The Effectiveness of the Paired Reading Method in Improving Reading Literacy Comprehension for 15 Minutes in MA Al-Hikmah Madura Students

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KEYWORDS	ABSTRACT
Talks, Paired reading, Reading Literacy, Learning	The quality of learning will be very good if it is designed according to the characteristics and needs of students, one of which is through the double reading method. The method of reading in pairs is to encourage different thinking and understanding by reading passages in pairs to save time. Therefore, schools should implement literacy programs to increase students' interest in reading and comprehension so that students not only read but also understand what they read. The main purpose of this study was to find out whether the use of pair reading method can improve students' reading comprehension in book 4 for 15 minutes at MA Al-Hikmah Madura. The approach in this study is a quantitative approach. The type of research used is experimental research. The results of this study are the result of a separate test-count model. It is known that the average increase in the control group was 1.25 while the increase in the experimental class was 24 so that it was known that the increase in experimental class learning outcomes was greater than 22.75 compared to the administration class. It is known that the calculated t value is 2.782 with a significance of 0.009. The 16 db table t value is 0.4683. So it can be concluded that t table > t count (2.782 > 0.4683) and the significance value is smaller than 0.05 (p = 0.009 < 0.05), so it can be said that there is a significant difference in the increase in the threshold of learning. Significant results in both the control group and the experimental group. There is a significant difference between the normal learning method and the paired reading method to improve student learning outcomes in the MA Al-Hikmah Madura course.

INTRODUCTION

The quality of learning will be very good if it is designed according to the characteristics and needs of students, one of which is through the paired reading method.(Kennedy, 2016) The paired reading method is one form of cooperative learning and a method where students learn in pairs(Fauzi, Erna, & Linda, 2021). Students can learn and share about a text and they make a summary of the text (Triana, N., 2019).

"The pair reading method is a reading learning model that emphasizes student independence in doing their assignments(Wilcox, Jeffery, & Gardner-Bixler, 2016). Students also need to communicate knowledge to each other or correct their peers' work in order to take and continue lessons in class"(Zainuddin, Habiburrahim, Muluk, & Keumala, 2019) (Lumuan, 2014).

The method of reading in pairs is to encourage different thinking and understanding by reading passages in pairs to save time. In this activity, students are paired with advanced readers,

sit side by side, and read text at the same pace as their neighbors(Topping, Duran, & Van Keer, 2015). Students can summarize what is read and students can evaluate their understanding of what they read(Khoshsima & Rezaeian Tiyar, 2014). Summarizing is a good tool for checking comprehension so that students can gauge their ability to identify what they are reading(Wijekumar, Meyer, & Lei, 2017). School literacy activities are one of the efforts made by the Indonesian government today, in addition to replacing the existing curriculum in schools(Tabroni, Irpani, Ahmadiah, Agusta, & Girivirya, 2022). School literacy programs strengthen people programs as indicated in the law of the minister of education and culture number 23 of 15. One of the complex programs of language programs is to read a book 15 minutes before starting to learn(Allington, McCuiston, & Billen, 2015). This program is implemented to increase students' reading interest so that students understand the content of the text they read.

1. The literacy program has the following objectives:
   "Literacy programs can also improve students' reading skills to improve comprehension. One of the supports for the implementation of literacy activities in schools is a library that acts as a library provider, namely classroom reading corners, reading areas, the creation of a literary environment and strategies to develop students' reading interest. The School Literacy Movement is committed to transforming schools into learning organizations that equip their citizens with lifelong literacy through community participation." (Disdik Team, 2016:2).

2. Added narration by the Director General of Education Team:
   "The School Literacy Movement is a participatory activity or activity involving school residents, academics, publishers, mass media, the community, and stakeholders under the coordination of the Director of Primary and Secondary School Principals, Ministry of Education and Culture. The School Literacy Movement is a community project with collaborative support from various element programs" (Tim Dirjen Dikdasmen, 2016: 7).

3. According to (Somadayo, 2011: 10) said that:
   "Comprehension reading is a process of meaning acquisition that actively involves the knowledge and experience that the reader already has and is linked to the content of the reading. Thus, there are three main things in reading comprehension, namely: (1) knowledge and experience that has been possessed about the topic; (2) linking knowledge and experience with the text to be read; and (3) the process of actively acquiring meaning in accordance with one's views."

