THE EFFECT OF USING PARAGRAPH SHRINKING STRATEGY TOWARDS READING COMPREHENSION AT THE SECOND YEAR STUDENTS OF JUNIOR BOARDING SCHOOL BABUSSALAM PEKANBARU

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Thesis
Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
(S.Pd.)

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ABSTRACT

Wella Novika (2012) : "The Effect of Using Paragraph Shrinking Strategy towards Reading Comprehension at the Second Year Students' of Junior Boarding School Babussalam Pekanbaru."

Based on the writer's preliminary study, it was found that the students could not comprehend the meaning of the text in their text book at the school. This problem was caused by some factors. For example some of the student had difficulties finding the main idea in the reading text and had difficulties comprehending the text given meaningfully. So, the writer was interested in carrying out the research about this problem.

Paragraph Shrinking Strategy is designed to developed comprehension through summarization and main idea identification of a paragraph or short section of text. It is one of the good strategies that should be considered by the teacher to be applied in the process of teaching and learning English, especially in reading subject to increase students' reading comprehension.

The research was administered at Junior Boarding School Babussalam Pekanbaru. The subject was the second year students of Junior Boarding School Babussalam Pekanbaru, and the object of this research was the effect of using Paragraph Shrinking Strategy towards in Reading Comprehension at the Second Year Students' of Junior Boarding School Babussalam Pekanbaru. The design of this research was Quasi-Experimental design.

The population of this research was the entire second year student. The total number of population was 173 students. Because the number of population was large, the writer used Cluster sampling by taking two classes only as sample: VIIID consisted of 28 students as experimental group and VIIIE consisted of 28 students as control group, so the number of the sample from two classes was 56. To analyze the data, the writer adopted independent sample t-test formula by using software SPSS 16.

Based on the data analysis, the writer concluded that there was a significant effect of Using Paragraph Shrinking Strategy towards Reading Comprehension at the Second Year Students' of Junior Boarding School Babussalam Pekanbaru with consideration $t_o = 3.651$ is higher than T-table either in significant 5 %; = 2.02 or in significant 1 % = 2.72. It means that H_a is accepted and H_o is rejected, which shows $2.02 < 3.651 > 2.72$.

ABSTRAK

Wella Novika (2012): "Pengaruh Strategi Paragraph Shrinking terhadap Pemahaman Bacaan pada Siswa Tahun Kedua di SMP Pondok Pesantren Babussalam Pekanbaru."

Berdasarkan studi pendahuluan penulis, ditemukan bahwa siswa belum mampu memahami bacaan dalam buku pelajaran di sekolah. Masalah ini disebabkan oleh beberapa faktor. Sebagai contoh sebagian siswa mengalami kesulitan menemukan gagasan utama dalam teks bacaan dan memiliki kesulitan memahami makna dalam teks. Jadi, penulis tertarik melakukan penelitian tentang masalah ini.

Strategi Paragraph Shrinking dirancang untuk dikembangkan melalui pemahaman summarization dan identifikasi gagasan utama paragraf atau bagian pendek dari teks. Ini adalah salah satu strategi yang baik yang harus dipertimbangkan oleh guru untuk diterapkan dalam proses pembelajaran bahasa Inggris, terutama dalam pelajaran membaca untuk meningkatkan pemahaman bacaan siswa.

Penelitian ini dilakukan di SMP Pondok Pesantren Babussalam Pekanbaru. Subjek dari penelitian ini adalah siswa tahun kedua SMP Pondok Pesantren Babussalam Pekanbaru, dan obyek dari penelitian ini adalah pengaruh strategi Paragraph Shrinking terhadap pemahaman bacaan pada siswa tahun kedua di SMP Pondok Pesantren Babussalam Pekanbaru. Adapun jenis penelitian ini adalah Quasi-Experimental.

Populasi dalam penelitian ini adalah seluruh mahasiswa tahun kedua. Jumlah populasi adalah 173 siswa. Dikarenakan jumlah populasi itu besar, penulis menggunakan sampel klaster dengan mengambil dua kelas sebagai sampel: VIIID terdiri dari 28 siswa sebagai kelompok eksperimen dan VIIIE terdiri dari 28 siswa sebagai kelompok kontrol, Jadi, jumlah sampel dari dua kelas adalah 56. Untuk menganalisis data, penulis menggunakan rumus independen sampel t-test dengan menggunakan software SPSS 16.

Berdasarkan analisis data, penulis menyimpulkan bahwa ada pengaruh yang signifikan Menggunakan Strategi Paragraph Shrinking terhadap pemahaman bacaan pada Siswa Tahun Kedua di SMP Pondok Pesantren Babussalam Pekanbaru dengan pertimbangan untuk = 3,651 lebih besar dari T-tabel baik dalam 5 signifikan %; = 2,02 atau signifikan 1% = 2,72. Ini berarti bahwa Ha diterima dan Ho ditolak, yang menunjukkan 2,02 <3,651> 2,72.

ولانوفيكا (2012): أثر إستخدام طريقة إستراتيجية الفقرة إلى فهم الطلاب في بالمدرسة الثنوية معهد بابوسلام

.

كشف الباحث أن الطلاب لا يفهمون معاني النصوص في كتبهم بناء على الدراسة الأولية التي أداها الباحث، وتأتي هذه المشكلات ببعض العوامل منها: بعض الطلاب صعوبة في العثور على الفكرة الرئيسية في النص القراءة وصعوبات فهم معنى الكلمات في النص ، ومع ذلك رغب الباحث في أداء هذا

.

تم تصميم طريقة استراتيجية الفقرة تقلص إلى فهم وضعها من خلال تلخيص أهم وتحديد فكرة وجود فقرة أو مقطع قصير من النص .انها الاستراتيجيات الجيدة التي ينبغي النظر فيها من قبل المعلم ليتم تطبيقها في عملية التعليم والتعلم الإنجليزية، وخاصة في قراءة موضوع لزيادة استيعاب الطلاب

.

