

## **Paired Reading and Paired Summarizing Strategy: Exploring Motivation and Effects Of EFL Students' Reading Comprehension**

**Neni Triana**

[neni.triana@univrab.ac.id](mailto:neni.triana@univrab.ac.id)

Universitas Abdurrab, Pekanbaru

### **Abstract**

Paired Reading and Paired summarizing is one teaching strategy that can use in teaching reading. The main purpose of this study is to find out the effects of Paired Reading and Paired Summarizing Strategy on students' reading comprehension and motivation at SMK Abdurrab Pekanbaru. The design of this research is a quasi-experiment design with pre-test and post-test procedures. The total population is 97 students of the tenth grade. This research uses a cluster sampling technique to get samples. The total sample is 64 students. The sample is divided into two classes; the experimental class and the control class. The data are analyzed using the t-test method to find out whether there is a significant difference between the experimental class taught by using Paired Reading and Paired Summarizing as a treatment, and the control class is taught conventionally. it found that significant probabilities are higher than 0.05 meaning that there is a significant difference in students' reading comprehension and learning motivation in the pre-test of both classes and post-test of both classes, and there is a significant difference in students' reading comprehension and learning motivation pre-test and post-test of experimental class. There is an effect of using Paired Reading and Paired Summarizing on students' reading comprehension and learning motivation. At last, it suggested that the English teachers Paired Reading and Paired Summarizing in teaching are reading.

**Keywords:** Paired Reading /Paired Summarizing strategy, Reading Comprehension, Learning Motivation

### **INTRODUCTION**

Reading comprehension might be considered a challenging aspect of studying English for Indonesian secondary school students (Syahabuddin & et.all )as cited in Dodi & et.all 2020. Most of the Indonesian students might not understand what they read in various English texts even though they have been learning English. Indonesian secondary students often find difficulties in reading the information from texts. In contrast to the condition above, the newest Indonesian curriculum, the 2013 curriculum under the Regulation of the Ministry of Education and Culture 2013 of the Basic Competence of Senior High School and Junior High School mandates that Indonesian secondary students must comprehend various English texts such as recount, report, narrative and descriptive texts effectively (Ministry of Education and Culture, 2013).

Teaching English as a foreign language has a unique challenge. A teacher is required to teach a language that is not a common language. so teachers should be able to use appropriate methods in teaching English to help students understand the material. Astriliani &at.all 2021 argued that “Teaching reading comprehension in the formal education system in Indonesia is focused on providing students with the comprehension

of literal, inferential, appreciation and evaluation”. In the academic context for high school students or Occasional school, the development of reading comprehension is more emphasized for literal and inferential comprehension by using the material taken from the various types of authentic text as found in their daily lives. So it makes teaching reading comprehension has a challenging to the teachers because the students have no interest and less motivation in reading. From the problems, the teachers should use an appropriate strategy to motivate and encourage the students’ ability in reading comprehension. In this phase, the strategy is important case to use to help the teacher in teaching and learning process. Using appropriate strategies can make the class atmosphere more active and interesting.

Today some information is found in English text. So, one of the abilities that students should master is reading comprehension. No one feels doubtful about it. Thomas (2011: 21) states "Reading is an active process in which the reader constructs meaning from the text". It means that the purpose of the reading is to find the meaning or information in the text and we can get the information. Clarke and Silberstein (as cited in Nani windiati ,2020) said that “Reading provides many useful information, knowledge, experiences, and cultures to the reader by the text”. Gilakjani,(2011) states that there are two important reasons for the students to improve their reading ability. First, like foreign language students, reading is one of their most important goals in learning English. It happens because English is not the first language for students so the students certainly have a problem understanding the text because of a lacking vocabulary. Second, in foreign language teaching, many various pedagogical purposes help reading to receive goals in teaching English. It means that teachers should upgrade their teaching ability and find the appropriate teaching method.

Teaching students to read with a good comprehension must be teachers’ highest attentions Teachers' role is very important to improve students' reading ability. Without reading comprehension, students will be difficult to understand and get the information presented in the text and make the student is not interested to learn. The purpose of teaching reading is to help students to comprehend or to get meaning from written text and make the class atmosphere more active. Reading is also important in the teaching-learning process because every activity in the classroom always has a relationship with reading, many texts are presented on the textbook that and like or dislike the students have to learn them.

