

Enhancing English Reading Comprehension in Secondary School Students through Pair Check Technique: Insights into Effective Teaching Strategies

Herman Herman¹, Rohdearni Wati Sipayung², Indah Sari³, Mukhammadkhon Soliev⁴, Fifi Yanti Sidabalok¹, Nguyen Thi Hai⁵, Magdalena Ngongo⁶ & Natalina Purba⁷

¹ Department of English Education, Universitas HKBP Nommensen Pematangsiantar, Indonesia

² Department of English Education, Universitas Simalungun, Indonesia

³ Department of Electrical Engineering, Universitas Pembangunan Panca Budi, Indonesia

⁴ Managing Director of Innovative Centre, Uzbekistan

⁵ The Vietnam National Institute of Educational Sciences, Vietnam

⁶ Department of English Education, Universitas Kristen Artha Wacana, Indonesia

⁷ Department of Elementary School Teacher Education, Universitas HKBP Nommensen Pematangsiantar, Indonesia

Correspondence: Rohdearni Wati Sipayung, Department of English Education, Universitas Simalungun, Indonesia.

Received: December 12, 2024

Accepted: May 9, 2025

Online Published: June 23, 2025

doi:10.5430/wjel.v15n7p370

URL: <https://doi.org/10.5430/wjel.v15n7p370>

Abstract

This research was carried out to investigate the use of Pair Check technique on improving students' reading comprehension on narrative text at grade X of SMKS 1 Tamansiswa. The research methodology used in this research was a quantitative method. The population of this research was grade X of SMKS 1 Tamansiswa in the academic year 2024/2025. The researcher took two classes as the sample. The samples were X-MPLB 1 as experimental group consisted of 25 students and X-MPLB 2 as control group consisted of 25 students. The experimental group was taught by Pair Check technique meanwhile control group was taught by Conventional technique. The data were obtained by using pre-test and post-test given to both groups. The experimental class' mean score on the pre-test was 66,4 and the mean score of control class was 58. On the other hand, the mean of variable in experimental class on post-test was 80,4, while the mean score of control class on post-test was 68. To acquire data, the researcher used test as instrument. The result of t-test was 3,536 which was higher than t-table at 5% of level significance (1,6772). The result of significance value indicates that alternative hypothesis (H_a) was accepted, while the null hypothesis (H_o) was rejected. It meant that there was significant effect by using Pair Check technique at grade X of SMKS Tamansiswa in reading comprehension narrative text. In short, the Pair Check technique enhances students' critical thinking skills by encouraging them to analyze and discuss texts collaboratively. This method promotes active engagement with the material, allowing learners to clarify misunderstandings and reinforce their comprehension through peer interaction. Additionally, Pair Check fosters a supportive learning environment where students can build confidence in their reading abilities and develop effective communication skills.

Keywords: pair check, English reading comprehension, teaching strategy, secondary education, narrative texts

1. Introduction

Language serves as a means for conveying messages to others in every aspect of our lives. According to Halidu & Etango (2021), language can be a communication tool that allows people to communicate their thoughts, sentiments, and desires to others. Language can be a complex and important framework for human life. Language has different capacities and is used for different purposes, such as communicating, communicating oneself, building social connections, and understanding the world around each other. Without dialect we would find it difficult to communicate with each other (Sinaga et al., 2025). In line with Kretzschmar (2015), language can be a complex framework used by people to communicate, express themselves, build social connections, and get it in the world around them (Silalahi et al., 2022). So, language and communication have a very close and forbidden relationship. That sentence indicates that language is the primary instrument utilized by individuals for communication, and communication significantly contributes to the development of language (Herman et al., 2023).

Numerous languages exist globally, with English serving as a medium for universal communication. House (2018) also defined English is a worldwide language utilized in different settings, such as commerce, legislative issues, instruction, science, and technology (Purba et al., 2024). English permits individuals from diverse nations and societies to communicate successfully (Cahyani et al., 2025). English capability permits one to get to quality instruction overseas, get way better occupations, and build up commerce participation with universal accomplices (van Thao et al., 2021; Widodo et al., 2024). English is the essential language of instruction in numerous instructional teaching around the world. It is used to think about different disciplines, such as science, mathematics, history and writing.

In Indonesia itself, English is a foreign language that must be learned in schools and colleges. Language learners must acquire four fundamental skills in English: speaking, writing, listening, and reading. Speaking, composing, listening, and reading are fundamental components of dialectical language instruction (Herman et al., 2020). According to Kusrini & Amalia (2021), mastering these four basic skills is important for mastering English (Girsang et al., 2025). Reading is considered an important skill to enrich knowledge, especially for those who learn English as a foreign language. Shimray, Keerti, & Ramaiah (2015) state that reading acts like a library and is the most common way to obtain information, making it the most important skill.

The most goal of reading is to help people in coordinating data towards their goals and keeping up their center. Understudies must get a handle on the concept of reading comprehension to completely understand what they are using. The process of constructing meaning by the integration of a variety of complicated forms, such as word searching, familiarity, and prior information, is referred to as reading comprehension. Without comprehension, reading gets to be simply a mechanical work out of articulating words successively from cleared out to right without understanding their meaning.

Learning how to comprehend what you read is not a simple task. Fiscarina (2018) states that the following is true: most high school graduates only knew an average of 1000 words, which is too few words for reading. This implies that understudies are still befuddled and have trouble in translating and understanding the content. Understudies in some cases have trouble recollecting the substance of content. This implies that understudies have trouble reacting to the content. In this manner, they don't learn and get data well. In common, understanding what you read is the foremost fundamental reason for perusing. It underpins and builds on all the other reasons to examined. It's really more complicated than most individuals think. To overcome this issue, instructors ought to make the educating and learning prepare.