انعقد هذا البحث بالمدرسة الثنوية معهد بابوسلام باكن بارو. الهدف لهذا البحث طلبة الصف الثانية بالمدرسة الثنوية معهد بابوسلام باكن بارو بينما الهدف في هذا البحث أثر استخدام طريقة إستراتيجية الفقرة. وعرض هذا البحث بشبه التجربة.

الأفراد في هذا البحث جميع طلبة الصف الثاني و مجموع العينات في هذا 173 . عدد السكان كان كبيرا، والكاتب يستخدم اليانصيب أخذ العينات بشكل عشوائي من خلال اتخاذ صنفين فقط كما عينة :8 التجريبية 8 اي يتألف من 28

28

العينة من طبقتين كان .56 لتحليل البيانات، اعتمد كاتب مستقل عينة اختبار صيغة باستخدام برنامج. و في تحليل البيانات استخدام الباحث عينة مستقلة ت ـ 16 .

إلى تحليل البيانات، وخلص الكاتب إلى أن هناك تأثير كبير من استراتيجية الفقرة تقلص نحو الاستيعاب القرائي في طلاب السنة الثانية بالمدرسة الثنوية معهد بابوسلام باكن بارو مع مراعاة = 3.651 - 5 هام 2.02 = 1 أو في مهمة = 2.72 .لذلك كانت الفرضية الصفرية مرفوضة و كانت الفرضية البديلة مقبولة مع الدليل الآتي 2.72 2.02<3.651.

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CHAPTER I

INTRODUCTION

A. Background

In Junior High School level, one of the most important elements to be acquired in teaching and learning English is reading. According to Kalayo Hasibuan, on this level, learners are expected to be able to use English to survival purpose and to communicate for daily needs such as to read newspaper and manual.[1] So that students are pursued to master all aspects of English skill. Brown stated that, there are four skills that the students should master them at the end of their learning process, they are listening, writing, speaking, and reading.[2]

Reading is one of the important language skills that should be master by the students. According to Kalayo Hasibuan, reading is an activity with a purpose.[3] The purpose of the reading will be achieved not only when the reader comprehend the reading text as well but also when the reader know which skills and strategies are appropriate for the type of text, and understand how to apply them to accomplish the reading purpose. Based on the statement above, it is very clear that the students of Junior High school level are strongly expected to know the strategy of reading skill to comprehend the reading text as well.

Based on School Based Curriculum (KTSP), the standard competence of learning English refers to the capability of reading and comprehending the

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[1]Kalayo Hasibuan & Muhammad Fauzan Anshari, *Teaching English as Foreign Language (TEFL)*, (Pekanbaru : Alaf Riau Graha UNRI Press, 2007), p. 2

[2]H. Douglas Brown, *Teaching by Principl; an Interactive Approach to Language Pedagogy*, (New Jersey : Prentice Hall, Inc, 1994), p. 29

[3]Kalayo Hasibuan and Muhammad Fauzan Anshari, *Op.cit*, p. 114

meaning of the text accurately, fluently, and contextually based on its genre; recount, descriptive, procedures, and report.[4] In this research, the researcher focuses on the recount text. In recount text, they should understand a short essay related to their environment. The student must reach the score start and up to 70, (Syllabus and Lesson Plan SMP).[5]

Junior Boarding School Babussalam Pekanbaru uses School Based Curriculum (KTSP) as learning English guide. English has been taught twice a week with duration 2x45 minutes per hour based on the curriculum. It means that they have to learn English 180 minutes in a week. In the past, teachers used to present a subject in the textbook and ask students to read whether silently or loudly, and then students had to answer the questions that follow. Students, naturally, had no choice but to read even if they did not have technical ways of how to read. The result is that students hate to read, they only read the required textbook in order to be able to set for the achievement routine exams. In such case, students lacked motivation to read, even if they read, they show negative attitudes.

Based on the writer's preliminary study at Junior Boarding School Babussalam Pekanbaru, the writer found some problems faced by the students in learning English especially in reading. Some of students of Junior Boarding School Babussalam Pekanbaru do not know how to read meaningfully. They only read the textbook required to be able to perform well in the achievement tests. Students are reluctant to read English texts other than their school textbooks. They

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[4]Department Pendidikan Nasional, *MODEL Kurikulum Tingkat Satuan Pendidikan (KTSP) SMP dan MTS,* (Solo : PT. Tiga Serangkai, 2006), p.13
[5]Sillabus dan RPP SMP, (BSNP, 2007), p. 49&61

do not learn the processes for reading. In spite of this, some of them get low scores in reading comprehension exercises. The problem may due to the way they used to follow while reading activity. They read the text as if it is consisted of discrete elements. Students do not interact with the passage they read, nor they build relationships between the terms in the text to build up the meaning, and then to lead themselves toward reading comprehension.

The problem faced by the students will be outlined in the following phenomena:

1. Some of the students are not able to find out the information in the reading text.

2. Some of the students are not able to identify the main idea in the reading text.

3. Some of students are not able to find out the meaning of unfamiliar vocabulary in the text.

4. Some of students are not able to answer correctly the questions from the reading text.

5. Some of the students are not able to comprehend the recount texts given.

Generally, the problem faced by the students is caused by some factors such as the facility in the school is not complete; the technique used by the teacher is not interesting and the students' interest in learning English is low. There is actually a good strategy as a solution of their problems, it is called Paragraph Shrinking strategy. Danielle said that Paragraph Shrinking is designed to developed comprehension of reading through summarization and main idea

identification.[6] In addition, Karen R. Harris and Steve Graham stated that Paragraph shrinking is a simple strategy for identifying the main idea of a paragraph or short section of text.[7]

Above, the writer is interested in conducting Based on the explanation and the problem experienced by the students a research which entitled: ***"The Effect of Using Paragraph Shrinking Strategy towards Reading Comprehension at the Second Year Students of Junior Boarding School Babussalam Pekanbaru".***

B. The Problem

1. Identification of the Problem

Based on the explanation above, the writer identifies the problems as follows:

a. Why some of the students are not able to find out the information in the reading text.

b. Why some of the students are not able to identify the main idea in the reading text.

c. Why some of students are not able to find out the meaning of unfamiliar vocabulary in the text.

d. Why some of students are not able to answer correctly the questions from the reading text.