In curriculum K13, teaching focuses on students centered instruction, not on teacher-centered instruction. In the learning process, students should be more active, but the problems are more students are shy and afraid of making mistakes arguing, or giving their opinion in the learning process. So, the teacher should give motivation to students about the meaning of learning. Many teachers get the problem with the student's motivation. Some teachers have followed the teaching procedure but the students' score is not good or unsatisfied. So, giving learning motivation to students is very important in the learning process. In teaching reading, English teachers can guide their students easier to effectively comprehend the text and make the students interesting to learn when they know what is involved in comprehension and how to create the meaning by interaction between

a reader, text, and context. Alyousef (as cited in Liza 2015) argues that the teacher should be responsible to motivate their students by providing the appropriate materials in the early stages of the learning process. In addition, the teacher should help students to develop a reading strategy and match appropriate strategies in every reading situation because it will be influenced the class learning activity.

According to Harmer (as cited in Santiago 2018) argues that motivation is a kind of internal drive that pushes someone to do things to achieve something. It means that motivation can make someone do something. We always say that intrinsic motivation. It comes from students self because they want to be a success in English so they do a hard effort to learn English. There are some kinds of motivation based on Marsela, 2017 first, are namely intrinsic and extrinsic. Intrinsic motivation is the motivation that comes inside an individual rather than from external or outside rewards. Extrinsic motivation refers to relates to the rewards an individual will get as a result of any instrumental actions. So actually motivation has a big effect on students learning activities. According to (Melekoglu & Wilkerson, K, 2012) they state that reading motivation is vital to learners' ability to read and comprehend text purposefully. In other words, students can use motivation in reading to achieve their knowledge, comprehension, more get vocabulary, etc.

Many strategies can be used by the teacher in teaching reading comprehension. One of many strategies that appropriately used by the researcher is “Paired Reading and Paired Summarizing”. The strategy is purposed to encourage different kinds of thinking, all of which encourage comprehension. In Paired Reading and Paired Strategy is a strategy the students learn in pairs. The students can learn and share about a text and they make summarize the text together. This strategy is the most suitable strategy used by the researcher in teaching reading. The group work discussion is teaching reading strategy which has the purpose to help the students to comprehend the text. This strategy will help students how to understanding and comprehending reading skill by working in pairs so that students can change their mind each other to solve the problems in reading. This strategy will facilitate students to figure out their problems in reading. The teacher can use this strategy in learning.

### **Paired Reading / Paired Summarizing (PR and PS )**

Paired Reading / Paired Summarizing (PR and PS ) are one kind of cooperative learning. The strategy is purposed to encourage different kinds of thinking, all of which encourage comprehension. In PR and PS is a strategy the students learn in pairs. The students can learn and share about a text and they make summarize the text together.

According to Corder (as cited in Hooshang Khoshshima & et.al 2014) “Summarization is probably the most significant and encompassing of all reading strategies available to the learner for effective studying and comprehension”. The process of summarization centered attention on the major points of the texts and provides the reader with a conceptual framework that accelerates both memory and comprehension. In addition, Palincsar & et.al (as cited in Hooshang Khoshshima & et.al 2014) state that

“Summarization is based on Strategy Intervention Model (SIM) which considers students’ difficulties by instructing them how to utilize strategies”. Knowing how to learn through instruction in summarizing strategy is the main focus of the SIM strategy.

Yeni Astrina, 2013 argued that Paired Reading Paired Summarizing strategy has a positive effect towards reading comprehension of the second year students’ at Senior High School Handayani Pekanbaru. The students’ reading comprehension in narrative text taught by using Paired Reading Paired Summarizing strategy is categorized into good level. It also support by the previous study by Anna Widya Astuti (2012) argued Paired Reading makes the student more active and it can improve the students’ skill. In her research found that using Paired Reading can improve students’ reading ability and students’ motivation because students have partner to help them to understand the text. Keith J Topping (2014) also stated that in his research “students more motivate to study because PR can improves the reading skill in term of measured reading accuracy and comprehension for both tutees and tutors, provided it is organized correctly. He also argued Paired Reading resulted in greater fluency, fewer refusals (greater confidence), and greater use of the context and a greater likelihood of self-correction, as well as fewer errors (greater accuracy) and better phonic skills.