4. According to (Dalman, 2014:87) Reading comprehension is a skill at the highest level. Reading comprehension is reading with understanding (reading to understand). Therefore, after reading the text, the reader is expected to be able to express the results of his reading comprehension by summarizing the content of the text using his own language and oral and written communication.

Fostering interest in reading through 15-minute reading activities (Ministry of Education and Culture no. 23 of 2015) This program aims to foster interest in reading and reading in the school environment(Wandasari, Kristiawan, & Arafat, 2019). The presence of recreational reading in school programs. Cultivating an interest in reading is very important for the development of school literacy skills (Anderson &; Katwol, 2011: 60). Therefore, schools should implement literacy programs to increase students' interest in reading and comprehension so that students not only read but also understand what they read(Tomas, Villaros, & Galman, 2021). In the implementation of literacy programs in schools, it can be seen from student learning that literacy programs in schools can be carried out in three stages, namely the residence stage, the developmental stage, and the learning stage. School literacy activities can be carried out effectively if all school residents are involved, such as teachers, principals, students, parents, and school committees(Septiani, Kristiawan, & Fitriani, 2020).

Based on an interview with Ibu Fajariyah, S.Pd as a teacher of MA AL-Hikmah Madura, it was found that:

"Some students have many problems improving reading comprehension because: (1) a student still has difficulty understanding some words due to low reading frequency; (2) Students have not understood the word relationships that determine their reading comprehension. Some students think that words simply have meanings that are not contextually relevant to their understanding; (3) students cannot read correctly about sound and accuracy. They do not know that reading is not only about receiving information but also about knowing how to read well; (4) Their vocabulary is limited, so they cannot interpret the text correctly."

In this study, two classrooms were used, namely one experimental class with a paired reading method and one control class with a teaching method(Rahmat, 2018). Pre-test and post-test are given for students' reading comprehension(Damanik & Herman, 2021). Both classes get the same material but different learning methods(Caesar, Uijlings, & Ferrari, 2018). With the help of researchers, the supervisor finally gave a test after two classes at the end of the teaching and learning process to determine the effect of using paired reading methods on students' comprehension of reading books and also knowing to improve. in students' reading comprehension. The main purpose of this study is to find out whether the use of the pair reading method can improve students' reading comprehension in book 4 for 15 minutes at MA Al-Hikmah Madura.Based on the background description above, the researcher is interested in conducting a study entitled "The effectiveness of paired reading methods in improving students' reading literacy comprehension for 15 minutes at MA AL-Hikmah Madura".

METHOD

The approach in this study is a quantitative approach, because this study shows the numbers. In his opinion (Arikunto 2006: 12) said that quantitative research is a research method that requires many numbers, ranging from data collection, data interpretation, and the nature of the results. Although the research design used is Matching Pre-test and Post-test Control Group Design, from the name alone it can be seen that the contents are the types of tests that are considered good because they meet the requirements, even other groups. not subject to trials and opportunities to gain perspective (Suharsimi, 2002: 78).

"In Matching pre-test and post-test Control Group Design, two classes are randomly selected and then given a pre-test to find out the first condition, whether there is a difference between the test class and class management" (Sugiyono, 2009: 113).

The experimental class was treated with the paired reading method, while the control class continued with the lecture method. After the treatment is completed, the test is given after two classes.

The type of research used is experimental research. Experimental research is intended to test a hypothesis. After treatment, the rate of change is measured and the hypothesis is accepted or rejected. This research was conducted at MA Al-Hikmah, Bluto District, Sumenep Regency. The location was chosen for this study because starting from the first study, researchers found problems related to low student achievement because students did not understand the content of the reading. The survey was conducted in the second half of the 2023/2024 academic year. Before starting the study, researchers start with observation to find problems related to the learning process. In this case, the researcher took the subject of grade X MA AlHikmah Madura students for the 2023/2024 academic year which has 2 classes, namely 18 students. Samples were taken in two classes, namely class X A as the control class and X B as the experimental class. After the data was collected, the data were analyzed using t-test statistics to see if there was an effect of paired reading method on improving 15-minute reading comprehension in grade X MA Al-Hikmah students before and after treatment.

