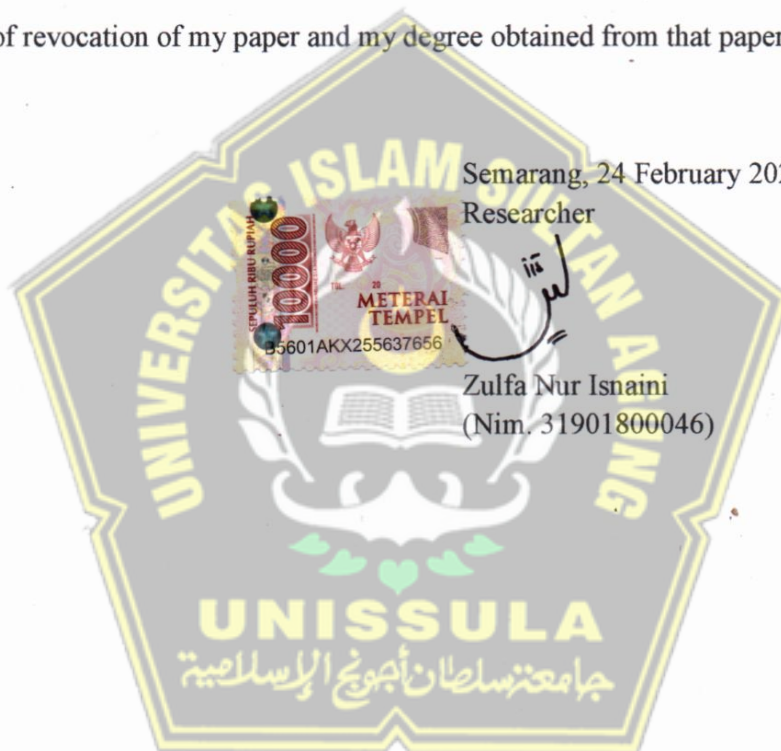
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MOTTO AND DEDICATION

MOTTO

Life is about choices: You want to work hard or smart. Your future job is also your decision.

DEDICATION

This final project is dedicated to all of my beloved people who have accompanied, motivated, supported me in finishing this final project. Especially my parents, Sutardi S.Ag and Warsiyem S.Pd who never stops pouring out prayers and hopes for the success of me in the future. Their sincerity and patience in educating me with love so that I am able to survive and become very strong human beings so that I can be at this stage, who got involved in creating me as I am right know.

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ABSTRACT

This study focus on the use of story patterned partner in teaching reading comprehension of narrative text. The objective of this study was to know how story patterned partner used in teaching reading comprehension of narrative text. The design of the research was collaborative classroom action research. This research was conducted in two cycles, every cycle consisted of planning, acting, observing, and reflecting. By using purposive sampling technique, students of grade 10 *IPA1* were selected as the sample of this study. The sample was 27 students who consisted of 20 females and 7 males. The researcher used observation sheet to collect data. The result showed that the story patterned partner used is the way of read-pause-retell in teaching reading comprehension of narrative text. Based on test score, in cycle one there were fifteen students who achieved a minimum standard score and in cycle two twenty seven students achieved a standard score minimum. This number increased on the reading test conducted on cycle two. So that it can be concluded that the use of story patterned partner as a strategy can improve students' ability in reading comprehension of narrative text.

Keywords: Story patterned partner, Reading Conprehension, Narrative text

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Penelitian ini fokus pada penggunaan partner berpola cerita dalam mengajar pemahaman bacaan bahasa Inggris dari teks narasi. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana story patterned partner digunakan dalam pengajaran membaca pemahaman teks naratif. Desain penelitian ini adalah penelitian tindakan kelas kolaboratif. Penelitian ini dilakukan dalam dua siklus, setiap siklus terdiri dari perencanaan, tindakan, observasi dan refleksi. Dengan menggunakan simple random sampling, siswa kelas 10 IPA1 dipilih sebagai sampel penelitian ini. Sampel sebanyak 27 siswa yang terdiri dari 20 perempuan dan 7 laki-laki. Peneliti menggunakan lembar observasi untuk mengumpulkan data. Hasil penelitian menunjukkan bahwa partner berpola cerita yang digunakan adalah cara *read-pause-retel* dalam pembelajaran pemahaman membaca teks naratif. Berdasarkan nilai tes, pada siklus satu terdapat lima belas siswa yang mencapai KKM dan pada siklus dua dua puluh tujuh siswa mencapai KKM. Jumlah ini meningkat pada tes membaca yang dilakukan pada siklus dua. Sehingga dapat disimpulkan bahwa penggunaan story patterned partner sebagai strategi dapat meningkatkan kemampuan siswa dalam membaca pemahaman teks narrative.

Kata kunci: partner berpola cerita, pemahaman membaca, teks narasi

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CHAPTER I

INTRODUCTION

The discussion of this chapter focuses on background of study, reasons for choosing the topic, statement of the problem, objective of the study, limitation of the study, significance of the study, and organization of the study.

1.1 Background of Study

Reading is one of the most important aspects in education. Bouhedjam (2015) states that one of the most important aspects in education is reading, reading activities have strong bond with literacy and the development of civilization. By reading students can gain alot of new information or knowledge from the written word. Reading is a basic need in education and affects students' learning achievement, the more the students read a text and understand it, the higher the knowledge they have (Sangia, 2018). Students must read because it affects other language skills, gives them a wide range of new information (Yusismi & Jufri, 2017). Reading is the key to learn a language because through reading students can acquire new vocabularies, understand the grammar stucture well, and can solve problems (Fitriani et al., 2015). By reading students can easlily get new knowledge from various sources that have been read. Therefore, reading is the most important aspect in education.