Teaching reading to students is one of the important things in teaching activity. Reading comprehension is how the students can find the meaning of the text and get information from the text; some questions need to be addressed. Is reading comprehension important for the students? What are the factors which make the students have low motivation in reading class? Is using paired reading / paired summarizing effective in teaching students reading comprehension? How to increase the students’ motivation in reading class? How is the technique of delivering the lessons in the teaching and learning process by using PR and PS?

Using appropriate techniques is important for teachers in teaching English. The teacher’s role is very crucial for students in the learning process. The teacher should use communicative and creative learning, in this case, the ability of teachers to use instructional media. The learning process should not be monotonous but be creative. The teachers should manage their emotions to develop themselves, with a variety of things such as seminars and training. From seeing this phenomenon, the author aims to discuss the effect of using PR and PS on Students’ Reading Comprehension and Motivation.

## METHOD

*In this study, the author used a quasi-experimental design. Latief, (as cited in Nani Windiati 2018) argued that Quasi-experimental is the research design that takes a sample from two different classes in the same grades which has similarities .so the writer took the sample with the same grade but they are different class, class A and class B. This research is to find out the significant effect of using the PR and PS on the Students' reading comprehension and their learning motivation at the tenth-grade student at SMK Abdurrab Pekanbaru.*

Two classes were used; one class (class A) is an experimental class which was treated by PR and PS technique and another one (Class B) was selected as a control class taught by using non-treatment of PR and PS strategy. For both experimental and control classes, pre-test and post-test were implemented to the student's reading comprehension

and motivation by questionnaires. The pre-test was given at the beginning of the teaching-learning to identify the ability of the students' reading comprehension and students' learning motivation for both classes. Then, the experiment class was given treatment by using PR and PS, and the control class using non-treatment.

The researcher had given the treatment was used to improve the ability of students' reading comprehension and students' learning motivation, for control class the researcher gave same material by not using PR and PS technique. During the treatment, the researcher was accompanied by an observer, and at last, both classes were given post-test at the end of the teaching-learning processes to determine the effect of using PR and PS on students' reading comprehension and their learning motivation and it also to determine the improvement of students' reading comprehension and students' learning motivation. The model of the research design is illustrated as follows:

Group	Pre-test	Treatment	Post-test
Experiment class	Test 1	X	Test 2
Control class	Test 1	-	Test 2

**Table 1.** The research design

According to Gay (2000: 122) “Population is the group of interest to research, the group to which they would like the results of the study to be generalizable”. Generalizability is the extent to which the results of one study can be used for another population or situation. The population of this research is students of tenth-grade SMK Abdurrab Pekanbaru. They are divided into three classes X A, X B, and XC. It consisted of three classes and the number of students in each class was 35 students. The total number of tenth-grade students of SMK Pekanbaru was 97 students.

No	Class	Male	Female	Total
1	X grade A	12	20	32
2	X Grade B	10	22	32
3	X grade C	9	24	33
<b>Total of population</b>				97

**Table 2.** The total population of X grade SMK Abdurrab

The population above was large to be taken as a sample of the research. Based on the limitation of this research, the researcher took only two classes after using the cluster sampling technique. The following table was the sample of the research which consisted of 32 students of X A as an experimental class, and 32 students of XB for the control class. The technique of sampling used by the researcher was cluster sampling in determining the sample of the study. Cluster sampling selected all the members of the group that has similar characteristics. The research sample was class XA grade was experiment class and XB grade was control class. There were three variables of this research: one independent and two dependent variables. The independent variable used Paired Reading and Paired



Summarizing (PR and PS because the variable could affect the dependent variable; students' reading comprehension and learning motivation.

No	Class	Male	Female	Total	Status
1	X A	12	20	32	Control class
2	X B	10	22	32	Experiment class
3	XC	9	24	33	-

**Table 3.** The sample of the research

To get the data to support this study, instrumentations used in this study are as follows:

1. Observation

The observation was implemented to see the teacher's performance in applying PR and PS techniques teacher in teaching and learning activities. There are 15 steps which that the teacher implements as the procedures of this technique.