RESULTS AND DISCUSSION

This research includes experimental research. The research data consisted of pre-test and post-test reading media given using the pair reading method. The study will be conducted on May 2-3, 2023. The treatment was carried out on Friday at 3-4 and Wednesday at 3-4 for class X A, Friday at 5-6 and Wednesday at 5-6 for class X B This study raised research variables, namely

text-free variables using the paired reading method, and the dependent variables were learning outcomes. Data on student learning outcomes are obtained from multiple-choice tests. In this study, researchers obtained data from the results of pre-test and post-test conducted in experimental classes and control classes. Pre-test is an active test on students before being given treatment, while post-test is done after students receive treatment. Both of these tests measure the effectiveness of learning programs. Before data collection, researchers test question instruments that will be used as pre-test and post-test questions. The test was conducted at MA Al-Hikmah Madura with a total of 8 students. Tests are carried out to determine the accuracy and reliability of the instrument.

Of the 10 test questions on the tool, 2 questions failed. The failed questions are 1 and 6 because r is calculated in the r table is less than the significance level of 5% and n 8 is 0.7067. From the calculations made, an r value of 0.979 was also obtained. So that it can be concluded that the test instrument is reliable for the highest learning outcomes and criteria. After the test was carried out and the results were known, then continued by taking the first result data using the pre-test in the control class and test class. Then treatment was given, namely the experimental class used the paired reading method while the control class used the lecture method. After the treatment of the two classes, post-tests were given to both classes. This is done to determine the final strength of students after treatment. The following information on class B A and X B students, response data can be seen in Table 1:

Table 1 Respondent Data of Class X Students A and B

No	Name	Gender	Class Group
1.	Dimas Aditia Fitra	P	Control
2.	Hamdani	P	Control
3.	Murdani	P	Control
4.	Nur Afifah Yulistia	L	Control
5.	Raihan Rinaldi	P	Control
6.	Nur Hasanah	L	Control
7.	Ramadina Department	L	Control
8.	Ubaidillah	P	Control
9.	Ach. Iswandi	P	Experiment
10.	Ahmat Dani	P	Experiment
11.	Enjelina Safaria	L	Experiment
12.	Ivan Effendi	P	Experiment
13.	Muhammad Alan Paradise	P	Experiment
14.	Muhammad Faily Irawan	P	Experiment
15.	Princess Intan Febrianti	L	Experiment
16.	Yoga Okta Ferdiansyah	P	Experiment
17.	Yoga Pradana	P	Experiment
18.	Hengki Jusanto	P	Experiment

Source: MA Al-Hikmah Administration Documentation

To provide a clearer picture of research data in groups based on experimental groups and control groups.

Control Class Learning Outcomes

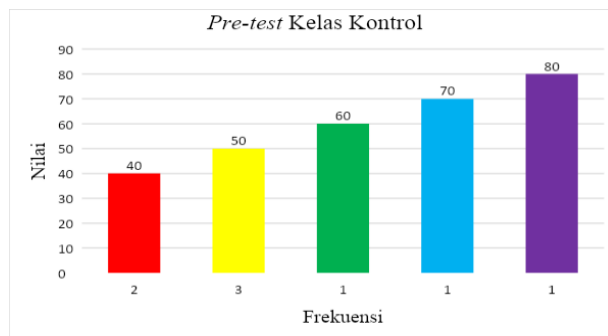**Table 2 Learning Outcomes of Control Class Before Treatment (*Pre-test*)**

Descriptives				Statistic	Std. Error
Kelas					
Hasil Belajar Siswa	PreTest_Kontrol	Mean		55.00	5.000
		95% Confidence Interval for Mean	Lower Bound	43.18	
			Upper Bound	66.82	
		5% Trimmed Mean		54.44	
		Median		50.00	
		Variance		200.000	
		Std. Deviation		14.142	
		Minimum		40	
		Maximum		80	
		Range		40	
		Interquartile Range		25	
		Skewness		0.808	0.752
		Kurtosis		-0.229	1.481

The calculation results with SPSS 26.0 based on data before treatment (pre-test) in the control class with a valid sample size of 8, average score = 55, median value = 50, standard deviation = 14.142, minimum value = 40 and maximum value = 80 The frequency distribution of pretest values in the control class can be seen from the following table:

Table 3 *Control Class* Pre-Test Frequency Distribution

No	Value	Frequency	Relative Frequency
1	40	2	25%
2	50	3	37.5%
3	60	1	12.5%
4	70	1	12.5%
5	80	1	12.5%
Sum		8	100%

Based on the pre-test frequency distribution table   , the control class can be described in the histogram below:

Figure 1 Frequency Distribution of Learning Outcomes of Control Class Students Before Treatment (*Pre-Test*)

Based on the table and histogram above, the *pre-test frequency* of the control class mostly scored 50 as many as three students (37.5%), then there were 40 scores as many as two students (25%), and followed by scores of 60, 70 and 80 as many as one student (12.5%).