Reading comprehension is one way for students to gain new knowledge and information from the text. Budiman et al., (2019) state that the reader can try to develop the writer's thoughts and feelings and they can help students to

understand the content of the text. It is an activity to get the meaning of certain words or sentences in the text. Marwan (2014) states that reading comprehension as a process of getting a meaning, therefore it is necessary to have an understanding. Nunan (1988) explains that there are several reasons why it is needed: (1) by reading, students can learn many things and increase their knowledge; (2) reading support other language skills such as writing, listening and speaking; (3) as entertainment for students, because reading is done to refresh their minds not only for academic purposes. Reading comprehension is an activites to understand a text so that the reader can get the essence of reading by understanding more deeply about the concepts and information of the text.

Narrative text is one of the texts available in English. The narrative text itself is one of the text that becomes the principal material in English learning. Narrative text is a fictional story involving sequences and related events. According to Friska (2018), narrative text has special features which can be found in a series of events to attract readers' interest, so that the reader's curiosity aries throughout the story. The content of this text is about characters, setting, plot, and conclusion. Narrative text has a generic structure and language feature as well. Generic structures and language features are aspects that must be considered in understanding narrative text (Lubis, 2017). In other words, narrative text is a text that tells an event in a coherent way where there is a general structure and language features in it.

Narrative text is one of the text learned by the students of 10th grade on second semester. Based on the interviewed result the English teacher in SMA

Muhammadiyah Purwodadi, there were some problems faced by students in studying narrative text. The fisrt, students had low vocabulary mastery. The second, students had difficulty in understanding the content of the text that had been read because of the low of vocabulary they had. The third, students had difficulty in identifying a generic structure, and the last the students had difficulty in finding the moral values of the text they had read. The teacher also stated that the students had low interest in reading, they were less interested in reading text especially in English. It was because the past two years they had undergone online studies which were less for reading practice than offline class. As a result, they were not accustomed to reading and they were less interested in reading the text.

There are various strategies that can be used in learning narrative text. The study conducted by Budiman et al. (2019)showed that narrative text learning can be done through story mapping. In another study, face story strategy can be used to improve students' reading comprehension of narrative text (Albiansyah & Saputra, 2020). According to the study conducted by Yusismi and Jufri(2017), teaching reading comprehension of narrative text can also be carried out using the story re-inactment strategy. With the existance of various learning strategies, students can more easily understand the material because the strategies used are more varied.

Based on the problem faced by students of the tenth grade in reading a narrative text, the writer decided to have story patterned partner. Story patterned partner can be the solution to mediate the students in learning and understanding

narrative text. The writer used story patterned partner to improve the students'

reading comprehension on narrative text and. By using this strategy, the writer

hoped it helped students to understand narrative text well.

1.2 Reasons for Choosing the Topic

There are some reasons in choosing the topic of *"The Use of Story*

Patterned Partner Teach Reading Comprehension of narrative text". The first,

reading as one of activities learning English is said to be difficult for the tenth

grades students of SMA Muhammadiyah Purwodadi. It is proved by the English

teacher's statemet. The second, narrative text is one of the text which is learned by

the tenth grade students'. The third, story patterned partner strategy can be used in

reading narrative text because this strategy has not been implemented by the

English teacher at SMA Muhammadiyah Purwodadi.

1.3 Statement of the Problem

The problem of the study can be formulated as how the use of story

patterned partner to teach reading comprehension of narrative text.

1.4 Objective of the Study

The objective of this study is to know how the use of story patterned

partner to teach reading comprehension of narrative text.

1.5 Limitation of the Study

Based on the problem that arise, the study is limited to the tenth grade

students of SMA Muhammadiyah Purwodadi in the academic year 2022/2023 as

the sample of the study, reading comprehension as the skill, narrative text as the material, and story patterned partner as the strategy.

1.6 Significance of the Study

The writer divides the significance of the study into two parts. They are pedagogical significance and practical significance.

1.6.1 Pedagogical Significance

For teachers, the result of this tsudy becomes information and reference on using story patterned partner strategy in teaching English, especially in reading comprehension. Hopefully, it can increase the teacher's knowledge about the strategy for reading.

1.6.2 Practical Significance

For students,story patterned partner is applied to increase students' anthusiasm in reading narrative text. For teacher, by using story patterned partner, the teacher can acommodate the students' difficulties in reading narrative text. For further reasearcher, the result of this study can be used as a reference to have different research on reading.

1.7 Organization of the study

Sistimatically, this study is divided into five chapters. Chapter I is Intoduction. It covers Background of the Study, Reasons for choosing the Topic, Statement of the Problem, Objective of the Study, Limitation of the Study, Significance of the Study, and the last is Organization of the Study.

Chapter II is Reviews of Related Literature that explains about theoritical review and previous studies.

Chapter III is Method of Study. It covers Design of the Study, Subject of the Study, Data of the Study, Instrument of the Study, Technique for Collecting Data, Data Collecting Procedure, Data Analysis, and the last is Time Schedule.

Chapter IV is Result and Discussion. It covers Result and Discussion.