2. Test

To obtain the data on the ability of students' reading comprehension at X grade students of SMK Abdurrah Pekanbaru. The test consisted of pre-test and post-test. Pretest was administered before the treatment while post-test was implemented after the treatment. The blueprint of reading comprehension was shown below:

No	Indicators objective reading part	Number of question
1	Identify the main idea	9,11,13,16,21
2	Identify the supporting idea	4,10,14,17,22
3	Identify the most important information	3,8,18,23
4	Identify or infer the main idea in general reading	2,12,19,24
5	Identify the connection between information	1,5,7,15,20,25
No	Indicators true or false reading part	Number of question
1	Identify the main idea	1,6,11
2	Identify the supporting idea	2,7,12
3	Identify the most important information	3,8,13
4	Identify or infer the main idea in general reading	4,9,14
5	Identify the connection between information	5,10,15

**Table 4.** Blueprint for reading comprehension

Score	Categories
80 – 100	Very good



66 – 79	Good
56 – 65	Sufficient
0- 55	Poor

**Table 5.** The Classification of Students’ Score

3. Questionnaire

The questionnaire was used to obtain the data result with students' motivation. There are 8 indicators of the questionnaire, and they are divided into two kinds of motivation, intrinsic and extrinsic motivation. The English Learning Motivation Scale is revised from the Peng scale (as cited in Ching-Ying Pan,2013) it consists of 8 factors:

INDICATORS	FACTORS OF INTRINSIC MOTIVATION AND MOTIVATION	NUMBER OF ITEM
<b>Intrinsic motivation</b>	Interested	1,2,3,4,5
	Liking	5,6,7,8,9,10
	Dedication	11,12,13,14,15
	Participation	16,17,18,19,20
<b>Extrinsic motivation</b>	Reward	21,22,23,24
	Grade	25,26,27,28
	Social	29,30,31,32,33,34,35
	Learning Strategy	36,37,38,39,40

**Table 6.** Blueprint for questionnaire

Then the classification of the students' motivation score is shown below:

Level	Range
<b>Low level</b>	40 – 93
<b>Medium level</b>	94 – 146
<b>High level</b>	147 – 200

**Table 7.** The Classification of Students’ motivation Scale

To analyze the learners' reading comprehension, the study used the minimum standard score of English subjects in SMK Abdurrab Pekanbaru that was 75. It means, for those who obtain the reading score < 75, meaning that they do not pass the minimum standard score, while for those who obtain a score ≥ 75, they pass the minimum graduated score. For learning motivation, the researcher classified the categories of the level of learning motivation revised from the Peng (as cited in Ching-Ying Pan & et.al 2013), ranging from 1 “strongly disagree” to 5 “strongly agree,” so based on the Peng Scale, low level (40 – 93), medium level (94 –146) and high level (147 – 200)

In analyzing the data, the researcher used scores of pre-test reading comprehension, post-test reading comprehension, and pre-test learning motivation, post-test post-learning motivation of experimental and control classes. This score was analyzed statistically. Both descriptive and inferential statistics. In this research, the researcher used these formulas:

1. Independent sample t-test



To find out whether there was a significant difference or there was no significant difference between two or more variables can be analyzed by using Independent Sample  $t_{tes}$ . According to Gay (2000 : 484) " The t-test for the independent sample was used to determine whether there was probably a significant difference between the means of two independent samples". An independent sample t-test was used to find out the results of the first, second, third, and fourth hypotheses. They are as follow:

- a) To identify whether there was a significant difference in students' reading comprehension ability before giving the treatment by using PR and PS for experiment class and non-treatment for control class.
- b) To identify whether there was a significant difference in students' reading comprehension after giving the treatment by PR and PS for experiment class and non-treatment for control class.
- c) To identify whether there was a significant difference in students' learning motivation before giving the treatment by using Paired Reading / Paired summarizing for experiment class and non-treatment for control class.
- d) To identify whether there was a significant difference in students' learning motivation after giving the treatment by using Paired Reading / Paired summarizing for experiment class and non-treatment for control class

In this research, the writer Analyzed by using SPSS 20.

The formula is as follows:

$$t_0 = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{N-1}\right)^2 + \left(\frac{SD_y}{N-1}\right)^2}}$$

Where:

$t_0$  = Table Observation

SD = Standard Deviation

$M_x$  = Mean of variable x and

$M_y$  = Mean of variable y

$SD_x$  = Standard deviation of the experimental group

$SD_y$  = Standard deviation of the control group

N = The Number of respondents

The t-table has the function to see if there is a significant difference among the mean of the score of both experimental and control groups. The t-obtained value is consulted with the value of t-table at the degree of freedom (df) = (N1+N2)-2 which is statistically hypothesis:

$H_0: P > 0.05$

$H_a: P < 0,05$

$H_0$  is accepted if  $P > 0.05$  or there is no effect after giving the treatment Paired Reading / Paired summarizing toward students' reading comprehension and motivation.