Table 4 Post-Test Control Class Learning Outcomes

Descriptives				Statistic	Std. Error
Hasil Belajar Siswa	PostTest_Kontrol	Mean		56.25	3.750
		95% Confidence Interval for Mean	Lower Bound	47.38	
			Upper Bound	65.12	
		5% Trimmed Mean		56.39	
		Median		55.00	
		Variance		112.500	
		Std. Deviation		10.607	
		Minimum		40	
		Maximum		70	
		Range		30	
		Interquartile Range		18	
		Skewness		0.045	0.752
		Kurtosis		-0.940	1.481

Statistical results with SPSS 26.0 based on data after being given treatment (post-test) in a control class with a valid sample number of 8, average score = 56.25 increased from the average pre-test score of 1.25, then the middle. value = 55, standard deviation = 10.607, minimum value = 40 and maximum value = 70. The frequency distribution of control class postes values can be seen from the following table:

Table 5 Control *Class* Post-Test Frequency Distribution

No	Value	Frequency	Relative Frequency
1	40	1	12.5%
2	50	3	37.5%
3	60	2	25%
4	70	2	25%
Sum		8	100%

Based on the post-test frequency distribution table   *the* control class can be illustrated in the histogram below:
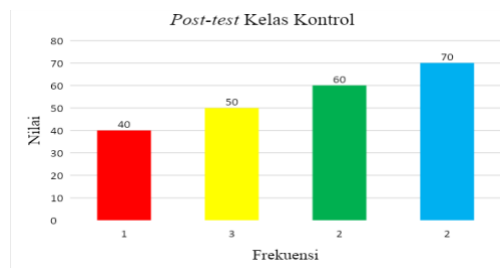
Figure 2 Frequency Distribution of Learning Outcomes of Post-Treatment Control Class Students (*Post-Test*)

Based on the table and histogram above, the *post-test frequency* of the control class mostly scored 50 as many as three students (37.5%), then there were 60 and 70 scores as many as two students (25%), and followed by 40 scores as many as one student (12.5%)

Learning Outcomes of Experimental Classes

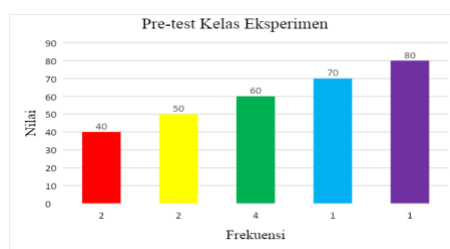**Table 6 Learning Outcomes of Experimental Class Before Treatment (*Pre-test*)**

Descriptive				Statistic	Std. Error
Kelas					
Hasil Belajar Siswa	PreTest_Eksperimen	Mean		57.00	3.958
		95% Confidence Interval for Mean	Lower Bound	48.05	
			Upper Bound	65.95	
		5% Trimmed Mean		56.67	
		Median		60.00	
		Variance		156.667	
		Std. Deviation		12.517	
		Minimum		40	
		Maximum		80	
		Range		40	
		Interquartile Range		15	
		Skewness		0.280	0.687
		Kurtosis		-0.066	1.334

Results of calculations with SPSS 26.0 on data before treatment (*pre-test*) in experimental classes with a valid number of samples 10, average score = 57, middle value = 60, standard deviation = 12.517, minimum value = 40 and maximum value = 80. The frequency distribution of experimental classes can be seen from the following table:

Table 7 Frequency Distribution of *Experimental Class* Pre-Test

No	Value	Frequency	Relative Frequency
1	40	2	20%
2	50	2	20%
3	60	4	40%
4	70	1	10%
5	80	1	10%
Sum		8	100%

Based on the experimental class pre-test frequency distribution table can be illustrated in the histogram below:

Figure 3 Frequency Distribution of Learning Outcomes of Experimental Class Students Before Treatment (*Pre-Test*)

Based on the table and histogram above, the *pre-test* frequency of the experimental class mostly scored 60 as many as 4 students (40%), then there were 40 and 50 scores as many as 2 students (20%), and followed by 70 and 80 scores as many as 2 students (10%)