As a result of the researcher's participation in the internship program at SMKS-1 Tamansiswa Pematangsiantar, the researcher discovered that students struggle with reading comprehension, particularly when it comes to reading narrative texts. The researcher observed the school while participating in the internship program conducted from 10 October 2023 to 13 January 2024. Through these observations, the researcher found that students have some difficulties in understanding when asked to read narrative texts. There were some issues that made it difficult for students to read narrative texts. Firstly, lack of English vocabulary is one of the issues that make it difficult for students to understand what they read. Students who have a sufficient English vocabulary find reading a text enjoyable and interesting. The second issue is that pupils have a hard time gleaning information straight from the text. Find the primary idea and the facts that support it, arrange the events in chronological order, and provide answers to memory queries that are implicit in the general structure of the text, particularly narrative texts. The last problem was that the teaching methods used by teachers do not hone students' reading comprehension. Students are only able to read the material in smaller chunks since the methods that are being utilized only permit them to do so. As a consequence, students concentrate on reading only their own sections of the text, and their reading comprehension does not increase. in regard to the contents of the text. Therefore, students focus only on reading the text, not on the content of the text, and they are less motivated to actively participate in class activities.

Therefore, more interesting learning materials need to be introduced to increase students' enthusiasm. This is also reflected in the results of many students who still do not meet the minimum competency standards (KKM) and many who have not yet completed their studies.

Table 1. Students' Scores on Reading Comprehension of Narrative Text

No	Students' initial names	Score
1	AF	80
2	SR	80
3	CP	80
4	GC	80
5	HH	80
6	NHD	80
7	FA	78
8	IS	78
9	RA	75
10	IH	75
11	AS	70
12	GP	60
13	ZO	60
14	AA	60
15	PM	65
16	RN	65
17	NH	65
18	LF	65
19	GA	60
20	RNP	60

No	Students' initial names	Score
21	SO	55
22	IS	55
23	SDN	50
24	FA	45
25	RJ	45
TOTAL		1666
MEAN		67

In accordance with the table that was presented earlier, the researcher conducted observations on students by administering a reading comprehension test to a total of 25 students. It found out that the students in that class had an average score of 66, while the score that was considered to be the Standard of Minimum Competence (KKM) was 70. In understanding narrative texts, students must have good intentions and motivational drives and high reading skills, so that they can easily understand what they read. Helping students improve their ability to read narrative texts is not easy, but it must be balanced with good reading skills. Therefore, teachers must equip them in effective ways

To solve the above problems, teachers can use pointing as one of the strategies when teaching reading the content of a story. For students to be interested in reading narrative texts, it is necessary to present them with an acceptable method that can be paired with other methods. In order to meet the needs of the pupils, research suggests paired testing as an alternative method for teaching reading comprehension, especially reading comprehension of narrative texts.

One of the techniques to enhance students' curiosity in reading is to use the set check method. The Pair check method is very helpful in learning rigorous reading comprehension, which is the reading level. It was Spencer Kagan in 1993 who brought the paired testing method, which is a paired group learning method, to widespread popularity. This technique is an application of cooperative learning, which requires students' interdependence and problem-solving abilities (Prastiwi & Listyani, 2019; Ovavia et al., 2022; Resmi et al., 2023). This technique can also promote students' critical thinking (Misa et al., 2023). The reason why analysts chose set checking is because this procedure focuses on comprehension and communication. It is believed that using the set checking method, reading comprehension account content is created by speaking in a set.

Researchers who found that the pair check technique effectiveness to students' reading comprehension. This research published in 2019, is entitled "Technique For Using Pairs Check In Teaching Reading Comprehension of Narrative Texts In Junior High School Students" by Ningsih & Rosa (2019). The purpose of this study was to describe how the Pairs Check method can be utilized in the classroom to teach reading comprehension in narrative texts to junior high school students. Based on the author's involvement in educating English, numerous understudies have trouble in perusing, particularly perusing account writings. Instructors can utilize the Match Check strategy to instruct perusing comprehension within the educating and learning handle. This technique was connected to assist understudies illuminate issues in perusing. This procedure permits understudies to share thoughts, conclusions, and check their understanding with each other with their dialog accomplices. By applying the Sets Check Technique in perusing account writings, instructors can accomplish the objective of instructing account writings to junior tall school understudies. In other words, this technique can offer assistance instructors in educating perusing account writings to understudies. There are a few similitudes between this investigate and past investigate, specifically that they both utilize the combine check procedure and center on account writings. There are contrasts between this inquire about and past inquire about, counting contrasts in subject, populace and test. This research focuses on first year students of SMKS-1 Tamansiswa Pematangsiantar.