Ha is accepted if  $P < 0,05$  or there is an effect after giving the treatment Paired Reading / Paired summarizing toward students' reading comprehension and motivation.

**FINDINGS AND DISCUSSION**

**Findings 1: Pre-Test Results**

**a. Pre-test result on reading comprehension**

Categories	Score	Frequency	Percent	Valid Percent	Cumulative Percent
Very Good	80-100	0	0	0	0
Good	69-79	3	9,4	9,4	9,4
Sufficient	56-68	7	21,9	21,9	31,3
Poor	0-55	22	68,8	68,8	100,0
Total		32	100,0	100,0	

**Table 8.** Students' reading comprehension test (Pre-Test) in the experimental class

Based on the table, it can explain that there are 4 categories for students' reading comprehension in the pre-test score of the experimental class. The frequency of the Very Good category is none (0%), the frequency of the Good category is 3 students (9.4%), the frequency sufficient category is 7 students (21.9%), and the frequency poor category is 22 students (68.8%). The highest percentage of the student classification of students' reading comprehension pre-test score of the experimental class is 68.8%. Thus, the majority of the students in the experimental class before being taught by using PR and PS are classified as poor.

The classification of categorizing can explain in the table below:

Categories	Score	Frequency	Percent	Valid Percent	Cumulative Percent
Very Good	80-100	0	0	0	0
Good	69-79	3	9,4	9,4	9,4
Sufficient	56-65	7	21,9	21,9	31,3
Poor	0-55	22	68,8	68,8	100,0
Total		32	100.0	100.0	

**Table 9.** students' reading comprehension test (Pre-Test) in the control class



Based on the table, there are 5 categories for students' reading comprehension pre-test scores of the control class. The frequency of very good is none (0%), the frequency of good category is 3 students (9.4% ), the frequency of sufficient category is 7 students (21.9%), and 22 students (68.8%) are categorized into poor. The highest percentage of student classification of students' reading comprehension on pre-test score of the control class is 68.8% or 22 students. Thus, the majority of the students in the control class are classified as poor because there are 22 students in poor categories.

**b. Pre-test result on learning motivation**

Scores	Categories	Frequency	Percent	Valid Percent	Cumulative Percent
147-200	High	7	21,9	21,9	21,9
94-146	Medium	19	59,4	59,4	81,3
40-93	Low	6	18,8	18,8	100,0
Total		32	100.0	100.0	

**Table 10.** students' learning motivation (Pre-Test) in experiment class

Based on the table, there are 3 categories for the students' learning motivation pre-questionnaire score of the experimental class. The frequency high category is 7 (21.9%), the frequency of the medium category is 19 (59.4%), and the frequency low category is 6 (18.8%). The highest percentage of the classification of students' learning motivation pre-questionnaire score of the experimental class is 59.4%. Thus, the majority of the students in the experimental class before being taught by using PR and PS are classified as medium. For control class, the learning motivation category are shown on the table below:

Scores	Categories	Frequency	Percent	Valid Percent	Cumulative Percent
147-200	High	4	12,5	12,5	12,5
94-146	Medium	22	68,8	68,8	81,3
40-93	Low	6	18,8	18,8	100,0
Total		32	100.0	100.0	

**Table 11.** students' learning motivation (Pre-Test) in control class

Based on the table, there are 3 categories for the students' learning motivation pre-questionnaire score of the control class. The frequency high category is 4 (12.5%), the frequency of medium category is 22 (68.8%), and the frequency low category is 6 (18.8%). The highest percentage of the classification of students' learning motivation pre-questionnaire score of the experimental class is 68.8%. Thus, the majority of the students in control class before being taught by using non treatment PRPS are classified as medium.