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[6]Danielle S. McNamara, *Reading Comprehension Strategies,* (USA : Laurence Erlbaum Associates Inc. Publishers, 2007), p. 185
[7]Karen R. Harris and Steve Graham, *Teaching Reading Comprehension to Students with Learning Difficulties,* (New York, London: The Guilford Press, 2007), p. 117

e. Some of the students are not able to comprehend the recount texts given

f. What is the effect of Paragraph Shrinking toward students' reading comprehension at the second year of Junior Boarding School Babussalam Pekanbaru.

2. The Limitation of the Problem

The researcher limits the problems to focus on the effect of Paragraph Shrinking strategy on students' reading comprehension. It is also limited to the recount text type.

3. The Formulation of the Problem

a. How is the students' reading comprehension before being taught by using Paragraph Shrinking strategy of the second year students at Junior Boarding School Babussalam Pekanbaru?

b. How is the students' reading comprehension after being taught by using Paragraph Shrinking strategy of the second year students at Junior Boarding School Babussalam Pekanbaru?

c. Is there any significant effect of using Paragraph Shrinking strategy toward reading comprehension of the second year students at Junior Boarding School Babussalam Pekanbaru.

C. The Definition of the Term

1. Effect

Hornby stated that effect is a change procedure by an action or cause as define.[8] In this research, the effect means the alteration of students' speaking ability between students who are taught by Paragraph shrinking strategy and those who are not taught by Paragraph shrinking strategy at the second year students' of Junior Boarding School Babussalam Pekanbaru.

2. Paragraph Shrinking Strategy

Danielle stated that Paragraph Shrinking is designed to developed comprehension through summarization and main idea identification.[9] In addition, Karen R. H stated that Paragraph shrinking is a simple strategy for identifying the main idea of a paragraph or short section of text. In this research, Paragraph Shrinking strategy is a strategy used in the research in order to know it's toward in reading comprehension at the second year students' of Junior Boarding School Babussalam Pekanbaru.

3. Reading Comprehension

Reading comprehension is as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.[10]

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[8]Hornby. *Oxford the Advance Learner Dictionary of Current English*, (Oxford International, 1995), p. 36
[9]Danielle S. McNamara, *Reading Comprehension Strategies,* (USA : Laurence Erlbaum Associates Inc. Publishers, 2007), p. 185
[10]Catherine Snow and Chair, *Reading for Understanding toward Research and Development Program in Reading Comprehension*, (Santa Monica : RAND Reading Study Group,CA, 2002), p. 11

D. The Objectives and the Significance of the Research

1. The Objectives of the Research

a. To find out the others factors that influences of reading comprehension at the second year of Junior Boarding School Babussalam Pekanbaru.

b. To find out the effect of using Paragraph Shrinking strategy toward reading comprehension at the second year of Junior Boarding School Babussalam Pekanbaru.

2. The Significance of the Research

Related to the objectives of the research above, the significance of the research are as follows:

a. To fulfill one of requirements for the writer to complete her undergraduate degree program at English Education Department of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau.

b. The research findings are to give the valuable input to the teachers of English at the second year students' of Junior Boarding School Babussalam Pekanbaru especially and all English teachers generally as an attempt to improve the students' ability in reading comprehension.

c. Motivating students to improve their proficiency in reading comprehension, in order to give chance for students to be master of English.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. The Nature of Reading

Reading is one of the four skills that must be master by every individual. According Caroline T. Linse, reading is a fluent process of readers combining information from a text and their own background knowledge to building meaning.[1] Reading is a complex interaction between the text and the reader. Reading is more than merely referring to the activity of pronouncing the printed material or following each line of written page. It involves various and mixed activities. Reading is not to be a passive activity but reading is an active process in which readers relate information in the text to what they already know. Furthermore, Kolers in Karim Sadeghi, reading is one of the most complex forms of information processing.[2]

Kristin Lems, Leah D.Miller and Tanena M.Soro stated that reading is an interactive process, that takes place between the text and the reader's processing strategies and background knowledge.[3] Judi Moreillon stated that reading is making meaning from print and from visual information.[4] It means that to get

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[1]Caroline T Linse, *Practical English Language Teaching,* (New York : McGraw-Hill Company, Inc, 2007), p. 69

[2]Karim Sadeghi, *The Key for Successful Reader-Writer Interaction; Factors Affecting Reading Comprehension in L2 Revisited. Vol. 4.* 2007, p. 1. (Retrieved on Sunday, February 20th, 2011) at www.asian-afl-journal.com/June 07zl.php

[1]Kristin Lems, Leah D Miller, Tanena M.Soro, *Teaching Reading to English Language Learners,* (New York : London-The Guilford Press, 2010), p. 33

[4]Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension,* (Chicago : American Library Association, 2007), p. 10

knowledge of the language allows readers to identify the printed words and sentences. In order to read, we must be able to decode (sound out) the printed words and also comprehend what we read. Moreover, Ralph stated that good readers read for meaning. They do not decode each letter or each word. Instead, they take in chunks of the text and relate it to what they know.[5]

Kalayo Hasibuan stated that reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is. Reader knowledge, skills, and strategies include:

a. Linguistics competence: the ability to recognize the elements of the writing system; knowledge of vocabulary; knowledge of how words are structured into sentences.

b. Discourse competence: knowledge to discourse markers and how they connect part of the text to one another.