2. Literature Review

2.1 Importance of Reading Comprehension in Education

Reading, a basic gateway to learning, has assumed an important place in the educational framework just as food and water are vital for the existence of life itself. The quality of reading, like the quality of thinking, determines the quality of learning. Reading, a complex activity, involves the mastery of varied skills, and further, involves the ability to comprehend the material that is read. The skill of reading well relates to both comprehension and speed. Comprehension is the key, the most important ingredient of all reading activity. It refers simply to the understanding of what has been read (Smith et al., 2021). A person, who has studied effectively and obtained information through reading but does not understand the material, would not be said to have read successfully. Successful reading is thus more than mentioning words for the sake of moving the eyes. Understanding the material read is perhaps the most important of reading skills. Examination, discussion, composition, and other activities focus attention on it. Likewise, the success of students' academic career depends to a great extent upon the proficiency with which they read. Reading is thus not only important for the mind but also for the success of students. English, being a global and technical language today, problems of reading and understanding are greater to those who study through it as a second language and in such a situation, affective teaching strategies are desirable. Schools all over the world deal with content which has to be communicated through English to students who mostly do not correspond to this facility and hence their understanding becomes a subject-matter. Further, reading comprehension is an important factor in secondary education, in the understanding of content area subject matter courses in the curriculum. Many students struggle with reading comprehension and cannot understand the text material in the secondary classroom. Because of the frustration, many abandon the effort to read and consequently do

not succeed in school. Successful reading is the ability to comprehend and remember the material read. In many schools these skills are not taught beyond the secondary grade levels, or to students who are not natural readers, and as a result, these students do not succeed in school. These skills must be consciously taught or learned, and can significantly impact the success of secondary students. A student who understands text material is able to master academic content and in thinking of higher order. It is therefore imperative that these skills be mastered by all students. In the content area classroom, many students who are de-motivated to read are often unable to compete with other students in the application of skills, hence looking for ways to avoid the confrontations. Such situations result from passive development who do not see the usefulness of interaction as an enlightening experience. Somehow, all teachers can expect at times unanticipated if not unpleasant consequences flowing from interaction. In English reading, the academic course for all students who aspire to become residents in English medium educational institutions, but who till now have been studying in their mother-tongue medium schools, are especially lacking in reading and comprehension facilities. Therefore, the present study is an attempt to probe into effective teaching strategies in order to develop English reading comprehension skills of secondary students, and thereby enhancing global access to education, irrespective of the mediative (Bygstad et al., 2022).

2.2 Pair Check Technique

In the technological era, reading plays an important role in daily life. Reading is the sun of education, a nation that does not read will never progress. Many aspects should be considered in supporting students' reading ability, such as vocabulary, cultural and background knowledge, inference, and fluent reading. However, most of the obstacles that were faced, students had difficulties in determining main ideas and supporting details text. According to Wirawan et al. (2014), they stated that the Think Pair Share technique was helpful in enhancing students' comprehension of reading (Samiei and Ebadi, 2021). Reading comprehension is a literacy skill that includes a process of simultaneous and rapid integration of information between short term memory in Vrkstfel model. In a new text schema that is activated in long term memory. Many educators and policy makers believe that students' failure to read is caused by passive teaching on the part of the teacher. Cross-discipline collaboration from linguists and psychologists, many steps can be taken by the teacher in improving the quality of students' reading skill, one of them is to improve the reading comprehension of students through reading. Assisted by the implementation of the Pair Check technique in reading, it is hoped that it can improve students' reading comprehension, particularly in determining the main idea and supporting details text (Ceyhan and Yıldız, 2021).

Pair Check is a novel and effective approach for teachers to enhance students reading comprehension. Pair Check is an instructional strategy in which students work collaboratively in pairs to read about a particular text. Then they present those text in pairs to elaborate on what they understand and share their insights for good comprehension with the whole class or for further exploration with each other (Chen et al., 2022). The benefits of Pair Check are more diverse explanations of the text material, different views and perspectives on the meaning of the text, higher quality of answers to the text material raised, and a deeper understanding of the text comprehension. Pair Check can also empower students more in increasing their confidence and ability. Pair Check is more receptive to diversity in the classroom, which encourages all students to have the same opportunities to learn. Pair Check is linked to active learning strategies. Students do more than just read, listen and take notes when they are involved in legal strategies. They have value in being openly engaged in solving problems related to text and text materials, or in discussing and synthesizing them. This means that the student must do something with the text content or do something in response to the content. Examples of active learning include paraphrasing the text, raising and questioning, helping others in understanding the material, and summarizing the text (Xu et al., 2023).

3. Method

3.1 Research Design

The investigate strategy of this inquire about is the quantitative strategy employing a quasi-experimental investigate plan. Creswell (2018:41) state that a quantitative strategy is one in which the inquire about initially employments postpositive claims to move forward information utilizing examination methodologies such as test and overviews and collecting information on a foreordained instrument that produces measurable information. Quantitative research can be classified as either experimental or non-experimental (Ary, 2010). Due to the fact that it selects the think almost of inward authenticity, which is the capability to arrive at significant findings regarding the influence of test treatment on the subordinate variable, the arrangement is of the utmost importance. According to this interpretation, the test arrangement is the examination arrangement that is utilized to determine the influence of one variable on another. In addition to that, the examiner administered two exams, specifically a pre-test and a post-test, to both groups of students in order to collect data and determine the students' level of performance.

Table 2. Research design

Group	Pre-Test	Treatment	Post-Test
Expremental	F1	X	F2
Control	F1	Y	F2

3.2 Population and Sample

3.2.1 Population

In accordance with Lumbangaol, Silalahi & Herman (2024), the term "population" refers to something that is associated with the full group of individuals, events, or things that are the focus of research attention. For the purposes of this study, the students of SMKS-1 Tamansiswa Pematangsiantar who are enrolled in class X are the primary concern of the researchers. The population of this study is

comprised of all of the students that are enrolled in class X at SMKS-1 Tamansiswa Pematangsiantar for the academic year 2024/2025. There are four classes within this population. Total population of class X students: 102 students.

Table 3. Population

No	Classes	Number of Students
1	X-MPLB 1	25
2	X-MPLB 2	25
3	X-AKL	24
4	X-P	28
	Total	102 Student

3.2.2 Samples

Girsang et al (2025) stated that the sample is an important factor that needs to be considered in the research we conduct, which reflects and determines the extent to which the sample is useful in drawing research conclusions and is part of the population. This means that by taking samples, researchers want to draw conclusions that they want to generalize to the population.