Table 8 Learning Outcomes of Post-Test Experimental Class

Descriptive				Statistic	Std. Error
Kelas					
Hasil Belajar Siswa	PostTest_Eksperime n	Mean		81.00	3.786
		95% Confidenc e Interval for Mean	Lower Bound	72.44	
			Upper Bound	89.56	
		5% Trimmed Mean		81.11	
		Median		80.00	
		Variance		143.333	
		Std. Deviation		11.972	
		Minimum		60	
		Maximum		100	
		Range		40	
		Interquartile Range		20	
		Skewness		-0.233	0.687
		Kurtosis		-0.369	1.334

Results of calculations with SPSS 26.0 on post-treatment data in experimental classes with a valid number of samples 10, average score = 81, middle value = 80, standard deviation = 11.972, minimum value = 60 and maximum value = 100. The frequency distribution of experimental classes can be seen from the following table:

Tabel 9 Distribusi Frekuensi *Post-Test* Kelas Eksperimen

No	Nilai	Frekuensi	Frekuensi Relatif
1	60	1	10%
2	70	2	20%
3	80	3	30%
4	90	3	30%
5	100	1	10%
Jumlah		8	100%

Berdasarkan tabel distribusi frekuensi *post-test* kelas eksperimen dapat digambarkan dalam histogram dibawah ini:
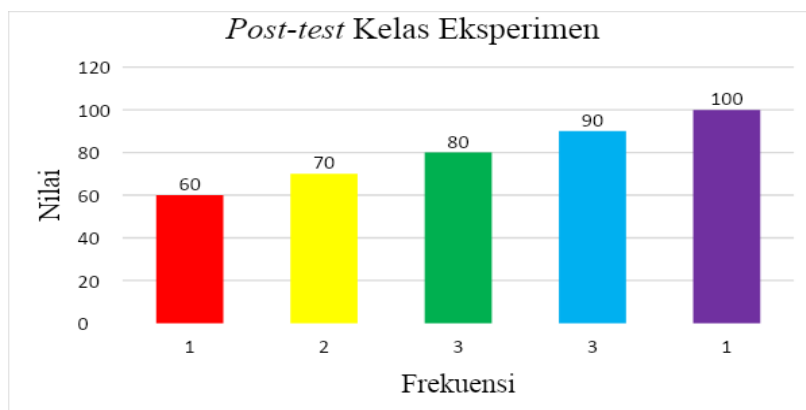
Figure 4 Frequency Distribution of Learning Outcomes of Experimental Class Students Before Treatment (*Post-Test*)

Analysis Prerequisite Testing

Testing of analysis prerequisites is carried out before performing data analysis. The prerequisites used in this study are normality test and homogeneity test. The results of the analysis prerequisite test are presented as follows:

Normality Test

The normality test is used to test whether the two-sided test sample is normally distributed or not. A good paired test model is the normal distribution and the approximate normal distribution. A distribution is considered normal if the significance level > 0.05, but if the significance level < 0.05, the distribution is considered skewed. The following data from the Kolmogorov-Smirnov Sample test are listed in table 4. In this study, normal tests were analyzed using SPSS 26.0, obtained the following statistical results:

Table 10 Normality Test Summary

Kelas		Tests of Normality						Kesimpulan
		Kolmogorov-Smirnov			Shapiro-Wilk			
		Statistic	df	Sig.	Statistic	df	Sig.	
Hasil Belajar Siswa	PreTest_Kontrol	0.263	8	0.109	0.897	8	0.273	Normal
	PostTest_Kontrol	0.222	8	0.200 *	0.912	8	0.366	Normal
	PreTest_Eksperimen	0.205	10	0.200 *	0.929	10	0.436	Normal
	PostTest_Eksperimen	0.174	10	0.200 *	0.952	10	0.691	Normal

From the above results in the *kolmogorov-smirnov* column and it can be seen that the significance value is 0.05, for the control class the pre-test value is 0.109, for the post-test value is 0.200, for the experimental class the pre-test value is 0.200*, and* for *the post-test* value is 0.200. Since the significance for all variables is greater than 0.05, it can be concluded that the data on the variables are normally distributed.

Homogeneity Test

The homogeneity test is used to find out whether two variables have the same variance or not. If the variants of two variables are the same then the group is said to be the same. If consistency is achieved, researchers can do the following. To conduct data analysis, researchers use the SPSS program. The interpretation of the interpretation test can be seen with high scores. If the significant value > 0.05 then the data can be said to be consistent. Appropriate test tables for pre and post tests can be found in Tables 10 and 11.