c. Sociolinguistic competence: knowledge about different types of texts and their usual structure and content.

d. Strategic competence: the ability to use top down strategies as well as knowledge of the language (a bottom-up-strategy).[6]

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[5]Ralph E. Reynold, 2002, *Understanding the Nature Reading Comprehension.* (Retrieved on Tuesday, February 22th, 2011) at http: //www.sagepub.com/upm-data/7086 wolfech 1.pdf
[6]Kalayo Hasibuan and Muhammad Fauzan A, *Op.cit,* p. 115

To more easy in reading, we need to know the process of reading. Caroline T. Linse in the process of reading, he divided three categories of reading models, they are:[7]

a. Bottom up Models

Bottom up models typically consist of lower-level reading processes. Students start with the fundamental basics of letter and sound recognition, which in turn allows for morpheme recognition followed by word recognition, building up to the identification of grammatical structures, sentences, and longer text.

b. Top down Models

Top down models begin with the idea that comprehension resides in the reader. The reader uses background knowledge, makes predictions, and searches the text to confirm or reject the predictions that are made. A passage can thus be understood even if all of the individual words are not understood.

c. Interactive Models

This model combines elements of both bottom-up and top-down models. The readers synthesized based on information provided simultaneously from several knowledge sources. Murtagh in Caroline T. Lines stresses that the best second language readers are those who can efficiently integrate both bottom-up and top-down processes.

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[7]Caroline T. Linse, *Op.cit,* p. 70-72

Reading is a way to get information from something that was written. Reading involved the interaction between reader and the passage. According to Delene, the purposes of the reading are as follows:[8]

a. For pleasure or for personal reasons

b. To find personal information

c. To find a specific topic in a book or article

d. To learn subject matter that is required for a class

Based on the explanation above, the writer concludes that reading is a process to convey the message or information. By reading, the reader will know what they read and be challenged to response the ideas of the author.

2. The Nature of Reading Comprehension

Reading cannot be separated from comprehension because the purpose or the result of reading activity is to comprehend what has been read. Reading without understanding what has been read is useless. Anderson in Caroline T. Linse stated that the aim of reading is to comprehend.[9] That is also stated by Kalayo Hasibuan, the purpose (s) for reading and the type of text determine the specific knowledge, skills, and strategies that readers need to apply to achieve comprehension.[10]

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[8]Delene Sholes, *Reading for Different Purposes; Strategies for Reading Different Kinds of Materials*, (Retrieved onSunday,February06, 2011) at http://www.suite101.com/content/reading-for-ifferent-purposes-a91899, p. 2

[9]Caroline T. Linse, *Practical English Language Teaching: Young Learners.* (New York : McGraw-Hill Companies,Inc,2005), p. 71

[10]Kalayo Hasibuan and Muhammad Fauzan A, *Teaching English as Foreign Language (TEFL), (*Pekanbaru : Alaf Riau Graha UNRI Press, 2007), p. 115

Debra L. Cook Hirai stated that comprehension refers to how struggling readers "make sense" of the written page in any content.[11] In addition, Mark Sadoski says that comprehension is understands something, getting its meaning.[12] Furthermore, Durkin in Dorothy states that reading comprehension has been called the essence of reading, essential not only to academic learning in all subject areas but to lifelong learning as well.[13]

According to Hornby, comprehension is the mind act or power of understanding.[14] When one reads something, he actively goes along to comprehend what the writer's intended message by predicting, evaluating, selecting significant details, organizing, etc. Therefore, reading comprehension means understanding what has been read. It is an active process that depends not only on comprehension skill, but also on readers' experiences and prior knowledge. Moreillon stated that background knowledge is always behind us backing up our comprehension[15].

From the ideas above, it can be conclude that reading comprehension is the power to get an idea or meaning from a written text, understand it according to experiential background or prior knowledge and interpret it with the readers need and purpose.

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[11]Debra L. Cook Hirai, Irene Borego et al., *Academic Language/Literacy Strategies for Adolescents*, (New York : Routledge, 2010), p. 76
[12]Mark Sadoski, *Conceptual Foundations of Teaching Reading*, (New York : The Guildford Press, 2004), p. 67
[13]Dorothy S. Strickland, Kathy Ganske, et al., *Supporting Struggling Readers and Writers*, (Monroe Portland, Maine : Stenhouse Publisher, 2006), p. 141
[14]AS. Hornby, *Oxford Advance Learner's Dictionary of Current English* (Oxford : Oxford University Press, 1987), p. 174
[15]Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension,* (Chicago : American Library Association, 2007), p. 19

Catherine Snow stated that reading comprehension is as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. She also mentioned that comprehension entails three elements, such as:[16]

a. The reader who is doing the comprehension.

b. The text is to be comprehended.

c. The activity in which comprehension is a part.

In addition, Catherine Snow states that to comprehend, a reader must have a wide range of capacities and abilities.[17] These include:

a. Cognitive Capacity (e.g. attention, memory, critical, analytic ability, interference, and visualization ability).

b. Motivation (a purpose for reading an interest in the content being read, and self-efficacy as the reader).

c. Various types of knowledge, (vocabulary, domain and topic knowledge, linguistics and discourse knowledge of specific comprehension strategies).

3. Students' Reading Comprehension

In the process of teaching and learning English especially in reading subject, a good reading comprehension achievement of the students is one of the most crucial goals by the end of teaching and learning process. *Reading comprehension* result when the students or the reader knows which skills and strategies are appropriate for the type of text and understand how to apply them to

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[16]Catherine Snow and Chair, *Reading for Understanding toward Research and Development Program in Reading Comprehension*, (Santa Monica : RAND Reading Study Group,CA, 2002), p. 11

[17]*Ibid.*, p. 13-14

accomplish the reading comprehension. Hornby stated that comprehension is the mind act or power of understanding.[18] When student reads something, they actively goes along to comprehend what the writer's intended message by predicting, evaluating, selecting significant details, organizing, etc. Therefore, reading comprehension means understanding what has been read. It is an active process that depends not only on comprehension skill, but also on readers' experiences and prior knowledge. It is supported by Judi Moreillon, he stated that background knowledge is always behind us backing up our comprehension.[19]

From the ideas above, it can be conclude that reading comprehension is the power to get an idea or meaning from a written text, understand it according to experiential background or prior knowledge and interpret it with the readers need and purpose, especially it is needed by the students as the reader.