Chapter V is Conclusion and Suggestion. It covers Conslusion and Suggestion.
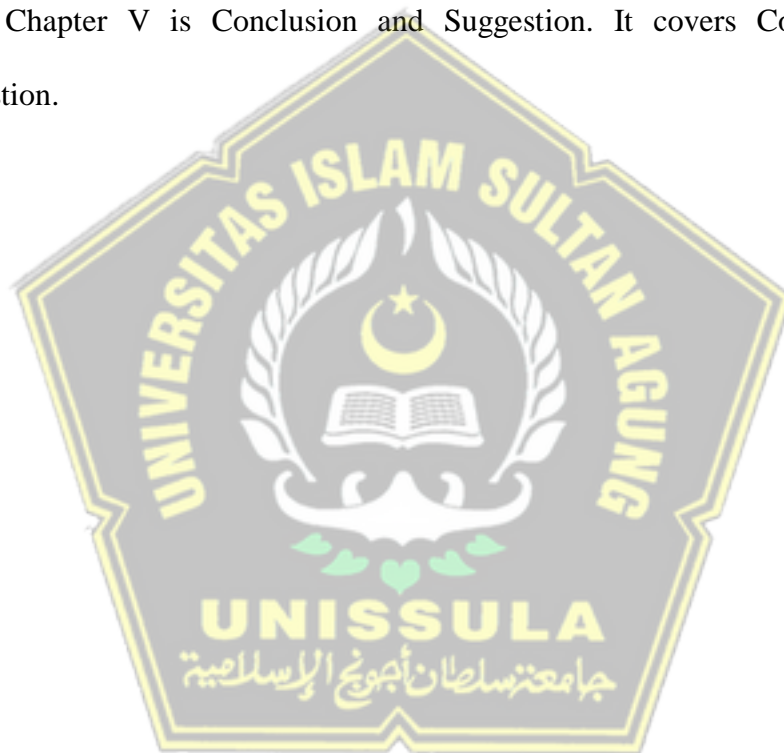
CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter consists of Reading Comprehension, Narrative Text, Story Patterned Partner, and Review of Previous Studies.

2.1 Reading Comprehension

This section consists of definition of reading comprehension, and purpose of reading comprehension.

2.1.1 Definition of Reading Comprehension

Reading comprehension is an activity that aims to analyze and interpret the message conveyed by the author in written form. According to Prasetyo et al (2018), reading comprehension is an activity to develop skills to understand words, sentences, paragraphs so that the message written by the author can be conveyed. Reading comprehension is also one way to get information and can increase students' knowledge. By reading students can find out a lot things that are around them or far from them (Latief et al., 2017). In other words, reading comprehension is an activity that aims to get new message and information written by the author.

Reading comprehension is not just reading words or sentences, but also is it the process of understanding to find information written in the text. Ayu et al., (2022) state that in constructing a meaning, reading comprehension has a very important role because by understanding it students can capture the message of the text. Reading comprehension is an active process that is done by students, they

make an effort to get information and understand what is actually the author's goal (Ardiana, 2015).

Several researchers have expressed their opinions regarding the meaning of reading comprehension. Reading comprehension is the act of understanding a content which can be called as the process of building meaning from the text Syabri et al., (2021);Marwan (2014);Fitriani et al. (2015). Thus, it can be concluded that reading comprehension is an activity to understand a text and the purpose of this activity is to get the information written in the text.

Form the explanation above, the writer can say that in practicing or applying reading comprehension in learning, students can understand the text in depth such as comprehend the meaning of the text, ideas, thoughts, and the messages from the text. By reading comprehension students can enrich their information and knowledge.

2.1.2 The Purpose of Reading

Reading comprehension is a purposeful activity. Every reader has a specific purpose when he/she reads a text. The purpose is different which result different types of reading. According to Kong(2019), there are two types of reading: expeditious reading which is used to get the gist of the text; and careful reading which is used to understand the information conveyed.

For some experts, reading is not only a skill that only captures some ideas, but it is an active process between the reader and the text being read which occurs through reading activities. Dougherty (2011) argues that reading comprehension is not just a static competence, but many variations according to the purpose of

reading and the text being read. The purpose of reading comprehension is to get the essence of the text through the interaction between the reader and the text in reading activities (Ardiya, 2019). In other words, reading comprehension is an purposeful activity and the purposes for each individual are different, but one thing is certain namely getting the essence of the text through the interactions that occur between the reader and the text.

2.2 Narrative Text

This section consists of definition of narrative text, generic structure of narrative text, language features of narrative text, and types of narrative text.

2.2.1 Definition of Narrative Text

In learning English, there are many texts that will be studied by students, one of them is narrative text. Narrative text is text that made with the aim of entertaining the readers. Narrative text is imaginative stories to entertain readers. Through imaginative stories provided by narrative text, it makes readers think about the problems that are being faced by the characters, give them lessons, and arouse their emotions (Rezky Amelia et al., 2018).

According to Zupan and Babbage (2016), narrative text is also to inform or to change the attitudes and social opinions of readers and most importantly to show the moral of a story. Narrative text is a type of written text in which it tells about one or more characters who are being faced in certain situations (Ardiya, 2019). Narrative text is divided into several types. Those are humor, romance, historical feature, diary novel, fantasy, sciene fiction (Anderson, 1997).

2.2.2 General Structure of Narrative Text

According to Sulistyo(2013), there are five elements of generic structure in narrative text: orientation, sequence of events, resolution, re-orientation, and evaluation.

1) Orientation (Introduction)

In this section, the author introduces the readers about the characters in the story, time, and place of event. The author also creates an atmosphere to entice readers to follow the plot of the story so that the reader will read the story till the end.

2) Sequence of Events (Complication)

In this section, the author tells the story in sequence. In this section, the problems faced by the characters appear. The complication section makes the story more interesting because the characters cannot achieve their desires easily. In this section, the obstacles that prevent the characters from achieving their desires appear. With these obstacles makes the reader curious about what will happen next. The reader is curious whether the characters in the story can overcome the obstacles and achieve their desires or not. Complication are usually in the middle of the story.

3) Resolution

In this section, the author begins to explain how the problems faced by the characters can be resolved. This is commonly referred to as problem solving. Sometimes in a narrative text, the reader will find more than one complication and

solution. It can happen when the problem cannot be resolved but another problem appears again.

