IMPROVING STUDENTS' READING COMPREHENSION BY USING PARAGRAPH SHRINKING AT THE SECOND GRADE OF MTS N OLAK KEMANG KOTA JAMBI ACADEMIC YEAR 2016/2017

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui apakah meningka atau tidak siswa kelas kedua dengan posttest nilai lebih tinggi daripada siswa dengan pretest. Skor tes membaca diajar menggunakan paragraph Shirking di MTSN Olak Kemang Kota Jambi. Metode yang digunakan dalam penelitian ini adalah metode quasi-eksperimental. semua siswa kelas MTSN Olak Kemang Kota Jambi tahun akademik 2016/2017 dengan jumlah total 190 siswa. Sampel penelitian adalah salah satu kelas yang diambil dengan menggunakan sampel acak cluster. Data yang dikumpulkan melalui 20 beberapa item tes pilihan dan dianalisis dengan menggunakan t-test. Hasil penelitian menunjukkan bahwa siswa kelas B dengan posttest nilainya lebih tinggi daripada pretest Skor test membaca diajar menggunakan Paragraph Shirking di MTSN Olak Kemang Kota Jambi.

***Key Words** : Reading Comprehension, Paragraph Shrinking*

INTRODUCTION

Reading is an activity to get meaning or information through writing. Through teaching and learning of reading, the students are expected to be able to comprehend the written text they read. By understanding and interpreting the written text, the learners can be transfer the information from reading that contributes to their knowledge. However, incorrect information and response to the reading text will occur if the learners can not understand well the content of the reading text

In addition, to read English texts something become difficult for the students because they are not familiar with them. Reach to students' interest in English reading activity, teacher should use various kinds of teaching reading technique that can motivate the students and also fun.

In MTS N Olak Kemang Kota Jambi, teaching English is still taught traditionally. The students asked to read aloud and repeat the text one by one and translate it into Indonesia. Then, the teacher gives explanation about its grammar rules. And also teacher give students questions in their exercise book. It make them could not enjoy in learning, they were feel bored because they cannot feel fresh atmosphere in learning process

Practically, there are many teaching reading strategy might be used by the teacher to improve the students' reading comprehension and make the students more motivated in reading. Paragraph Shrinking is one of the strategies in teaching reading. Using paragraph shrinking strategy to overcome the problem of students' reading comprehension In addition, this strategy also effective in learning reading comprehension because this strategy instructs the students to identify the following information: the who or what; the most important thing about the who or what and the main idea in every paragraph of the text. According to Harmer (1998: 70) in six principles of teaching reading claims that a good teacher exploits reading texts to the full.

From the explanation above, the writer interested to conduct a research entitled *"Improving Students' Reading Comprehension by using Paragraph Shrinking at the second Grade of MTSN Olak Kemang Kota Jambi*

REVIEW OF RELATED LITERATURE

Nunan (1991: 72) states that, reading is usually conceived of as a solitary activity in which the reader interacts with the text in isolation.

According to Wolfe and Nevills (2004: 9) " Reading is composed of two main processes: decoding and comprehension". These two processes are independent of one another, but both are necessary for literacy. Decoding involves being able to connect letter strings to the corresponding units of speech that they represent in order to make sense of print. Comprehension involves higher-order cognitive and linguistic reasoning, including intelligence, vocabulary, and syntax, which allow children to gain meaning from what they read.

Patel and Jain (2008 : 113) state that, reading is the most important activity in any language class. Reading is not only a source information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language. Reading is very necessary to widen the mind and gain and understanding of the foreign culture.

Fulk and King (2001: 52) state that, paragraph shrinking is a strategy designed to

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improve reading comprehension. Students are instructed to identify who or what the paragraph is about (subject) and summarize the main idea (e.g., what happened to the important who or what) in 10 words or less. However, Jankowsky (n.d) defines paragraph shrinking as a strategy designed to develop comprehension through main idea identification.

Paragraph shrinking

Paragraph shrinking involves sifting through information, identifying what is important, then synthesizing and restating that information. Developed by Fuchs et al in Estebo (2012), "Paragraph shrinking is primarily a technique for generating main-idea statement, or summary of an individual paragraph".