Table 11 Pre-test Homogeneity Test Summary

	Test of Homogeneity of Variance					Keterangan
		Levene Statistic	df1	df2	Sig.	
Hasil Belajar Siswa Pre-test	Based on Mean	0.221	1	16	0.645	Homogen
	Based on Median	0.048	1	16	0.830	
	Based on Median and with adjusted df	0.048	1	15.382	0.830	
	Based on trimmed mean	0.166	1	16	0.689	

Table 12 Post-test Homogeneity Test Summary

Test of Homogeneity of Variance						Keterangan
		Levene Statistic	df1	df2	Sig.	
Hasil Belajar Siswa *Post-test*	Based on Mean	0.023	1	16	0.881	Homogen
	Based on Median	0.007	1	16	0.936	
	Based on Median and with adjusteddf	0.007	1	14.480	0.937	
	Based on trimmed mean	0.026	1	16	0.874	

The results of the homogeneity test of the research variables are known to have *a significant pre-test value of 0.645 and a significant* post-test value of 0.881. From the results of the calculation of significant prices*, pre-test and* post-test *data greater than 0.05* (sig > 0.05), it can be concluded that the data in this study has homogeneous variance.

Hypothesis Testing

The purpose of this study was to determine the differences in paired reading methods and lecture methods in improving the learning outcomes of grade X A and X B MA Al-Hikmah Madura students. The analysis used is a t test with the help of SPSS for windows version 26.00 which can explain the following information:

Control Class *Pre-test and* Post-test *t test*

The control class pre-test *and* post-test *t tests* aim to determine whether there is an increase in scores. The conclusion of the study was stated to be significant if t $_{calculated}$ > t $_{table}$ at a significance level of 5% and a p value of < 0.05. The summary of the control class pre-test *and* post-test *t tests is shown in the following table:*

Table 13 Summary of Pre-test Paired t Test Results *with* Control Class *Post-test*

Class	Average	t count	t table	P
Control Class Pre-test	55	0,243	0,6664	0,815
Post-test Control Class	56,25			

Based on the table above, the mean value of the control class pretest is 55 and the mean value of the posttest is 56.25, an increase of 1.25. It was also obtained that t count > t table at a significance level of 5% (0.243 > 0.6664) and a significance value of more than 0.05 (p = 0.815 > 0.05) which means that it can be concluded that there is no significant improvement from the calculation of managing learning outcomes in the classroom.

Pre-test *t test and* Post Test *Experimental Class*

The experimental class pre-test *and* post-test *t test* aims to determine whether there is an increase in score. The conclusion of the study was stated to be significant if t $_{count}$ > t $_{table}$ at a significance level of 5% and p value < 0.05. The summary of *the experimental class pre-test* and *post-test* t tests is shown in the following table:

Table 14 Summary of Pre-test Paired t Test Results with *Experimental Class* Post-test

Class	Average	t count	t table	P

Experimental Class Pre-test	57			
Post-test Experimental Class	81	14,694	0,6021	0,000

Based on the results of the t test, it is known that the average pre-test of 57 before the post-test increased to 81, bringing the increase to 24. Furthermore, the t test obtained a t value of 14.694 with a significance of 0.000. The tt value of the table at 9 db with a significance level of 5% is 0.6021. Then the number t > t table (14.694 > 0.6021) and the significance value is smaller than 0.05 (p = 0.000 < 0.05). From the data above, it can be concluded that there is a significant increase of 24 or more in student learning outcomes scores in the test class.

Control Class Post Test t Test and *Experimental Class* Post Test

Independent sample analysis of t-test posttest and control class posttest aims to determine whether there is a significant difference in the posttest value of the control class and the test class. The conclusion of the study is meaningful if t > t table is calculated at a significance level of 5% and p value < 0.05. A summary of the test results of experimental and control class t postes is shown in the following table:

Table 15 Summary of Control *Class and Experimental Class* Post-test t Test Results

Class	Average	t count	t table	P
Control Class	56,25			
Experimental Class	81	4,579	0,4683	0,000

The summary results of the t-test are known to have an average learning outcome of the control class of 56.25 and an average learning outcome of the experimental class of 81, so it can be concluded that the average learning outcome of the test class. This is 24.75 more than the ruling class. From the table it is known that the value of t is 4.579 with a significance of 0.000. Obtained t table of 16 db at a significance level of 5% which is 0.4683. Then the number t > t table (4.579 > 0.4683) and the significance value is smaller than 0.05 (p = 0.000 < 0.05). It can be concluded that there are significant differences in student learning outcomes in the control class and experimental class.