4) Re-orientation

In this section, the author retells the characters of the story and usually it contains a message of moral values to the reader. This will provide further explanation so that the story becomes clear and easily to be understood by the reader. In other words, this section contains the conclusion of the story. Re-orientation is an option that can be added or not.

5) Evaluation

This section can be combined with the re-orientation section. It contains the time and place of the event. This section also contains an evaluation of the course of story. Evaluation is an option that can be added or not.

2.1.3 Language Feature of Narrative Text

In narrative text, there are same language features. According to Anderson (1997), narrative text has three language features.

1. Time words

Time words are used to explain the time of the event. For example: once upon a time, one day, the next morning and others.

2. Verbs

Verbs are used to show the actions of the characters. Verbs used in narrative text are in the form of past verb. For example: went, tired, lived and others.

3. Descriptive words

Descriptive words are used to explain and describe the characters and settings of the story. For example: beautiful, friendly, happy and others.

2.1.4 Types of Narrative Text

In narrative text, there are many types. According to Lubis (2017), narrative text has six types.

1. Humor

Humor is a type of story that tells funny incidents. A humorous a type of text that aims to entertain the reader by presenting funny things. There are some typical structure.

    a. Orientation: the author begins to tell a funny character in an unusual setting.

    b. Complication: in this section the author begins to write something crazy.

    c. Sequence of event: in this section, the author begins to imagine funny things shown by the characters in the story.

    d. Resolution: a humorous ending well.

2. Romance

The romance narration tells of apair of lovers. There are some typical structure.

    a. Orientation: tells about a boy and a girl looking for love.

    b. Compication: a boy and girl who are looking for what love meet.

    c. Sequence of event: describes the development of the relationship between a boy and girl, there will be jealousy, love, hurt, and other problems.

d. Resolution: the boy and girl are together, get married and live happily ever after.

3. Historical Feature

Historical feature is a story about the past, but still interesting to tell today. There are some characteristics of historical fiction text.

a. Orientation: a setting within the past and period in history.

b. Complication: good meets evil.

c. Sequence of event: activity related to a period in history, character's lives influenced by the occasions of history, description of live at the time.

d. Resolution: characters survive the choas the time.

4. The Diary Novel

This type of narrative has the content displayed like journal sections. There are some feauters of a typical diary novel.

a. Complication: fundamental character is the storyteller. Time setting is given by journal entries.

b. Complication: given one of journal sections. It can be related to sentiment, experience, humor, secret, or other type.

c. Sequence of event: journal passages tell of sentiments, trusts, and happening.

d. Resolution: the storyteller tells what happens to solve the complication.

5. Fantasy

This type is one of texts that has a story of imagination and fantasy that exceeds reality. There are some typical stucture.

a. Orientation: setting may be in another measurement with objectives, wirches, wizard, and so son. Hero who may has misterious power.

b. Complication: evil forces to attact.

c. Sequence of events: use of magic. The action of dragon and mustical beasts is also heroic.

d. Resolution: the power of evil has been defeated.

6. Science Fiction

Science fiction narratives are stories that involve science and technology. There are some typical stucture:

a. Orientation: introduction the world with technology.

b. Complication: the forces of the universe threaten the world with technology.

c. Sequence of events: imaginative involving science technology and super inventions.

d. Resolution: evil is defeated by good.

From the several types of narrative text above, the researcher used a humorous type of narrative text. By using this type the researcher wanted to build familiarity with students. Besides that, researcher wanted to lighten the mood and reduce boredom in class and usually using homorous stories could help students to get physicall and mental experience.

2.3 Story Patterned Partner

This section consists of definition of story patterned partner, teaching step using story patterned partner, and the advantages and disadvantages of story patterned partner.

2.3.1 Definition of Story Patterned Partner

Partner reading is one strategy that can be used in teaching reading comprehension, where two students will work together to read a text. Yanti et al. (2020) state that partner reading is a strategy in teaching reading comprehension that involves two students in reading a text. In implementing the partner reading strategy, students will read the text in pairs and alternate.

2.3.2 Teaching Step Using Story Patterned Partner

Mclaughlin and Allen (2002) state that the procedures for story patterned partner in teaching process consist of three steps

1. The teacher chooses a text and a pair for each student, or students can choose their own text with whom they will pair up. In one group there are a partner A and partner B, partner A is the one who reads the story and partner B is the one who listens to the story.

2. Partners determine the amount of the text they will read and the patterns they will use in reading or the teacher will determine the amount of the text and patterns to be used.

3. Students will discuss the texts they have read either as a hole or by forming small groups.

On the other hand, in implementing story patterned partner, there are six ways of reading activities to be followed (Mclaughlin & Allen, 2002).

1. Read-Pause-Predict

In read-pause-predict, students can follow the order of reading activity. Partner predicts based on the title of the text. Then, they will take turns to read a page orally or not. After they finish one page they will pause to review and revise their initial prediction and then make new predictions about the next page. In this case, the teacher will explain the importance of making predictions before reading, the activity can help students to think about what they know and also help them to make ideas about the text or set their expectations on the text.

2. Read-Pause-Discuss

In read-pause-discuss, students can followthe order of reading activity. Partner will take turns reading the text, either orally or not. After they read one page, they will stop reading before continuing to read the next page to ask questions each other about the text they read, and the partner will respond it.

3. Read-Pause-Make Connections

In read-pouse-make connection, students can follow the order of reading activity. Partners will take turns to read either orally or not. After they read one page they will stop sharing Tect-Self, Text-Text, or Text-World Connection. When students choose this pattern, they can use connection stamps. Such as "This

text me of...", "I remember an experience I had like that", and "If I were that character, I would like to...".

4. Read-Pause-Sketch

In read-pause-sketch, students can follow the order of reading activity. Partners will read the text, after they get one page they will stop reading. Next, partner will share and discuss the content of that page. Students can use sentences like "I pictured that...migh look like", "I created a mental image of...", and "I use the images to help me...".