4. Some Factors that Influence Students' Reading Comprehension

There are some factors that influence students' reading comprehension achievements; those are internal factors and external factors. It will be explain as follows:

a. Internal Factors

Kahayanto in Egis Fajruna El Mubarok stated that the internal factor means the factor which comes from the reader himself, or usually known as personal

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[18]AS. Hornby, *Oxford Advance Learner's Dictionary of Current English,* (Oxford *:O*xford University Press, 1987), p. 174
[19]Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, (Chicago : American Library Association, 2007), p. 19

factor.[20] In addition, these factors can also be classified into intelligent (IQ), motivation, attitude, and the purpose of reading.

a) Intelligent; by the intelligent of the reader, while reading process, the reader will be remember the content of the text, understand it, difference it, and compare analyze it.

b) Motivation; it is needed by the reader, because if the reader does not have motivation in reading, the reader will not understand what is the text about.

c) Attitude; it refers to how is the reader's attitude towards the purpose of their reading.

d) The purpose of reading; the reader has to know what the purpose of reading is, and what the writer gets from reading process.

b. External Factors

External factors are the factors that come from the outside of the students. These factors are an environment, social economic, reading facilities, and reading habits. The external factor can cause by two things, such as:

a) Reading Material

The students' achievement in reading depends on the level of the difficulty of the text. Thus, it can influence students' achievement if the text given is not at the right level of the difficulty of the readers or the students.

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[20]Egis Fajruna El Mubarok.*Op.cit,* p. 14-16

b) Teacher of Reading

Teacher reading means here is the teacher should be careful in choosing the text and giving the task for the students. Because, they are related to the students' reading comprehension.

5. **Recount Text**

As writer had limited in the research that she used recount text in reading comprehension, the writer will discuss briefly about recount. A recount text is a text that telling the reader about one story, action, or activity of someone that happened in the past. According to Knapp and Watkins, formally, recounts are sequential texts that do little more than sequence a series of events[21]. It means that recount text focuses on the series of events, one event followed by others.

The characteristics of recount text as follows:

a. Generic Structure

a) Orientation

In this part, the writer tries to set up the characters, time, and place. Another way to construct the orientation part is trying to answer the following questions that use: who, when, where, what, and so on. It can be seen as the following art:

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[21]Peter Knapp and Megan Watkins, *Genre, Text, Grammar; Technologies for Teaching and Assessing Writing*, (Sydney : University of New South Wales Press Ltd, 2005), p. 223

Orientation:

What?
what did they do?

Who?
Who did the activity?

Where?
where did this take place?

ORIENTATION

When?
When did this happen?

Why?
What was the purpose of the activity?

It can be seen in the following example:

When I was **in the Junior High School**, I joined two clubs. They were the **Football Club** and the **Karate Club**. I joined those clubs because I love sports, especially football and karate. I had football **on** Sunday mornings and Karate **on** Mondays at 4 p.m.

b) Sequence of Events

Recounts are organized around a sequence account of events or happenings. They follow a time sequence in that they are organized through time. It can be seen from the sequential words as the following art:

It can be seen in the following example:

> **One day**, my football club joined a football competition. There were eight clubs joining the competition. **At first**, our club won the match. **Then**, we had to defeat one club to get to the final. Fortunately, we won again. After two matches, we had lunch in the cafeteria. We were so impatient to play in the last game. It was the hard one because our opponent was very tough. **Finally**, we won the game with a nice score of 3 - 2.

c) Re-Orientation

> Re-orientation consists of a personal comment about the event or what happened in the end. It can be seen in the following example:
> We were so tired. However, we were happy and proud to be the winner of the competition. It was a very interesting competition in my experience.

b. Language Features

a) Focusing on specific participants (using nouns and pronouns), such as Mrs. Lucyana, our cat, shopkeeper, etc.

b) Using simple past tense, in the form of regular and irregular verbs, such as, he smiled, it barked, she came, etc.

c) The verbs used are mainly action verb, such as go, sleep, run, etc. however there would be also many verbs which refer to what the human participants, said, felt, or thought (verbal and mental processes)

d) Many linking words are used to do with the time and to make the sentence cohesively, e.g. On Wednesday, then, at the same time, next, alter, before. In other words, it focuses on the temporal sequence.

e) The circumstance of place is used to complete the information in the text; it is use adverb and adverb place, such as: *yesterday*, *at my house, slowly,* etc.

f) Uses *Adjectives* to describe *nouns*, such as *beautiful*, *funny,* etc.

To know the students' reading comprehension of the second year students at Junior Boarding School Babussalam Pekanbaru, the writer determines some indicators for reading comprehension on recount text as the following[22]:

a. Students are able to identify the information from the text

b. Students are able to find out the main idea in the text

c. Students are able to identify the unfamiliar vocabulary in the text

d. Students are able to comprehend the text meaningfully

e. Students are able making Inference.

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[22]Barret, *The Barret Taxonomy of Cognitive and Effective Dimension of Reading Comprehension*, (1986). From (Http://joebyrna.net/curriculum/barret.pdf)

6. The Nature of Paragraph Shrinking Strategy

The aim of teaching reading is to develop the students' ability. Therefore they can read and understand the English text effectively and efficiently. In teaching reading many students sometimes are unable to get complete understanding of the texts. This might be caused by the fact that many of those students do not know the essential information needed to understand a word, including how a word combines with other words. It means producing students who can use reading strategies to maximize their comprehension of text, identify relevant and non-relevant information, and tolerate less than word-by-word comprehension Therefore those students need strategies in order to overcome the problems.