Researcher chose classes X-MPLB 1 and X-MPLB 2 as samples for this research. The sample consisted of fifty students, with twenty-five students from class X-MPLB 1 serving as the experimental class and utilizing the Pair check technique, and twenty-five students from class X-MPLB 2 serving as the control class and utilizing conventional techniques. This research uses purposive sampling to take samples because both classes have the same number of students

Table 4. Sample

Group	Sample
X-MPLB1 (Experimental class)	25 Students
X-MPLB2 (Control Class)	25 Students

3.3 Instrument of the research

According to Judijanto et al (2024), data collection instruments are tools that are chosen and utilized by researchers in the course of their gathering activities. This is done in order to make these activities more systematic and easier to carry out.

1) Test

In this particular questionnaire, there is a single type of equipment that is utilized, and that is the particular test. Both a pre-test and a post-test were included in the examination. The pre-test is administered at a point in time not too long ago in order to commence data on the students' previous data, whereas the post-test is administered after the final treatment in order to initiate data on the influence of the Pair-check technique. According to Sudaryono (2017) in Ansari et al (2023), a test can be a series of questions that are used to determine the data capacity, bits of knowledge, and blessings that individuals or groups possess. Therefore, a test can be considered a data collection tool. For both the pre-test and the post-test, the investigator has a number of different options to choose from. The examiner utilized the student's examination comprehension test by administering a test with a distinct option consisting of forty items. The test consisted of twenty questions that were asked before the test and twenty questions that were asked immediately after the test. The purpose of this is to give the student knowledge that is close to their capacity for critical thinking and comprehension.

2) Scoring

Scoring is giving a score or value to determine a student's level of ability.

$$\text{Students' Score} = \frac{\text{Right answers}}{\text{Total question}} \times 100 \quad (\text{Arikunto, 2009:236})$$

Scoring criteria score if students are able to answer questions from each number on essay, the total of question value x 5. If there are 20 questions with total score are 20, then $20 \times 5 = 100$.

According to Nurgiyontoro (2010), the classification of students' score can be see below:

Table 5. The classification of students' score

No	Level	Classification
1.	86 – 100	Very Good
2.	75 - 85	Good
3.	56 - 74	Fair
4.	10 - 55	Poor

3.4 Technique of Data Collection

There were several procedures for collecting data, including:

1) Pre-Test

They are receiving therapy from the analyst within the test course and control lesson. The pre-test was administered to the whole test at some point in recent times they have been provided treatment. It was necessary for the analyst to show the pre-test to both classes in order

to obtain the information that was required. The researcher would begin by introducing herself and mentioning the purpose of the gathering that was held on the first gathering of the inquiry that was conducted within the classroom. Following that, the analyst presented the test to the students so that they may complete it. The analyst used a variety of various choice test methods, which included twenty distinct kinds of items. Following the completion of the examination, the understudies would then collect the examination. The purpose of this preliminary examination is to determine whether or not the pupils have achieved comprehensive comprehension in the substance of the story.

2) Treatment

The treatment was donate to the exploratory course. The treatment that would be utilize within the test lesson is combine check method . In the interim, the control lesson as it were utilize the ordinary procedure or the treatment that will utilized by the English teacher at the school within the instructing and learning prepare. The treatment would conducte after the pre-test. Both of the groups get the same perusing fabric. And after, that the analyst utilize modul educational modules merdeka .

3) Post-test

Following the completion of the therapy, the analyst was given the post-test during the final assembly. The instructor would then share the address, which consisted of twenty questions with multiple choice answers. The purpose of the post-test is to determine the overall scores of both the test group and the control group after the treatment has been completed, as well as to determine the impact of the combined test approach on the students' ability to comprehend the content of the stories they read.

3.5 Technique of Data Analysis

The analysis of data is a key stage in quantitative research, particularly when determining whether the experimental group outperformed the control group in terms of the generation of narrative material (Ary et al., 2014).

1) Scoring Students Test

The results of the pre-test and post-test that were administered to the students were evaluated by the researcher based on the analysis of the scores that were acquired from each individual student. Once that was done, the researcher used the following procedure to get the students' overall score:

$$\text{Score} = \frac{\text{Students' correct answer}}{\text{Total number of item}} \times 100$$

2) Determining the Average Test Score

Following the completion of the collection of all student scores, the following formula would be utilized in order to calculate the average of the total student scores in both the experimental class and the control class:

Mean experimental class formula;

$$Ma = \frac{\sum xa}{Na}$$

Mean control class formula:

$$Mb = \frac{\sum xb}{Nb}$$

(Ary et al, 2014:120-122)

Note

Ma : Mean experimental class

Mb : Mean control class

$\sum xa$: Total score experimental class

$\sum xb$: Total score control class

Na : Total students experimental class

Nb : Total students control class

3) Determining Standard Deviation Variable

The standard deviation is the index of variability that is found to be used the most commonly. Both were determined by deviation scores, which were a score that represented the difference between the raw score and the mean of the distribution.