5. Read-Pause-Bookmark

In read-pause-bookmark, students can follow the order of reading activity. Partners will read text orally or not, they will stop periodically to finish bookmarking. In addition, they will also record information that they find interesting, things that confuse them, new vocabulary that they think should be discussed, or illustrations that help them to understand the text they read.

6. Read-Pause-Retell or Read-Pause-Summarize

In read-pause-retel or read-pause-summarize, students can follow the order to reading activity. Partners A will read the text orally or not. After they read one page, they will stop reading before they continue to the next page. The listening partner (partner B) will retell the events on the page. This process will continue until the last page.

2.3.3 Advantages and disadvantages of story patterned partner

There are many advantages and disadvantages that students can face when they apply the pattern partner reading strategy in reading comprehension. In the classroom, there are various types of students' characters with various reading abilities (Sumarsono et al., 2020). By applying the patterned partner strategy, students worked in pairs with their classmates to complete reading learning. In that situation, students also felt comfortable and did not embarrased to read, they felt more free to ask question about the text with their partner. Therefore, in the reading process, students had many opportunities to ask questions and discuss each other. At this moment, the teacher can go around the class to observe students' activities and help them (Ardiana, 2015).

Ayu et al (2022) explain that some of the advantages and disadvantages of a patterned partner reading strategy are varied. In terms of the advantages, there are some points that students can have.

1. Students can manage time to read, ask question, and discuss with their partner significantly.

2. Students have the opportunity to read the text again, they can read it two or three times or more.

3. Students can motivate each other so that they both understand the text they read.

4. Students will feel more comfortable in reading the text.

In addition to the advantages above, the patterned partner strategy also has disadvantages.

1. Students will prefer their close friends without paying attention to other friends.

2. Some students may not be chosen by their friends for various reasons, and the teacher will definitely avoid that, so the teacher makes a choice by deliberately pairing the students.

3. Students who are devidid into several groups will need more time to read, ask question and also to discuss.

2.4 Review of Previous Studies

In writing this final project, the writer has reviewed some previous research to support the topic of the study.

The first research entitled "Improve the Students Reading Comprehension in Narrative Text Through Patterned Partner Reading". This research was written by Ardiana, (2015). This research aimed to find the use of patterned partner reading strategy to improve the students' reading comprehension. This research used a Classroom Action Reseach (CAR) that consisted of planning, action, observation, and reflecting. It conducted in two cycles,and each cycles consisted four meetings. The reseach was the eighth grade studesnts of SMP Muhammadiyah Limbung in 2014/2025 academic year. The research findings indicated that the application of pattrened partner reading strategy was effective and significant in improving the students' reading skill especially students' reading comprehension.

The second research was written by Zulianti and Hastomo (2022) with the title "Partner Reading Strategy: an Effective Strategy for Improving Students' Reading Comprehension". The purpose of this research was to improve students' reading comprehension using the partner reading strategy and to indentify students' engagement in learning activities. The researchers used a Classroom Action Research (CAR) that consisted of four steps: planning, action, observing, and reflecting. As the research sample in this research was the students of the VIII C class of MTs N 1 Lampung Tengah which is consist of 31 students. The result shows that the adoption of partner reading strategy successfully improved students' reading comprehension. In addition, students' engagement played in influential role and has an impact on their learning autcomes.

The third research was written by Nery(2020) who conducted a research entitled "Enhancing Students' Reading Comprehension Achievement Using Partner Reading Strategy". The purpose of this study is to investigate whether the students who were taught using partner reading strategy had better reading comprehension achievement than those who were not. The quasi-experimental method was appliedin this research. As subject in this research was 70 tenth graders involved experimental group (class X MIPA) and control group (class X MIPA 3) of SMA Negeri 4 Kayuagung. The result of the t-test was significant at $p < 0.05$, Ho was rejected and Ha was accepted. It means that students who were taught using partner reading strategy have a deeper understanding when reading, this makes reading comprehension achievement increase better when compared to those do not.

The three studies above had some similarities and differences with this research. The similarities are that they do research on reading comprehension as the skill and patterned partners as the strategy. The difference is the research participants. In the first study, the research participant wasbthe eighth grade students of SMP Limbung Muhammadiyah; the second study, the participant was the eighth graders of MTs N 1 Lampung; and the third study, the participant was the tenth grade students of SMA Negeri 4 Kayuagung. While the participant in this research is the tenth grade students of SMA Muhammadiyah Purwodadi.
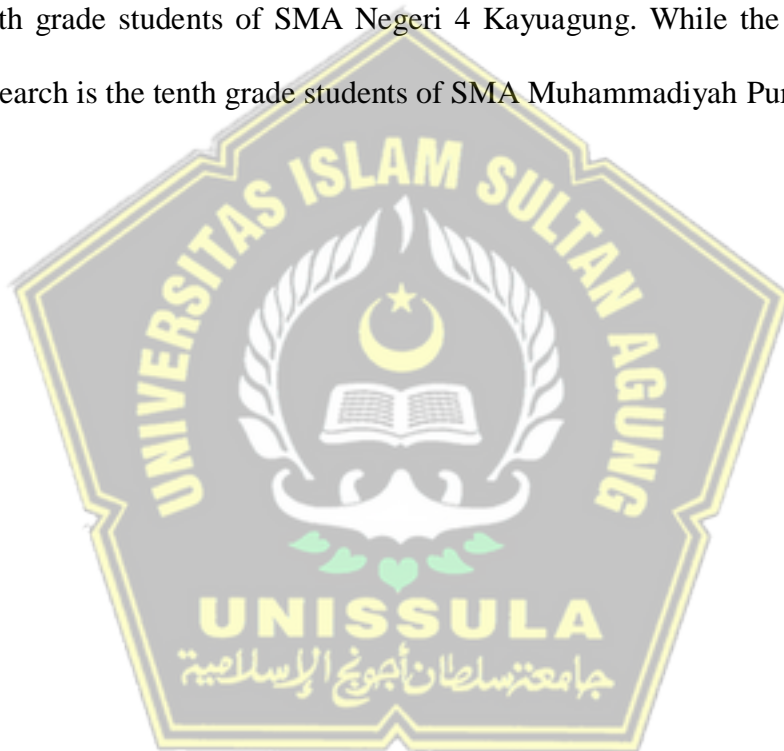
CHAPTER III
METHOD OF STUDY