Control and Experimental Class Score Increase t Test

The t-test of increasing experimental and control class scores aims to determine whether the increase in experimental and control class scores has a different influence on the learning outcomes of social studies class students. The conclusion of the study is considered significant if it is significant if there is a t count > t table at a significance level of 5% and a p value < 0.05. The following is a summary of the t-test increase in the score of the control class and the test class.

Table 16 Summary of Test Results t increase Control Class and Experimental Class

Class	Average	t count	t table	P
Control Class	1,25			
Experimental Class	24	2,782	0,4683	0,009

Based on the statistical results of independent sample t-test, it is known that the average increase in the control group was 1.25 while the increase in experimental class was 24 to determine the increase in learning outcomes. The experimental class is 22.75 more than the control class. It is known that the calculated t value is 2.782 with a significance of 0.009. The 16 db table t value is 0.4683. So it can be concluded that t count > t table (2.782 > 0.4683) and the

significance value is smaller than 0.05 (p = 0.009 < 0.05), so it can be said that there is a significant difference in the increase in the number of studies. Significant results in both the control group and the experimental group.

Learning Class X A MA Al-Hikmah Madura Using the Lecture Method

Based on the results of the t-test, it is known that the average pre-test after the post-test is 56.25 with an increase of 1.25. In addition, based on testing, it is known that the t value is 0.243 with a significance of 0.05. The table t value with a significance level of 5% is 0.6664. Then the numbers t > t table (0.243 > 0.6664) and the significance value is smaller than 0.05 (p = 0.815 > 0.05). From the description above, it can be concluded that there was no significant increase in the learning outcomes score of the control class.

The lecture method is one of the teaching methods used in the classroom. The method of presentation in the classroom is carried out by the teacher who provides an explanation or presentation of information orally to students, students listen and write down the information given by the teacher. The lecture method is usually done in a short time and uses presentation media such as presentation slides and whiteboards. In the lecture method, the teacher has a very important role as a guide and facilitator for students to understand the information presented. Therefore, teachers must ensure that the information presented is appropriate to the student's level of understanding, and strive to maintain students' attention and attention throughout the lesson.

In the pre-test test in class X A given on the first day, there is a flow for giving pre-test tests to students, namely:

1. ntroduction: The teacher introduces and provides an explanation of the purpose of the pre-test, which is to measure students' understanding of literacy reading.
2. Instruction: The teacher gives instructions on literacy for 15 minutes and provides sample questions based on literacy readings.
3. Literacy reading: The teacher gives literacy reading to students and gives 15 minutes to read it.
4. Question giving: After literacy is complete, the teacher gives the question sheet to the students and gives 10 minutes to do it.
5. Result collection: After the 10 minutes are up, the teacher asks the students to return the completed question sheet.
6. Examination: The teacher examines and grades student question sheets to gauge students' understanding of literacy readings and obtain information about students' weaknesses and strengths.
7. Analysis: The teacher conducts an analysis of the pre-test results to determine the level of student understanding of literacy reading. Pretest results can also assist teachers in assessing the effectiveness of the teaching methods used and obtaining feedback for further development.

In the post-test test in class X A on the second day, the flow run for the post-test is the same as the flow that has been run on the first day. The results of the pre-test and post-test tests in class X A are examined on student answer sheets and then will be analyzed for comparison with the results of the pre-test and post-test tests in class X B which are used to assess how effective the paired reading method used in this study is.

Learning Class X B MA Al-Hikmah Madura Using the Paired Reading Method

Based on the results of the t test, it is known that the average before the test was 57, after the post test was 81, increasing to 24. Furthermore, based on the t test, a calculated t value of 14.694 was obtained. The values of t table and df 9 at the 5% significance level are 0.6021. So that t calculate > t table (14.694 > 0.6021) and the significance value is smaller than 0.05 (0.000 < 0.05) so that it can be said that there is a significant increase in the number of student learning outcomes in the test class or given a double reading method.

The paired reading method is a method in which two readers, usually a student who is better able to read and a student who needs more reading help, take turns reading the text. Students who are better able to read read the first part of the text, then students who need help reading the same passage with guidance from more experienced students. After that, students

who need help reading the next part on their own, and students who are better able to read are given guidance as needed.