Paragraph Shrinking is a simple strategy for identifying the main idea of a paragraph or short section of text.[23] It is usually taught with reading strategies that are implemented using peer-assisted learning strategies. The goal of using paragraph shrinking is to help students develop their reading comprehension skills and understand what they reading.

Danielle said that Paragraph Shrinking is designed to developed comprehension through summarization and main idea identification.[24] In addition, Fuchs, D., Fuchs, L., & Burish, P said that the paragraph shrinking strategy allows

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[23]Karen R. Haris and Steve Graham, *Teaching Reading Comprehension to Students with Learning Difficulties, (*New York, London : The Guilford Press, 2007*),* p. 117
[24]Danielle S. McNamara, *Reading Comprehension Strategies,* (USA : Laurence Erlbaum Associates Inc. Publishers, 2007), p. 185

each student to fine main idea through turns reading, pausing, and summarizing the main points of each paragraph.[25]

By raising students' awareness of reading as a skill that requires active engagement, and by explicitly teaching reading strategies, teachers help their students develop both the ability and the confidence to handle communication situations they may encounter beyond the classroom.

7. Using Paragraph Shrinking Strategy towards Students' Reading Comprehension

When we think of the word "shrink," we think about something getting smaller. That is exactly what the students will do with paragraphs that they read. They are going to learn how to pick out the most important information in a paragraph or set of paragraphs. The most important information is called the main idea. So, they will "shrink" the paragraph down to tell (or write) the most important information or main idea.[26] The steps of paragraph shrinking are as follows:

a. Identify the subject of the paragraph by looking for the *who* or *what* the paragraph is mostly about.

b. State the most important information about the *who* or *what*.

c. Say the main idea in 10 or fewer words.

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[25]Fuchs, D., Fuchs, L., & Burish, *Paragraph Shrinking. P. Peer-Assisted Learning Strategies: An Evidence-Based Practice to Promote Reading Achievement. Learning Disabilities Research and Practice,* (2000). 15(2), 85-91. From
(http://www.readingrockets.org/strategies/paragraph_shrinking/)
[26]Elizabeth Jankowski, *Vocabulary and Reading Comprehension, Paragraph Shrink (Summarization),* (University of Oregon : The Center on Teaching and Learning College of Education, 2000). From(http://oregonreadingfirst.uoregon.edu)

Elizabeth Jankowski stated that Paragraph Shrinking can be implemented also by Paragraph Shrinking Question Card. It will make the students more able to comprehend the reading and find the main idea easily. *For examples*:

Paragraph Shrinking Card

.... 🛶	**Canoes** 🛶
Questions to Ask: *1.* Name the *Who* or *What* 2. Tell the most important thing about the *who* or *what*. 3. Say the main idea in 10 words or less.	*Answer:* 1. Canoes 2. "…that people can sit in them and use paddles to move through the water." 3. Canoes can be used to move people through water.

From the explanation above, The Paragraph Shrinking strategy is one of the good strategies that should be considered by the teacher to be applied in the process of teaching and learning English, especially in reading subject to increase students' reading comprehension.

B. The Relevant Research

1. A research from Egis Fajruna El Mubarok

In his research, he tried to find out whether there is a significant effect of using pre-Questioning toward Reading Comprehension Achievement of the second year students at Junior High School Arroyan Attaqwa Pekanbaru.[27] He concluded that, there is significant effect of using pre-Questioning toward Reading Comprehension Achievement. Related to this study, two kinds of pre-Questioning above can make the student easily predict and delimit the topic is discussed, inform in the text after they read, and answer the pre-Questioning.

1. A research from Nur Hikmah Laila

According to Nur Hikmah Laila, there are some conclusions that she got about the effect of using printed mass media through students' ability in reading comprehension[28]. The researcher found that the use of printed mass media as the tool or media strategy for teaching reading comprehension could enhance students' reading comprehension ability. From the observation, the researcher found that during the action, the students have shown their improvements, such as they are able to comprehend the text well, the situation of teaching and learning English become more joyful and interesting, and all of the students were involved in the teaching and learning process.

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[27]Egis Fajruna El Mubarok, *The Effect of Using pre-Questioning toward Reading Comprehension Achievement of the Second Year Students at Junior High School Arroyan Attaqwa Pekanbaru,* (Unpublished, 2009), p. 63-64

[28]Nur Hikmah Laila, *Improving Students' Reading Ability by Using Printed Mass at SMPN Colomadu Karanganyar*, (Unpublished, 2009), pp. 74-75

C. The Operational Concept

In order to clarify the theories used in this research, the researcher would like to explain briefly about variable of this research. This research is experimental research in which focuses on gaining the effect of using Paragraph Shrinking strategy towards students' reading comprehension. Therefore, in analyzing the problem in this research, there are two variables used, they are:

1. Variable X is Paragraph Shrinking reading comprehension strategy.

   Paragraph Shrinking strategy is an independent variable. Paragraph Shrinking reading comprehension strategy refers to the teacher's strategy in teaching reading.

2. Variable Y is students' reading comprehension.

   Students' reading comprehension is dependent variable.

Variable X

The following treatment as a collection of procedures of the implementation of Paragraph Shrinking strategy can be seen as the following steps:

a. Identify the subject of the paragraph by looking for the *who* or *what* the paragraph is mostly about.

b. State the most important information about the *who* or *what*.

c. Say the main idea in 10 or fewer words.

Variable Y

To know the students' reading comprehension of the second year students' at Junior Boarding School Babussalam Pekanbaru, the writer determines some indicators for reading comprehension as the following:

a. Students are able to identify the information from the text

b. Students are able to find the main idea in the text

c. Students are able to identify the unfamiliar vocabulary in the text

d. Students are able to comprehend the text in recount meaningfully

e. Students are able making Inference.