This chapter consists of Design of the Study, Subject of the Study, Variable of the Study, Instrument of the Study, Technique for collecting Data, Technique of Data Analysis, and Time Schedule.

3.1 Design of the Study

The design of the research was qualitative descriptive by using collaborative classroom action research. Collaborative classroom action research was carried out through a cycle that consists of planning, acting, observing, and reflecting.

The following diagram displays the action research cycle model:
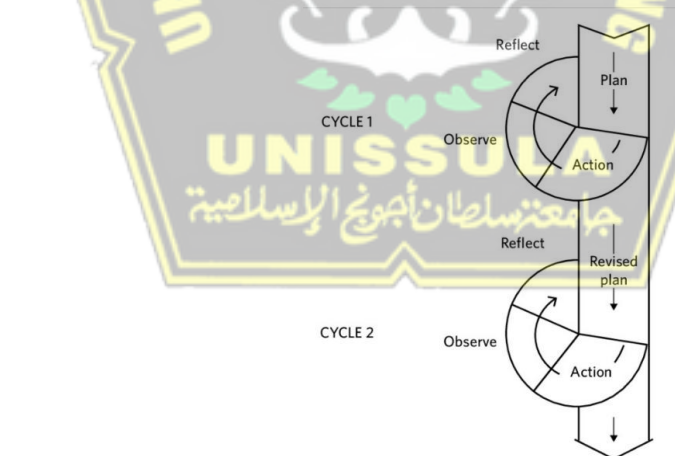

Figure 1: Cyclical action research model based on Kemmis and Taggart 1988

According to the figure, there are two cycles minimumly for doing collaborative classroom action research. The first step is planning. In this step, the

researcher needed to prepare the instruments to be used in teaching. The second is acting which forced researcher to transfer the material by using story patterned partner in reading comprehension. The third is observing, which forced the researcher systimatically to observe the effect of the story patterned partner on reading narrative text. The last is reflecting, which forced the researcher to reflect, evaluate, and describe the effect of the trategy used by researchers in narrative text. The researcher could see the results at this stage to determine what the researcher should do in the next cycle.

3.2 Subject of the Study

The subject in this collaborative classroom action research was the tenth grade students of SMA Muhammadiyah Purwodadi in the academic year 2022/2023. The population of this study was the tenth graders of SMA Muhammadiyah Purwodadi, there were 162 students who were devided into 6 classes. By using purposive sampling technique, students of grade 10 *IPA*1 was selected as the sample of this study. The sample was 27 students which consist of 20 female and 7 male. All participants knew each other well and there are in the same class when this data was collected. The researcher used psedoname to write the names of participants.

3.3 Variable of the Study

Variable is a characteristic of a group of people, their behavior, and their environment that varies from one individual to another. There are two variables in this study, namely the independent variable and the dependent variable. The independent variable in this study was story patterned partner strategy. While the

dependent variable in this study was the tenth grade students' reading comprehension on narrative text.

3.4 Instrument of the Study

The researcher used two instruments for collecting data: observation sheet and test. Observation sheet was used to collect data related to students' participation in the teaching and learning process through story patterned partner. The test was used to determine the students' reading comprehension through the story patterned partner. By giving the test, the researcher could find out the score conformity with the minimum standard score. The test given twice. The fisrt test given at the end of cycle one and the second test given at the end of cycle two. They are used to measure the learning achievement of students' reading comprehension on narrative text. The tests are in the form of multiple choice test.

3.4.1 Credibility and Dependability

To optent cradibility, a representative veryvication of data related to the result were checked. The writer used triangulation by collecting and considering the result of data from vary resources into valid synthesis. The triangulation was done by testing and comparing information from the collected data. The study limited the triangulation into observer triangulation.

The dependability of this study was to check the intire reseach process. In this study the research was conducted systimatically from the beginning to the conclusion of the result guided by the supervisor. The instruments were approve by the English teacher at the school and the supervisor.

3.5 Technique for Collecting Data

The technique for collecting the data of observation sheet was done through recording the entire teaching and learning process in the classroom. From the recording, the researcher fillied out the observation sheet by giving checklist and making notes.

3.6 Data Collecting Procedure

The procedure for collecting data in collaborative classroom action research was done in two cycles. Each cycle consisted of four stages: planning, acting. observing, and reflecting.

3.7 Data Analysis

The writer used qualitative descriptive analysis as the process of analyzing data. It covered description and no statistical calculation. The writer focussed on analyzing the observation result through four steps: assembling the data, grouping the data, interpreting and elaborating the data, and reporting the result. On the other hand, the test results were only used to check the minimum standard score whether the test results were upper or lower than the minimum standard score.

CHAPTER IV
RESULT AND DISCUSSION

4.1 Result

The researcher implemented collaborative classroom action research to teach reading comprehension of narrative text narrative text at SMA Muhammadiyah Purwodadi. This research was conducted in two cycles, and every cycle sonsisted of planning, acting, observing, and reflecting.