Paragraph shrinking requires reading additional text, paragraph by paragraph, and identifies the main idea. Students take turn as reader and coach. The coach in this process can monitor the partner's performance and provide feedback. Once the reader has answered the questions and has generated a main idea. The coach counts words in that main idea. If the main idea exceeds 10 words, the coach guides the partner to shrink the main idea.

The purpose of paragraph shrinking is developing students' reading comprehension using summarizing and topic sentences identification activity (Estebo, 2012). The researcher conjectured that summarizing gave more benefits and cognitive demands on each partner due to the role reciprocity of the paragraph shrinking activity (McMasters, Fuchs and Fuchs in Estebo, 2012).

METHODOLOGY

This method is an experimental research. In other way it is a quantitative research. Its aim was to find the effect between two variables. Sugiyono (2013 : 72) states that experimental research is a research method used to find the effect of a particular treatment over another in a runaway condition.

This is use quasi experimental design. Sugiyono (2013 : 77) explains that the objective of a quasi-experimental method is to approximate the conditions of an experiment in a setting which does not allow the control and/or manipulation of all relevant variables.

The implemented in teaching experimental class by using paragraph shrinking. The design of the research will be taken from Darmadi (2011 : 181) as follows :

Table 3.1 Design of the Research

Pre-test	Treatment	Post-test
Y_1	X	Y_2

Explanation :

X : Paragraph Shrinking Strategy

Y_1 : Pre-test

Y_2 : Post-test

The test is in the form of objective test. This form is used because easy to measure and a good way of testing reading comprehension. The objective test is in form multiple choices. It is consist of 20 number of items. There are four options in the multiple choices. And then, there is one correct answer. Multiple choices are the objective test and accurate in evaluation, because of that the researcher uses this form. The texts

These types of reading comprehension were regarded as useful to measure students' reading comprehension (Calderon & Minaya, 2004: 3).

There are two test in this research; pre-test and post-test. The pre-test is aimed to measuring students' ability in reading comprehension before the treatment given and the post-test is aimed to discovering students' ability in reading comprehension after the treatment given. The students' score will be collected and analyzed. The materials will be designed for the pre-test is the same as the post-test items.

Treatment

The treatment will be conducted for experimental class in two meetings. It uses paragraph shrinking strategy. The first the researcher will give paragraph shrinking to each students. After that, the researcher will introduce paragraph shrinking strategy itself to the students. Then, tell them how the steps of paragraph shrinking strategy. The researcher will be modeled the activity to ensure that students understand how to use the strategy. Next, the researcher creates pairs within the classroom. In pairs, there are "coach" and "player (reader)". After that, the researcher will give the reading material to the students taken from relevant English text book that are used in that school. And then, students as a "player" are asked by the researcher to read aloud the reading text. After each paragraph, they stops and determines the main idea of the paragraph by responding to prompts such as; name the who or what in the paragraph, tell the most important information about the who or what and say the main idea in 10 words or

less. The student receives one point for each correct response. The other student is again acting as coach, helping to initiate correction procedures. After that process finished, the students switch roles, and repeat the process, though the second "player" does not read the same material. During this process the researcher will be going around the class. The materials for the treatment are several reading texts that taken from relevant English text book

Technique of Data Analysis

In analyzing the data, the test needs the scoring. To analysis the data, the correct answer of the test is counted by using scores as follow :

1. For correct answer the score is 5
2. For incorrect answer the score is 0

After the test answer score has been calculated, then they are put into percentage to look for percentage of the level of improving students' reading comprehension by using paragraph shrinking by using the formula from Sudjana, 2005:69 as follow :

$$\bar{X} = \frac{\sum fixi}{\sum fi} x100\%$$

Where :

$\bar{X}$ = the level of improving

$\sum fixi$ = the total scores of improving

$\sum fi$ = the number of students

The data will be analyzed are students' reading comprehension of the test. It will be analyzed by using the scoring interpretation that was taken from Arikunto (2010:319), as follow :

Table 3.2 Technique of Data Analysis

Score	Category
80-100	Very Good
70-79	Good
60-69	Fair
55-59	Poor
0-54	Very poor

Source : Arikunto, 2010:319

The data collected from the test and experiment were analyzed by means of percentages and *t*-test. For one group design, the effectiveness of the treatment can be analyzed by using independent matched *t*-test (Arikunto, 2010 : 125).