D. The Assumption and Hypothesis

1. The Assumption

In this study, the researcher assumes that (1) Students' ability in reading text is various, and (2) Strategy in teaching can influence students' reading comprehension.

2. The Hypothesis

H$_a$: There is a significant effect of using Paragraph Shrinking strategy towards students reading comprehension.

H$_o$: There is no significant effect of using Paragraph Shrinking strategy towards students reading comprehension.

CHAPTER III

RESEARCH METHODE

A. The Research Design

The type of the research is quasi-experimental research. According to DR. Sugiono, quasi-experimental design is a research design having some but not the entire characteristic of the true experiment.[1] The type of quasi-experimental design of this research is nonequivalent (pretest and posttest) control group design. In this design, the researcher uses two classes as the sample; control group and experimental group. Those classes are chosen randomly. Both groups take a pretest and posttest. Only the experimental group receives the treatment. According to Sukardi, the design of this research can be illustrated as follows.[2]

TABLE 3.1
Research Design

Group	Pretest	Treatment	Posttest
Experiment	Y_1	X	Y_2
Control	Y_1	_	Y_2

TABLE 3.2
The Variable of the Research

Variable X (Independent Variable)	Variable Y (Dependent Variable)
Using Paragraph Shrinking strategy	Students' Reading Comprehension

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[1]DR. Sugiono, *Metode Penelitian Administrasi*, (Bandung : CV. Alfabeta, 2002), p. 54
[2]Prof. Sukardi, Ph.D, *Metodologi Penelitian Pendidikan; Kompetensi dan Praktiknya,* (Jakarta : Bumi Aksara, 2010), pp. 186

Before doing the treatment, the writer gives pre-test to all of the respondents. Pre-test given in order to find out the students' reading comprehension before implementing Paragraph Shrinking strategy. Then the teacher teaches reading materials using Paragraph Shrinking strategy for experimental group and using teacher's strategy as for control group. After eight meetings, both of groups will give post-test to find out the effect of Paragraph Shrinking strategy to improve students' reading comprehension.

Based on the explanation above, procedure of this research is divide into two way, they are:

1. Procedures of collecting data for experimental group

   a. Pre-test

   The pre-test is carrying out to determine the students' comprehension with their score.

   b. Treatment

   The treatment is conducting for experimental group. It is used Paragraph Shrinking strategy that applied for about eight meetings.

   c. Post-test

   After conducting the treatment, the post-test will be administered and analyzed as final data of this research. The test given is the same test as given in the pre-test. Post-test will be given once as long as teaching and learning process.

2. Procedures of collecting data for control group

    a. Pre-test

       The control group is given pre-test to know their reading comprehension. The test is the same as for experimental group.

    b. No treatment

    c. Post-test

       Post-test also given to control group and the result will be analyze and use as final data for this research.

B. The Location and the Time of the Research

The research has been conducted at the second year students' of Junior Boarding School Babussalam Pekanbaru. Maximally, this researchwill be conducted on February 2012

C. The Subject and the Object of the Research

1. The Subject of the research

The subject of the research is the second year students of Junior Boarding School Babussalam Pekanbaru.

2. The Object of the Research

The object of the research is the effect of using Paraghraph Shrinking strategy towards students' reading comprehension.

D. The Population and the Sample of the Research

1. Population

The population of this research is the second year students of Junior Boarding School Babussalam Pekanbaru in 2011-2012 academic years. It has 6 classes, such as VIII A, VIII B, VIII C, VIII D, VIII E and VIII F. The number of the second year students of Junior Boarding School Babussalam Pekanbaru is 173 students.

TABLE 3.3

Distribution of the Research Population

No	Class	Number of Students
1	VIII A	30
2	VIII B	28
3	VIII C	30
4	VIII D	28
5	VIII E	28
6	VIII F	29
	Total	**173 Students**

2. Sample

Based on the research design, the researcher took only two classes as the sample of this research. The researcher used Cluster Sampling for taking the sample because the students' ability in reading English homogenous and the students are at the same level, taught with the similar material and teachers. Each class consists of 28 students. VIII D was experiment class and VIII E was control class.

E. The Instrument and Technique of Collecting Data

In order to get some data that were needed to support this research, the writer applied the techniques by the test and observation.

1. Observation

The observation was intended to observe directly the effectiveness of the implementation of Paragraph Shrinking strategy toward students' ability in reading comprehension of the second year of Junior Boarding School Babussalam Pekanbaru. The observer was the original English teacher while the researcher implemented the strategy in the classroom. The observation was only given for the students in the experimental group. The indicators of the observation can be seen as follows:

    a. Identify the subject of the paragraph by looking for the *who* or *what* the paragraph is mostly about.

    b. State the most important information about the *who* or *what*.

    c. Say the main idea in 10 or fewer words.

2. Test

The data of this research were acquired from the scores of the students' pre-test and post-test. The data were collected through the following procedure:

    a. Both groups (experimental group and control group) were asked to express their idea of reading comprehension

    b. The teacher evaluated the test based on reading comprehension aspects that consisted of finding factual information, identifying main idea, locating the meaning of vocabulary in context, identifying reference, and

making inference from reading text. It was done to make the teacher easy to collect the data.

c. The test was used to obtain the data concerning the students' reading comprehension. The technique was carried out in items of collecting the data and information dealing with the data variable X Paragraph Shrinking and conventional) Y' (reading comprehension). The materials of the test were adapted from the syllabus of Junior Boarding School Babussalam Pekanbaru.