4.1.1 Observation Result of Cycle One

In the cycle one, there were four stages, namely planning, acting, observing and reflecting. In planning stage, the researcher collaborated with the English teacher to prepare the lesson plan to be used in teaching.

In acting stage, the researcher conducted a research on story patterned partner. The teacher taught reading of narrative text by using story patterned partner. While the researcher observed the activity of teaching and learning. There were three activities of story patterned partner applied by the teacher. They were opening, main, and closing activity.

In the opening activity, firstly the teacher greeted the students and made sure about their condition before the lesson started. The teacher continued to build the students' understanding on narrative text. The students could show their understanding by mentioning that narrative text was a story which happened in the past. One of the students could give the example of narrative text such as a fabel story's title "Crocodile and Rabbits" and a legend story's title "Surabaya". At the

end of the activities, the teacher added information about narrative text, its generic structure, and example of narrative text.

In the main activity, the teacher applied story patterned partner. She followed the steps of story patterned partner. As the first step, she invited students to understand narrative text by practicing reading comprehensively. She gave a text to students entitled "The Tale of Tom Thumb". It has five paragraphs. She distributed through WAgroup. The students chose their partner. After that they decided who would be A and B. Since the teacher has informed the students about the text to be used, therefore, the text used in the cycle one was "The Tale of Tom Thumb". The teacher used a pattern named read-pause-retell.

During the teacher explained the read-pause-retell, the students listened the information carefully. They stated that they understood the steps in read pause-retell, the students discussed about the text of the Tale of Tom Thumb. During the activity, the researcher found some students got difficulties in understanding the text. It was because their vocabulary mastery was insufficient. The researcher also found there were two groups did not follow the step well because they did not understand the text. On the other hand, sometimes the researcher helped the students to understand the text when they were still discussing in group.

In the "retell" activity, the teacher mediated it. The retelling activity started from paragraph one up to paragraph five. The teacher asked the students to retell the content of each paragraph. Each group retold the story well even they got trouble in some words.

In the closing activity, the teacher and the students concluded the text. the students K mentioned that The Tale of Tom Thumb was a story about a countryman and his wife who lived in comfortable cottage. They were not at all happy being childness. They both wished very much for a baby. The students P mentioned that the character of the story "The Tale of Tom thumb" was a countryman, countryman's wife, Tom Thumb, and king Arthur. The student C mentioned that the story happened in comfortable cottege. The students E mentioned that the story was good because it was funny and entertaining. The students A mentioned that she liked the story.

In the observing stage, the researcher observed the effect of the story patterned partner on reading narrative text. Based on the observation, it could be seen that some students still have difficulty in understanding the contents of the text they read. It was due to their vocabulary mastery was insufficient. Next, the researcher assessed the students' test result of reading comprehension of narrative text. There were fifteen students reached the standard score minumum (*KKM*).

In the reflecting stage, the researcher categorized that the students still had difficulty in reading narrative text. The number of students who got score under or close to the minimum standard score were students who experience difficulty in observing infromation from the narrative text. those students tend not to be active in class and only follow the learning process whether they understand it or not. Therefore based on the result the researcher decided that is was necessary to proceed to the next cycle.

4.1.2 Observation Result of Cycle Two

In the cycle two, there were four stages, namely planning, acting, observing and reflecting. In planning stage, the researcher collaborated with the English teacher to prepare the lesson plan to be used in teaching process.

In acting stage, the researcher conducted a research on story patterned partner. The teacher taught reading of narrative text by using story patterned partner. While the researcher observed the activity of teaching and learning. There were three activities of story patterned partner applied by the teacher. They were opening, main, and closing activity.

In the opening activity, firstly the teacher greeted the students and made sure about their condition before the lesson started. The teacher asked to the students about the previous cycle whether they still remembered or not. The students could show that they still remembered the material. One of the students could give an explaination about narrative text. One of the students could mention the example of narrative text namely fabel and legend.

In the main activity, the teacher applied story patterned partner. She followed the steps of story patterned partner. As the first step, she invited students to understand narrative text by practicing reading comprehensively. She gave a text to students entitled "Nasreddin and Three Wise Men". It has five paragraphs. She distributed the printed story. The students chose their partner. After that they decided who would be A and B. Since the teacher has informed the students about

the text to be used, therefore, the text used in the cycle two was "Nasreddin and Three Wise Men". The teacher used a pattern named read-pause-retell.

The pattern of read-pause-retell was the same pattern used in the previous meeting, so the students already knew and understood the steps of the pattern. The teacher re-explained the steps in the pattern, considering that there were two students who did not come at the previous cycle. During the teacher explained the read-pause-retell, the students listened the information carefully. They stated that they understood the steps in read-pause-retell, they discussed about the text of the Nasreddin and Three Wise Men. In cycle two, the teacher gave different text from cycle one. Based on the observational data in cycle one, students had difficulty in understanding the contents of the story, so the teacher gave a story that was easier to understand and the story used simpler words so that it was easy for students to understand. During the activity, there were some students got difficulties in understanding the text. It was because their vocabulary mastery was insufficient. To make it easier, the teacher asked the students to write down the meaning of words they already knew on the text printed story. They also looked up the meaning of words they did not understand by using dictionary on their chellphones. On the other hand, sometimes the researcher helped the students to understand the text when they were still discussing in group.

In the "retell" activity, the teacher mediated it. The retelling activity started from paragraph one up to paragraph five. The teacher asked the students to retell the content of each paragraph. Each group retold the story well. In this activity, they did not find many difficult words.