Standard deviation variable in experimental class formula:

$$da^2 = \sum d^2 - \left(\frac{(\sum da)^2}{Na} \right)$$

Standard deviation variable in control class formula:

$$db^2 = \sum d^2 - \left(\frac{(\sum db)^2}{Nb} \right)$$

(Ary et al, 2014)

Note:

da^2 : Standard Deviation in the Experimental Class

db^2 : Standard Deviation in the Control Class

$\sum d^2$: Sum square of gained scores

Na : Total Number of samples in experimental class

Nb : Total Number of samples in control class

4) Analyzing the Data Result by Using T-test with Formula

$$t_{\text{test}} = \frac{Ma - Mb}{\sqrt{\left(\frac{da^2 + db^2}{(Na + Nb) - 2} \right) \left(\frac{1}{Na} + \frac{1}{Nb} \right)}}$$

(Ary et al, 2014:185)

Note:

t_{test} : t_{test} - Value

da^2 : The standard deviation variable of experimenta data

db^2 : The standard deviation variable of control class

Ma : Mean variable experimental class

Mb : Mean variable of control class

Na : Total students' experimental class

Nb : Total students of control class

4. Results

After doing a study of the data, the researchers found that the Pair Check Technique had a considerable impact on the students' capacity to comprehend narrative texts through reading.

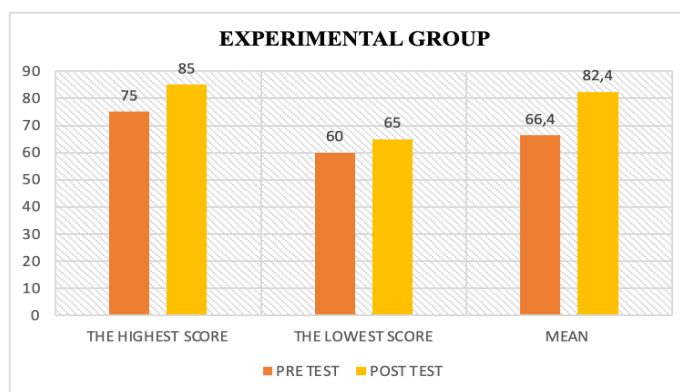


Figure 1. Diagram score of experimental group

The results of the reading comprehension exam with the experimental group are depicted in the diagram that is located above. The pre-test

was administered before the treatment, and the post-test was administered after the use of the pair check approach. The average score of the pupils has significantly improved, going from 66.4 on the pre-test to 82.4 on the post-test. This represents a major increase. This demonstrates that the pair check that was implemented has the potential to enhance the reading comprehension abilities of the students. Furthermore, the range of scores also grew, with the greatest score going from 75 to 85 and the lowest score going from 60 to 65. The range of scores that were available also increased. Not only does this growth demonstrate that the average number of pupils has increased, but it also demonstrates that the overall reading comprehension of students has improved.

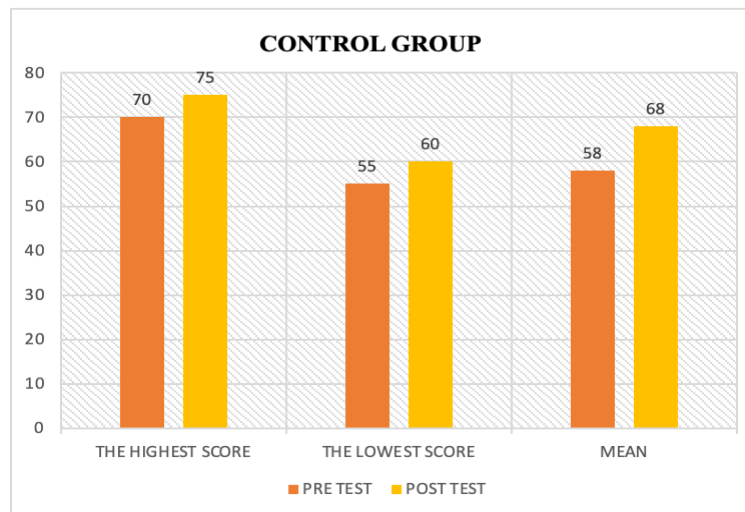


Figure 2. Diagram score control group

In the graph that is shown above, the results of the reading comprehension test that was administered to the control group before the application of treatment with conventional methods (pre-test) and after the administration of treatment with conventional methods (post-test) are displayed. Even though the score is not high enough to meet the minimum requirement of 75, there is a difference in the normal value, which goes from 58 on the pre-test to 68 on the post-test. This is despite the fact that the score is not high enough to meet the minimum requirement. It would appear that the approach that is being utilized is not adequate to produce significant progress in the reading comprehension abilities of the children. On the other hand, the score range increased as well, with the highest score increasing from 70 to 75 and the lowest score increasing from 55 to 65. This occurred despite the fact that the score range had increased.

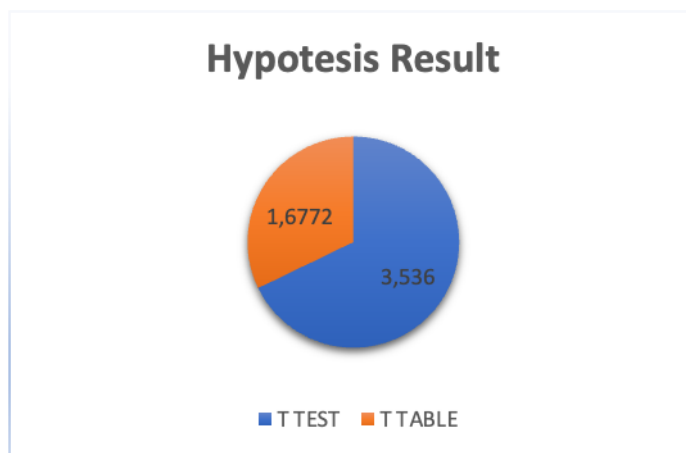


Figure 3. Diagram of hypothesis results

The figure above could be a chart appearing the comes about of theory testing utilizing the t-test gotten by shifting each standard deviation in each course, to be specific for the exploratory lesson of 650 for the standard deviation and 596 for the control gather lesson. After that, the t-count value was obtained, which was 3.536. This indicates that it is more significant than the t-table value, which had a significance level of 0.05 and a degree of freedom of 48, namely 1.6772. As a result, it is possible to draw the conclusion that there is a difference that is statistically significant between the exploratory and control classes. The fact that this is the case indicates that the Combine check approach has a meaningful impact on the reading comprehension abilities of each and every student.