In the pre-test test in class X B given on the first day, there is a flow for giving pre-test tests to students, namely:

1. Introduction: The teacher introduces and provides an explanation of the purpose of the pre-test, which is to measure students' understanding of literacy reading.
2. Instruction: The teacher gives instructions on literacy for 15 minutes and provides sample questions based on literacy readings.
3. Literacy reading: The teacher gives literacy reading to students and gives 15 minutes to read it.
4. Question giving: After literacy is complete, the teacher gives the question sheet to the students and gives 10 minutes to do it.
5. Result collection: After the 10 minutes are up, the teacher asks the students to return the completed question sheet.
6. Examination: The teacher examines and grades student question sheets to gauge students' understanding of literacy readings and obtain information about students' weaknesses and strengths.
7. Analysis: The teacher conducts an analysis of the pre-test results to determine the level of student understanding of literacy reading. Pretest results can also assist teachers in assessing the effectiveness of the teaching methods used and obtaining feedback for further development.

In the post-test test in class X B given on the second day, there is a flow for giving post-test tests to students, namely:

1. Introduction: The teacher introduces the post-test test to students and provides an explanation of the purpose of the post-test, which is to measure students' understanding of literacy reading and test the effectiveness of the paired reading method.
2. Instruction: The teacher gives instructions on how to take the post-test and provides sample questions based on literacy readings.
3. Literacy reading: The teacher gives literacy reading to students and gives 15 minutes to read it.
4. Pairing: The teacher pairs students in groups of two. Each pair is accompanied by students who are better at reading.
5. Application of paired reading method: Students read the reading alternately and discuss the content of the reading for 15 minutes accompanied by a partner and students who are better at reading.
6. Supervision: Teachers supervise students during paired reading activities to ensure cheating does not occur and students follow the method correctly.
7. Question giving: After finishing with the paired reading activity, the teacher gives the question sheet to the students and gives 10 minutes to do it.
8. Result collection: After the 10 minutes are up, the teacher asks the students to return the completed question sheet.
9. Examination: The teacher examines and grades student question sheets to gauge students' understanding of literacy readings and obtain information about students' weaknesses and strengths.
10. Analysis: The teacher conducts an analysis of the post-test results to determine the level of student understanding of reading literacy and the effectiveness of the paired reading method. Post-test results can also assist teachers in assessing the effectiveness of the teaching methods used and obtaining feedback for further development

Learning Differences between Class X A and Class X B MA Al-Hikmah Madura

Based on the t-test, it is known that the average learning outcome of the control class is 56.25, the average learning outcome of the experimental class is 81, so it can be concluded that the average learning outcome of the test class. which is 54.75 more than the control class. From the table it is known that the value of t is 4.579 with a significance of 0.000. Obtained t table of 16 db at a significance level of 5% which is 0.4683. Then the numbers t > t table (4.579 >

0.4683) and the significance value is smaller than 0.05 (p = 0.000 < 0.05). It can be concluded that there are significant differences in student learning outcomes in the control class and experimental class.

Hypothesis testing by calculating the independent sample t-test showed an average increase in the control group of 1.25 while the increase in the experimental class by 24 to determine the increase in experimental class learning outcomes score of 22.75 was higher than the control class. It is known that the calculated t value is 2.782 with a significance of 0.009. The 16 db table t value is 0.4683. So it can be concluded that t table > t count (2.782 > 0.4683) and the significance value is smaller than 0.05 (p = 0.009 < 0.05), so it can be said that there is a significant difference in the increase in the threshold of learning. Significant results in both the control group and the experimental group.

Based on the analysis above, it is known that there is a significant difference between normal learning and paired reading methods to improve student learning outcomes at MA Al-Hikmah Madura which makes paired reading methods increase and increases normal learning is that paired reading methods make students learn more. Although the material is the same, in the pair reading method students can explore reading with their peers, where students are trained to find and find problems that are happening. In terms of learning methods where students follow the teacher's explanation, students are less active in learning.

CONCLUSION

From this study, the statistical results of independent sample t-test showed an average increase in the control group of 1.25 while the increase in experimental class by 24 resulted in an increase in test scores. 22.75 classrooms had more learning outcomes compared to control classes. It is known that the calculated t value is 2.782 with a significance of 0.009. The 16 db table t value is 0.4683. So it can be concluded that t table > t count (2.782 > 0.4683) and the significance value is smaller than 0.05 (p = 0.009 < 0.05), so it can be said that there is a significant difference in the increase in the threshold of learning. Significant results in both the control group and the experimental group. It can be seen that there is a significant difference between normal learning and the double reading method to improve student learning outcomes in the MA Al-Hikmah Madura course.

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