In the closing activity, the teacher and the students concluded the text. the students B mentioned that Nasreddin and Three Wise Men was a story about the three wise men who were going around the country. They wanted to get the answers to their question. One day, they got to Nasreddin's town. And Nasreddin met them in front of his house because Nasreddin wanted to try to answer the question given by the three wise men. All the students mentioned that the characters of the story were Nasreddin and the three wise men. All the students mentioned that the story happened in Nasreddin's town. All the students mentioned that the story was good because it was funny. All the students mentioned that they liked the story.

In the observing stage, the researcher observed the effect of the story patterned partner on reading narrative text. Based on the observation, the teacher got positive responses in the teaching and learning process. The students participated more actively. In contrast to cycle one, in cycle two all students reached the minimum standard score.

In the reflecting stage, the researcher analyzed that the students participated more actively than in cycle one. They become more active to answer, give comment, and read the narrative text when they were asked. Based on the score of test in the second two, it can be seen that students were able to improve themselves with the perfect score. It means that they more understood about the teaching of reading comprehension on narrative text. Therefore, based on the result, the researcher decided that the cycle was stopped because the students showed good understanding.

4.2 Discussion

In this part, the researcher would like to discuss how the use of story patterned partner was used to teach reading comprehension of narrative text. As the theory mentioned, there were six patterns. The pattern used by the teacher was pattern number six, that was read-pause-retell.

The first step was read. In this step, partner A, as the reader read the story given by the teacher. She or he read the story aloud. In this stage, the teacher went around the class to make sure that students practiced reading comprehension well and did not have any difficulties.

The second step was pause. In this step, partner A stopped read and they gave partner B an opportunity to retell the contents of the paragraphs. And continued reading to the next paragraph after partner B finished. In this step, the teacher observed the students' activity.

The third step was retell. In this step, partner B retold the contents of the paragraphs that partner A has read. Partner B told what they remembered and understood. On the other hand, the teacher remained them about her duty as the facilitator.

From the steps provided by the teacher, the writer could say that the read-pause-retell used by the teacher has helped students to understand the narrative text. The results of this study were supported by the previous study conducted by Ardiana (2015) that the application of patterned partner reading strategy was effective and significant in improving the students' reading skill. Zulianti and

Hastomo (2022) stated that the adoption of partner reading strategy successfully improved students' reading comprehension. In addition, students' engagement played in influential role and had an impact on their learning autcomes. Nery (2020) stated that students who were taught using partner reading strategy had a deeper understanding on learning narrative text.

CHAPTER V
CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the analysis in the result of the study, this sub chapter shows that the way the theacher use story patterned partner to imptove students' reading comprehension of narrative text was by using read-pause-retell. In the read step, the teacher asked the students to read the story. It was read by partner A and partner B as the listener. When they did it, the teacher went around the class to make sure that they practiced reading comprehension well and did not have any difficulties. In the pause step, partner A stopped to read and gave partner B an opportunity to retell the contents of the paragraphs. And they continued reading to the next paragraphs after partner B finished. In this step, the teacher observed students' activity. In retell step, partner B retold the contents of the paragraphs that partner A has read. Partner B told what they remembered and understood.

Based on test scores, in cycle one there were fifteen students who achieved a minimum standard score and in cycle two all students or twenty seven achieved a minimum standard score. That number increased on the reading test conducted on cycle two. In other word, cycle two can help students improve their ability in reading comprehension, especially in reading comprehension of narrative text. Besides that it can help solved the questions about the narrative text itself. So that it can be concluded that the use of story patterned partner as a strategy can improve students' ability in reading comprehension of narrative text.

5.2 Suggestion

The study on the use of story patterned partner to improve the students' reading comprehension has shown the importance of story patterned partner to teacher, students and readers. For its implementation on reading comprehension of narrative text, the researcher declares some suggestions for them. For the teacher, the writer suggests that story patterned partner can be a good solution in teaching reading comprehension of narrative text. For students, the writer suggests that they can interact with their partners during its implementation. For readers, the writer wants to suggests that story patterned partner can be a reference for them.
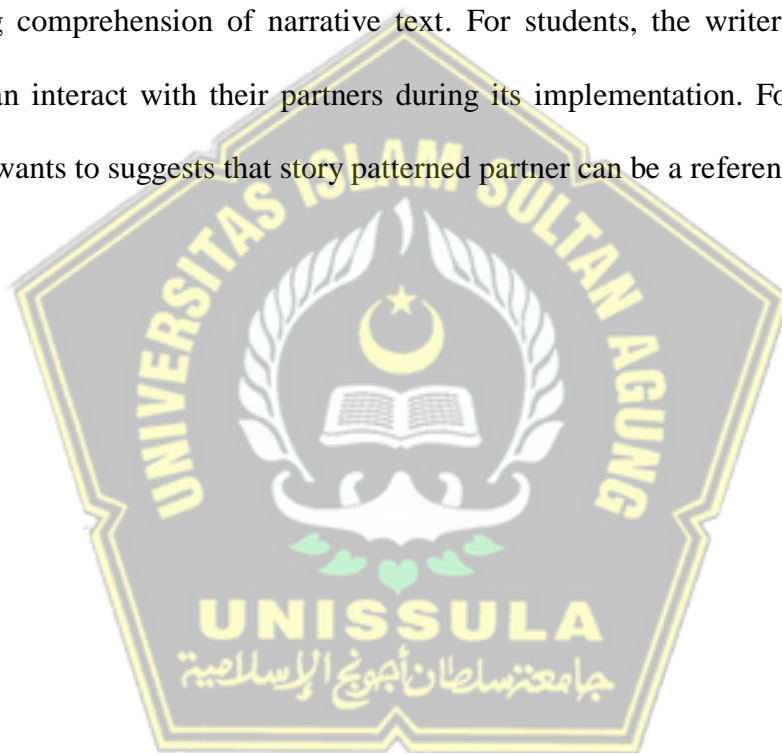
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