5. Discussion

The ultimate outcome of this study is contingent upon the research problem, wherein the researcher identifies a resolution, particularly to ascertain whether the paired test technique significantly influences students' proficiency in reading narrative texts and to evaluate the impact of employing versus not employing paired reading strategies on students' reading capabilities at SMKS 1 Tamansiswa Pematangsiantar.

The research findings indicate that the t-test result is 3.5 or greater in comparison to the t-table value of 1.6. The alternative hypothesis was demonstrated to be valid in hypothesis testing. The application of the paired test technique in reading narrative texts has a considerable impact on students. The data clearly indicated that the experimental class, which utilized the pair check, achieved a higher score than the control class, which did not employ a pair check.

The researchers concluded that the pair check methodology is a valuable method for implementation in the classroom by educators and learners. This is because of various factors; primarily, the teacher serves as a facilitator in this technique. The teacher provides the children with the opportunity to articulate their individual understanding. Second, pair check is an effective pedagogical technique for teaching reading, wherein students are prompted to concentrate on comprehension, facilitating the exchange of insights with their partners to enhance performance. Consequently, each pair is responsible for its respective contributions and outcomes. Moreover, pair check fosters interpersonal and active skills; it is a cooperative teaching method wherein students collaborate in groups, facilitating connections, cooperation, and sharing to accomplish their responsibilities. Nonetheless, challenges persist, including certain students struggling to collaborate effectively with their assigned partner groups designated by the instructor and others requiring an extended duration to comprehend the implementation of this technique, resulting in protracted learning activities. However, they quickly began assisting with one another in decision-making and exchanging perspectives. A prior study by Ningsih & Rosa (2019) titled "Utilization of Pairs Check Technique in Teaching Reading and Understanding Narrative Texts for Junior High School Students" concluded that the pair check technique significantly enhanced students' comprehension of narrative texts. This further substantiates that the pair-check technique substantially influences the comprehension of narrative texts among the SMKS1 Tamansiswa Pematangsiantar students.

The results discussed above showed that this cooperative learning strategy can be adapted to various language skills, including reading comprehension, grammar practice, and vocabulary development. Pair-check encourages active participation, peer feedback, and self-correction, which are essential components of effective language learning. By implementing a pair-check, educators can create a more interactive and supportive classroom environment that promotes language acquisition and student engagement. Educators can also use pair check to enhance listening and speaking skills by having students work together on pronunciation exercises and oral presentations. This technique can be particularly beneficial for English language learners who may feel more comfortable practicing with a partner before being presented to the entire class. Additionally, Pair Check can be integrated into writing activities, allowing students to collaborate in drafting, revising, and editing tasks, thereby improving their overall writing proficiency. This collaborative approach can also be extended to reading comprehension tasks, in which pairs can discuss and analyze texts together, fostering deeper understanding and critical thinking skills. Furthermore, Pair Check can be adapted to various language learning contexts, including online or remote learning environments, by utilizing digital tools and platforms that facilitate virtual pair work. By incorporating Pair Check regularly into language lessons, educators can create a more dynamic and student-centered classroom experience that supports individual growth and mutual learning.

6. Conclusion

The analyst concludes from the results of the study "The Impact Of Combine Check Procedure On Understudies Perusing Comprehension At Review X Of SMKS 1 Tamansiswa Pematangsiantar" as follows: First, the Combine Check strategy allows positive impacts and makes students more dynamic in comprehending content. This decision was based on the findings from students' reading comprehension. By applying the Combine Check procedure, understudies can understand the content better, feel more confident reading, and interact with classmates. Second, after analyzing the data, the impact of Match Check procedure is greater than the lecture teaching strategy on student's capacity at grade ten in SMKS 1 Tamansiswa Pematangsiantar in reading comprehension of narrative content. Third, the results show that using combine check effectively improves students' ability to understand narrative content reading. This is demonstrated by higher student scores in the experimental course compared to the control lesson. After hypothesis testing, the analyst found that the t-count (3,536) was greater than the t-table (1,6772). The Null Hypothesis (H0) is rejected, while the Alternative Hypothesis (Ha) is accepted. Therefore, the analyst concludes that the Match Check procedure affected understudies reading comprehension in narrative texts in lesson X at SMKS 1 Tamansiswa Pematangsiantar.

The findings suggest that incorporating the Pair Check technique into English language classrooms could enhance student engagement and language acquisition. Educators may implement this strategy to promote peer interaction and foster a supportive learning environment. Policymakers could develop programs to train teachers in the Pair Check technique and other cooperative methods. Furthermore, it could be integrated into curriculum frameworks for consistent application across educational levels. This approach may also address individual learning needs by allowing immediate peer feedback, reducing teacher workload, and improving classroom efficiency. The Pair Check technique could adapt to online or hybrid environments, using digital tools for virtual peer interactions and problem-solving. Additionally, future research could explore the long-term effects on language proficiency and academic performance. Investigating its impact on students' social-emotional development and intercultural competence could provide valuable insights for educators and researchers.