**Findings 2: Post-Test Results**

**a. Post-test Result on reading comprehension**



After taught by PR and PS for experiment class the student had the posttest, the result of the reading comprehension on experiment can see base on the table below:

Scores	Categories	Frequency	Percent	Valid Percent	Cumulative Percent
80-100	Very Good	10	29,4	31,3	31,3
69-79	Good	12	35,3	37,5	68,8
56-65	Sufficient	8	23,5	25,0	93,8
0-55	Poor	2	5,9	6,3	100,0
Total		32	100.0	100.0	

**Table 12.** students’ reading comprehension test (Post-Test) in experimental class

Based on the table, there are 4 categories for students’ reading comprehension reading post-test score on experiment class. The frequency of very good category is 10 students (29.4%), the frequency of good category is 12 students (35.3%), the frequency of sufficient category is 8 students (23.5%), and The frequency of poor is 2 (5.9% ). The highest percentage of the classification of students’ reading comprehension post-test score of the experimental class is 35.3% or 12 students. Therefore, the majority of the students in the experimental class after being taught by using PR and PS are classified as good. It means that there are been change form pretest result to posttest result, in pretest result categorizes is poor or 22 students in poor categorize in pretest.

For learning motivation posttest of experiment class can be seen on the table below:

Scores	Categories	Frequency	Percent	Valid Percent	Cumulative Percent
80-100	Very Good	2	5,9	6,3	6,3
69-79	Good	4	11,8	12,5	18,8
56-65	Sufficient	8	23,5	25,0	43,8
0-55	Poor	18	52,9	56,3	
Total		32	100.0	100.0	100,0

**Table 13.** students’ reading comprehension test (Post-Test) in control class

Based on the table, there are 4 categories for students’ reading comprehension reading on post test result of the control class. The frequency of very good category is 2 students (5.9%), the frequency of good category is 4 students (11.8%), the frequency of sufficient category is 8 students (23.5%), and the frequency of poor category is 18 students (52.9%). The highest percentage of the classification of students’ reading comprehension post-test score of the control class is 52.9%. Thus, the majority of the students in the control class after teach by using non-PR and PS is classified as poor.

**b. Post-test Result on learning motivation**

In learning motivation result can be explained base on the table below:



No	Categories	Scores	Frequency	Percentage (%)
1	High	147-200	23	71,9
2	Medium	94-146	9	28,1
3	Low	40-93	0	0
	Total		32	100

**Table 14.** students’ learning motivation (Pre-Test) in experiment class

From table,3.6 we can see students’ learning motivation (Pre-Test) in experiment class there are 3 categories for students’ learning motivation on post-questionnaire score of the experimental class. The frequency of high category is 23 students (71.9%), the frequency of medium category is 9 students (28.1%), there is none categorized into low. The table showed that the highest percentage of classification of students’ learning motivation post-questionnaire score of the experimental class is 71.9 %. Thus, the majority of the students in experimental class after being taught by using Paired Reading/ Paired Summarizing are classified as high.it means that there significance difference between learning motivation in pretest and posttest.

No	Categories	Scores	Frequency	Percentage (%)
1	High	147-200	9	28,1
2	Medium	94-146	23	71,9
3	Low	40-93	0	100
	Total		32	

**Table 15.** students’ learning motivation (Pre-Test) in control class

Base on the table there are 3 categories for students’ learning motivation post-questionnaire score of the control class. The frequency of high category is 9 students (28.1%), the frequency of medium category is 23 students (71.9%), there is none categorized into low. The highest percentage of classification of students’ learning motivation post-questionnaire score of the control class is 71.9%. Thus, the majority of the students in control class after being taught by using non-treatment of PR and PS are classified as medium.

**Data Analysis (Descriptive Statistics)**

**Descriptive Statistics**

	N	Mean	Std. Deviation
Pre-test experiment	32	49,44	11,719
Post-test experiment	32	72,63	13,788



Pre-test control	32	49,38	13,344
Post-test control	32	54,88	15,171
Valid N (list wise)	32		

**Table 16.** Pre-test and post-test reading comprehension analysis

Based on the table, the number of participants of the X grade in the experimental class is 32 with pre-test standard deviation (11.719), with pre-test mean score (49.44) and post-test standard deviation (13,788) mean score (72.63), and the number of participants in the control class is 32 with pre-test standard deviation (13.344), with pre-test mean score pre-test (49.38) post standard deviation (15,171) post-test mean score (54.88).

### Descriptive Statistics

	N	Mean	Std.Deviation
Pre-questionnaire experiment	32	124,65	20,454
Post-questionnaire experiment	32	150,50	25,394
Pre- questionnaire control	32	124,94	21,149
Post- questionnaire control	32	126,09	23,311
Valid N (list wise)	32		

**Table 17.** pre-test and post-test learning motivation analysis

From the table,3.9 it means that the number of participants of the X grade in the experimental class was 32 with pre-questionnaire standard deviation (20,454), post-questionnaire standard deviation (25,394), with pre-questionnaire mean score (124,65) and post-questionnaire mean score (150,50), and the number of participants in the control class was 32 with pre-questionnaire standard deviation (21,149), post-questionnaire standard deviation (23,311), pre-questionnaire mean score (124,93), and post-questionnaire mean score (126,09).