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

where :

Md = The Mean of the test Difference between Pre-test and Post-test

$\sum x^2 d$ = The Total of Square of each Students' Scores

N = The Number of Students

With criteria of testing : since *t* table was higher than the critical value *t* obtained , H_0 was accepted and H_1 was rejected.(Arikunto, 2010 : 351).

FINDINGS AND DISCUSSION

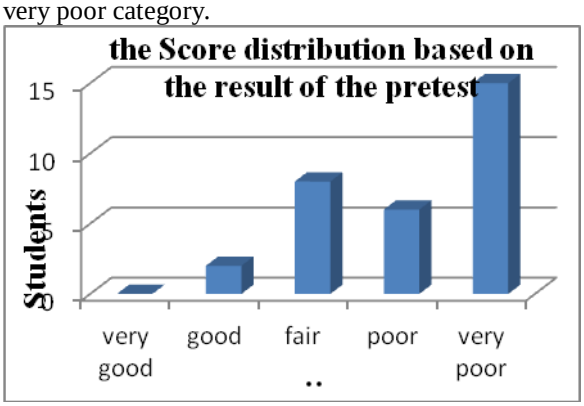
The Result of the Pretest

In the pre-test, the highest score was 14, the lowest score was 8, and the mean score was 10.71. The following table shows the score distribution in the pre-test.

Table 4.1 The Score Distribution in the Pretest

Score Range	Category	Frequency	Percentage
80-100	Very good	0	0
70-79	Good	2	6.45%
60-69	Fair	8	25.8%
55-59	Poor	6	19.4%
0-54	Very poor	15	48.4%

Table 4.1 indicates that in the pre-test, there was no student in the very good category, 2 students (6.45%) were in good category, 8 students (25.8%) were in the fair category, 6 students (19.4%) were in the poor category, and 15 students (48.4%) were in the very poor category.



Result of the Posttest

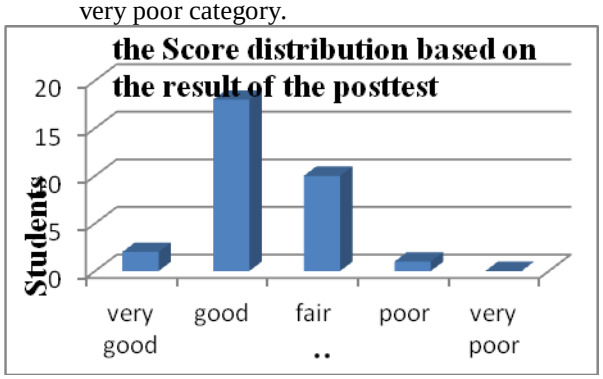
In the post-test, the highest score was 17, the lowest score was 11, the following table shows the score distribution in the post-test.

Table 4.2 The Score Distribution in the Posttest

Score Range	Category	Frequency	Percentage
80-100	Very good	2	6.45%
70-79	Good	18	58.0%
60-69	Fair	10	32.2%
55-59	Poor	1	3.22%
0-54	Very poor	0	0%

Table 4.2 indicates that in the posttest, there were 2 students (6,45%) in the very good category, 18 students (58.0%) were in the

good category, 10 students (32.2%) were in the fair category, 1 student (3.22%) were in the poor category and no student was in the very poor category.



The result of the study showed that the second grade students of MTSN Olak Kemang Kota Jambi made some progress in reading after the treatments. The average score of pretest was 10.71 and the average score of the posttest was 13.65; the gain was 13.65-10.71 = 2.94.

From the result of the data analysis computation by using *t*-test formula which shows that *t*-obtained was 14.00, higher than *t* table, the researcher assumed that null hypothesis (H_0) was rejected, and consequently, the alternative hypothesis (H_1) was accepted.

Due to the fact that the alternative hypothesis was accepted, the researcher could interpret that it was significantly effective to improve reading comprehension to the second grade students of MTsN Olak Kemang Kota Jambi by using Paragraph Shrinking.

Paragraph shrinking is more effective to improve the students reading comprehension in MTsN Olak Kemang because paragraph shrinking was develop as one of the Peer Assisted Learning Strategies (PALS). PALS is simple way to engage students in paired reading and discussion of any text. Students are instructed to identify who or what the paragraph is about (subject) and summarize the main idea (e.g., what happened to the important who or what) in 10 words or less

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