Acknowledgments

Not applicable

Authors' contributions

Conceptualization, H. H., and F. Y. S.; methodology, R. W. S. and I. S.; validation, M. S. and M. N.; Formal analysis, H. H., F. Y. S., and N. T. H.; investigation, F. Y. S. and M. N.; resources, F. Y. S. and H. H.; data curation, M. S. and I. S.; writing (original draft preparation), H. H. and F. Y. S.; writing (review and editing), M. S., N. T. H. and M. N.; visualization, N. P.; supervision H. H. and F. Y. S. All authors have read and agreed to the published version of the manuscript.

Funding

“Not applicable.”

Competing interests

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Informed consent

Obtained.

Ethics approval

The Publication Ethics Committee of the Sciedu Press.

The journal's policies adhere to the Core Practices established by the Committee on Publication Ethics (COPE).

Provenance and peer review

Not commissioned; externally double-blind peer reviewed.

Data availability statement

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

Data sharing statement

No additional data are available.

Open access

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

References

- Ansari, B. I., Junaidi, J., Maulina, S., Herman, H., Kamaruddin, I., Rahman, A., & Saputra, N. (2023). Blended-Learning Training and Evaluation: A Qualitative Study. *Journal of Intercultural Communication*, 23(4), 155-164. <https://doi.org/10.36923/jicc.v23i4.201>
- Arikunto, S. (2009). *Dasar-dasar evaluasi pendidikan*. Jakarta: Bumi Aksara.
- Ary, D. (2010). *Introduction to Research in Aducation*. United State: Wadworth, Cengage learning.
- Ary, D., Jacobs, L.C., Sorensen, C.K. and Walker, D. (2014) *Introduction to Research in Education* (9th ed.). London: Wadsworth.
- Bygstad, B., Øvrelid, E., Ludvigsen, S., & Dæhlen, M. (2022). From dual digitalization to digital learning space: Exploring the digital transformation of higher education. *Computers & Education*, 182, 104463. <https://doi.org/10.1016/j.compedu.2022.104463>
- Cahyani, I., Buriev, K. T., Ngongo, M., Mamadiyarov, Z., Ino, L., Herman, H., ... Baxtishodovich, S. B. (2025). Exploring the Use of TikTok Application in Enhancing the Skill of Pronunciation: A Case on Students' Perception. *Studies in Media and Communication*, 13(2), 150-158. <https://doi.org/10.11114/smc.v13i2.7553>
- Ceyhan, S., & Yıldız, M. (2021). The Effect of Interactive Reading Aloud on Student Reading Comprehension, Reading Motivation and Reading Fluency. *International Electronic Journal of Elementary Education*, 13(4). <https://doi.org/10.26822/iejee.2021.201>
- Chen, S., Ouyang, F., & Jiao, P. (2022). Promoting student engagement in online collaborative writing through a student-facing social learning analytics tool. *Journal of Computer Assisted Learning*, 38(1), 192-208. <https://doi.org/10.1111/jcal.12604>
- Creswell, J. W. (2018). *Education research Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (4th ed). Boston: Pearson Education.
- Fiscarina, R. A. (2018). *Teaching and learning reading comprehension by using sensory images at the second semester of the eighth grade*