### Discussion

The research finding during experiment showed that PR and PS strategy improved the reading comprehension and learning motivation. Based on the finding, it can conclude that implementing PR and PS strategy can improve students' ability in reading comprehension and enhance their learning motivation in following teaching and learning process in the class. In addition some factors that influenced the students' ability during implementing PR and PS strategy were also concluded. The factors were providing a variety of reading materials, motivation students to read, and practicing reading strategy.

This research may provide a useful launching pad for further research in this area of interest. The findings of this study could provide some forms of empirical data for future research in this area. This research also gives benefit to students, teacher and the nation at large that effect of using paired reading paired summarizing toward students' reading

comprehension and learning motivation. It is also able to gain the learning objective maximally if the teacher can manage well this strategy in teaching and learning process.

For the teachers, it can be one of techniques in teaching reading. Teachers can use this technique to make the students feel joyful in teaching and learning process. The students read the text in pair, they can find the information together and they can share and work together with their pair. When the students enjoy in learning process the target of learning will be successful to gain because it helps the students to comprehend the text that they read in pair and it can improve the students' learning motivation. Learning motivation is important in teaching and learning process, so the teachers have to attention about the students' motivation. When the students have high motivation in learning it can give the effect on students' reading comprehension. So for the students this technique can help the students comprehend the text and improve the students' learning motivation.

## CONCLUSION

Regarding the research conclusions, it can be implied that PR and PS can be implemented in language institutions because the activities can develop the students' reading comprehension and increase students' learning motivation. As well, the activities can be implemented to make reading more enjoyable since the students are guided to read interesting and easy materials in order to inspire them to to be readers. Teachers can use this technique to make the students feel joyful in learning process. The students read the text in pair, they can find the information together and they can share and work together with their pair. Finally, PR and PS is one of technique that can be considered as the good way to understand reading comprehension and increase the students' learning motivation.

Shinta Suci Yulita 2014 said that Paired-Reading Method effective to be used in teaching reading comprehension for the eighth grade students. She explained that on her research students more active in learning activity and make student get the point of information from the text. Besse Sukma Sartika (2020) argued that using of Paired Reading Technique can improve students' reading skills, particularly in reading descriptive text at the X grade of SMAN 2 Wajo. He stated that using this strategy can improve the reading ability of students. Hooshang Khosihma 2014 stated that summarizing strategy has a significant effect on learners' reading comprehension. Azam Sadat Pourhosseini Maybodi (2017) also said on his research Paired summarization strategy can help to improve the reading comprehension of EFL high school students in Iran and this strategy make students more interested and more active.

Finally research about paired reading and paired summarizing strategy: exploring motivation and effects of EFL students' reading comprehension to conclusion as follows :

1. The students' reading comprehension in taught using Paired Reading Paired Summarizing strategy on experiment class is very good categorized.
2. The students' reading comprehension in taught without using Paired Reading Paired Summarizing strategy on control class is poor categorized.
3. The students' reading motivation taught using Paired Reading Paired Summarizing strategy on experiment class is medium categorized.
4. The students' reading motivation in taught without using Paired Reading Paired Summarizing strategy on control class is medium categorized

5. Paired Reading Paired Summarizing strategy is better than conventional strategy. It can be concluded that Paired Reading Paired Summarizing strategy has a positive effect on exploring motivation and giving effect on students' reading comprehension .

Some recommendations that relate to the results of this research can be proposed as follow:

1. It recommended that PR and PS should be one of technique that should be used in learning comprehension on occasional school but also for other level school.
2. More research should be carry out to investigate the beneficial of using PR and PS for increasing the understanding reading comprehension at different level of students in occasional school Abdurrah Pekanbaru.
3. It is expected that the teacher can implement this strategy in teaching reading because this strategy can make improvement of students' reading comprehension and motivation
4. The teacher should support the strategy used by using interesting topics that are suitable for students' level and present the lesson clearly in order to make the students motivated in learning activity.

The teachers should support their teaching activity with interesting media.

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