- of SMPN 12 Kotabumi in the academic year of 2017/2018. Doctoral dissertation. UIN Raden Intan Lampung. Retrieved from <http://repository.radenintan.ac.id/4002/1/SKRIPSI%20RECI%20ADHYA%20FISCARINA.pdf>
- Girsang, S. E. E., Tumanggor, E. A. P., Metboki, Y., Herryani, H., Herman, H., Syathroh, I. L., Fitriadi, A., and Saputra, N. (2025). Empowering Students' Ability in Writing Descriptive Texts Through Point Illustration Explanation (PIE) Strategy: A Case on Teaching Strategy. *Studies in Media and Communication*, 13(1), 366-377. <https://doi.org/10.11114/smc.v13i1.7466>
- Halidu, S., & Etango, Y. V. (2021). Improving Speaking Skills Through Role Playing Method In Class IV Sdn 05 Dulupi Boalemo District. *International Journal of Innovations in Engineering Research and Technology*, 8(10), 201-208.
- Herman, H., Rafiek, M., Agustina, T., Saddhono, K., Malabar, S., Saputra, N., & Purba, R. (2023). Exploring the metafunctions to improve EFL learners' writing ability in the perspective of systemic functional linguistics. *Research Journal in Advanced Humanities*, 4(2), 87-100. <https://doi.org/10.58256/rjah.v4i2.1195>
- Herman, P. R., Thao, N. V., & Purba, A. (2020). Using Genre-based Approach to Overcome Students' Difficulties in Writing. *Journal of Education and E-Learning Research*, 7(4), 464-470. <https://doi.org/10.20448/journal.509.2020.74.464.470>
- House, J. (2018). The impact of English as a global lingua franca on intercultural communication. *Intercultural communication in Asia: Education, language and values*, 97-114. https://doi.org/10.1007/978-3-319-69995-0_6
- Judijanto, L., Sitompul, M. S., Herman, H., Manihuruk, L. M. E., Fatmawati, E., Munthe, M. V. R., ... Saputra, N. (2024). Students' Perception on the Use of English Pop Song in Improving the Skill of Pronunciation. *Studies in Media and Communication*, 12(3), 218-230. <https://doi.org/10.11114/smc.v12i3.7004>
- Kretzschmar, W. A. (2015). *Language and complex systems*. Cambridge University Press. <https://doi.org/10.1017/CBO9781316179017>
- Kusrini, N. A. R., & Amalia, E. R. (2021). The Influence of Integration of Four Skills to the Performance of Undergraduate Students on TOEFL Sample Test. *SCHOLASTICA: Jurnal Pendidikan Dan Kebudayaan*, 3(1), 61-74. Retrieved from <https://jurnal.stitnualhikmah.ac.id/index.php/scholastica/article/view/954>
- Lumbangaol, A. W. D., Silalahi, D. E., & Herman, H. (2024). Implementing the use of group discussion in writing descriptive text: A case on teaching method. *Journal of Education, Linguistics, Literature, and Art*, 2(1), 35-44. <https://doi.org/10.62568/ella.v2i1.124>
- Misa, M., Baintaka, E., & Neno, H. (2023). Enhancing Literacy Insight Elevating Students Reading Comprehension through Pair Check Strategies. *Fonologi: Jurnal Ilmuan Bahasa dan Sastra Inggris*, 1(4), 76-83. <https://doi.org/10.61132/fonologi.v1i4.147>
- Ningsih, P., & Rosa, R. N. (2019). The Use of Pair Check Strategy in Teaching Reading Comprehension on Narrative Text to Junior High School Students. *Journal of english language teaching*, 8(1), 1-12. <https://doi.org/10.24036/jelt.v8i1.102979>
- Ovavia, C., Sufyarma, S., Atmazaki, A., & Miaz, Y. (2022). The Effect of the Pair Checks Model on Learning Outcomes and Critical Thinking Ability in Elementary School. *Al-Ishlah: Jurnal Pendidikan*, 14(2), 1563-1582. <https://doi.org/10.35445/alishlah.v14i2.1833>
- Prastiwi, D., & Listyani, E. (2019). The effectiveness of contextual learning in the cooperative learning of think pair share based on mathematics concept understanding of the 7th grade junior high school. *Journal of Physics: Conference Series*, 1320(1), 012095. *IOP Publishing*. <https://doi.org/10.1088/1742-6596/1320/1/012095>
- Purba, R., Herman, H., Saputra, N., Shaumiawaty, & Fatmawati, E. F. (2024). Identifying the Implementation of Teaching English to Early Childhood in the Development of Language Acquisition. *Pegem Journal of Education and Instruction*, 14(2), 126-130. <https://doi.org/10.47750/pegegog.14.02.15>
- Resmi, R., Rahman, A., Sobirov, B., Rumbardi, R., Al-Awawdeh, N., Widoyo, H., ... Saputra, N. (2023). Incorporating Teachers' Views on Different Techniques for Teaching Foreign Languages in the Classroom. *World Journal of English Language*, 13(8), 210-221. <https://doi.org/10.5430/wjel.v13n8p210>
- Samiei, F., & Ebadi, S. (2021). Exploring EFL learners' inferential reading comprehension skills through a flipped classroom. *RPTEL*, 16, 12. <https://doi.org/10.1186/s41039-021-00157-9>
- Shimray, S. R., Keerti, C., & Ramaiah, C. K. (2015). An overview of mobile reading habits. *DESIDOC Journal of Library & Information Technology*, 35(5), 343-354. <https://doi.org/10.14429/djlit.35.5.8901>
- Silalahi, D. E., Siallagan, H., Munthe, B., Herman, H., & Sihombing, P. S. R. (2022). Investigating Students' Motivation toward the Use of Zoom Meeting Application as English Learning Media During Covid-19 Pandemic. *Journal of Curriculum and Teaching*, 11(5), 41-48. <https://doi.org/10.5430/jct.v11n5p41>
- Sinaga, Y. K., Sipayung, R. W., Herman, H., Nainggolan, A. M., Ngongo, M., Fatmawati, E., & Thao, N. V. (2025). Enhancing English Vocabulary Through Mobile Legends: Insights from EFL Students. *Aptisi Transactions on Technopreneurship (ATT)*, 7(1), 192-205. <https://doi.org/10.34306/att.v7i1.545>
- Smith, R., Snow, P., Serry, T., & Hammond, L. (2021). The Role of Background Knowledge in Reading Comprehension: A Critical Review. *Reading Psychology*, 42(3), 214-240. <https://doi.org/10.1080/02702711.2021.1888348>
- Sudaryono, D. (2017). *Metodologi penelitian*. Depok : PT.Raja Grafindo.

- Van Thao, N., Herman, Napitupulu, E. R., Hien, N. T., & Pardede, H. (2021). Code-Switching in Learning via Zoom Application: A Study in an EFL Context. *Asian ESP Journal*, 17(3.1), 91-111. Retrived from <https://www.asian-esp-journal.com/volume-17-issue-3-1-march-2021/>
- Widodo, Y. B., Herman, H., Afrianti, D., Rahmawati, R., Aslam, A., Saputra, N., & Sari, I. (2024). An Analysis on the Implementation of Artificial Intelligence (AI) to Improve Engineering Students in Writing an Essay. *Nanotechnology Perceptions*, 20(S8), 774-785. <https://doi.org/10.62441/nano-ntp.v20iS8.64>
- Wirawan, E. E., Rufinus, A., & Susilawati, E. (2014). Improving Reading Comprehension of Narrative Text Through Think Pair Share Technique. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa (JPPK)*, 3(4). <https://doi.org/10.26418/jppk.v3i4.5482>
- Xu, W., Wu, Y., & Ouyang, F. (2023). Multimodal learning analytics of collaborative patterns during pair programming in higher education. *International Journal of Educational Technology in Higher Education*, 20(1), 8. <https://doi.org/10.1186/s41239-022-00377-z>