In order to get the data for this research, the writer used a test. According to Sudjiono[3] test is a tool or procedure to make value. Therefore, the writer collects the data by using test to obtain the effect of Paragraph Shrinking strategy and their reading comprehension. It was multiple choice tests. Multiple choice tests were used to predict the correlation of cause effect,[4] so it was better to the writer used multiple choice tests in collecting the data which consists of twenty items. The students were asked to choose one correct answer. To analyze the item, the writer used the formula:

$S = \frac{B}{N} \times 100 \text{ (Skala } 0 - 100)$

While:

B: The right choice

N: The total questions[5]

[3]Anas Sudjiono, *Pengantar Evaluasi Pendidikan*, (Jakarta : PT. Rajagrafindo Persada, 2008), p. 66
[4]Zaenal Arifin, *Evaluasi Pembelajaran*; Prisif, Teknik, Procedure, (Bandung : PT. Remaja Rosdakarya, 2009), p. 138
[5]Zaenal Arifin, Ibid, p. 229

F. The Validity and Reliability of the Test

1. Validity

Every test, whether it is a short, informal classroom test or a public examination should be as valid as the test construction that can make it. The test must aim at proveding a true measure of the particular skill, intended to measure.

Heaton states, the validity of a test is the extent to which it measures what it is supposed to measure and nothing else. There are three kinds of validity that consist of content validity, construct validity, and empirical validity.[6]

To obtain the data about the comprehension between Paragraph Shrinking strategy strategy and conventional strategy on reading comprehension, the writer acquired to show each score. It was used to refer to the most important cartelistic of an item accurately determined by its difficulty. Then, the tests given to students were considered too difficult or too easy that often show the low reliability. Item difficulty was determined as the proportion of correct responses. This was held to the index difficulty, in which it was generally expressed as the percentage of the students who answer the questions correctly. The formula for item difficulty is as follows:[7]

$$(FV = \frac{R}{N})$$ Where FV : Index of difficulty or Facility value

R : the number of correct answers

N : the number of examinees or students taking the test

The formula above was used to find out the easy or difficulties of each item test that writer gave to the respondents. The items that did not reach the

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[6] Heaton,J.B, *Writing English Language Test,* (New York : Longman Inc, 1988), p. 159
[7] *Ibid*, p.178

standard level of difficult were excludeed from the test and changed with the new items. Heaton states that prepared in practice to accept items with facility values between 0.30 and 0.70.[8]

2. Reliability

A test must first be reliable as measuring instrument. Reliability is a necessary cartelistic of any good test. Heaton explains that reliability is of primary importance in the use of both public achievement and proficiency test and classroom test.[9]

There are some factors affecting the reliability of a test, they are:

a. The extent of the sample of material selected for testing,

b. The administration of the test, clearly this is an important factor in deciding reliability.

The reliability coefficients for good identified kinds of text structure text and reading comprehension test are expected to exceed 0.0 and closed 1.00. Heaton (1995:16) states that, the reliability of the test is considered as follows:

1. 0.00-0.20   Reliability is low

2. 0.21-0.40   Reliability is sufficient

3. 0.41-0.70   Reliability is high

4. > 0.70 Reliability is very high

To know the reliability of the test, we should know: (a) the mean score, (b) the standard deviation of the test, and (c) Cronbach's Alpa. The researcher used the SPSS 16.0 for windows-statistical software.

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[8] *Ibid,* p. 179
[9] *Ibid.*

TABLE 3.4

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.883	.884	2

Item Statistics

	Mean	Std. Deviation	N
T1	59.607	8.2253	28
T2	68.964	8.9255	28

From the table above, it can be seen that the reliability is very high because the result of reliability is 0.884 > 0.70.

G. The Technique of Data Analysis

To analyze the data, the writer established some categories to classify the result of the test as main instrument of this research, adopted from Hartono, the score range is as follows:[10]

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

where t_o : the value of T-obtained

M_x : Mean score of experimental sample

M_y : Mean score of control sample

SD_x : Standard deviation of experimental sample

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[10]Hartono, *Statistik untuk Pendidikan,* (Pekanbaru : Pustaka Pelajar, 2004), p. 191

SD_y : Standard deviation of control sample

N : Number of the students

The table was employed to see whether or not there is any significant difference between the mean score in both experimental and control classes. The T-obtained value is consulted with the value of T-table at the freedom (df) = $(N_1 + N_2) - 2$.

Statistically hypothesis:

Ho : $t_o <$ t table

Ha : $t_o >$ t table

H_a is accepted if $t_o \geq$ t table or there is significant effect of using Paragraph Shrinking strategy towards students' reading comprehension.

H_o is accepted if $t_o <$ t table or there is no significant effect of using Paragraph Shrinking strategy towards students' reading comprehension.

CHAPTER IV

THE PRESENTATION OF THE DATA ANALYSIS

A. The Description of Research Procedure

The purpose of the research is to obtain the students' reading comprehensions which is treated by using Paragraph Shrinking strategy and compared to conventional strategy, and to know if there is significant effect between the students' reading comprehension who are taught by using Paragraph Shrinking strategy and those who are taught by using conventional strategy. The data were obtained from students' reading comprehension of experimental and control class. Before taking the data from the sample, the researcher tried one of the second classes in order to prove whether the test was reliable or not. The result found in the try out was 0.884. It means that the test was very high reliable. Then, to obtain the homogeneity and normality of students' reading comprehension, the researcher gave pre-test and post-test to VIII D and VIII E. The researcher asked the students to answer some questions based on the text given; the text was a recount text. Based on design of the research, it was found that class VIII E was as control class and VIII D was as experimental class. Then, the researcher gave treatments to experimental class for eight meetings.

After giving treatments to experimental class, the researcher used the same format of questions and text of recount to test students' reading comprehension for the post-test of experimental class. While for control class, which was taught without using treatments, the researcher used the same format of questions of recount for their post-test as well.

The result of reading test was evaluated by concerning five components, such as:

a. Students are able to identify the information from the recount text.

b. Students are able to find the main idea in the recount text.

c. Students are able to identify the unfamiliar vocabulary in the recount text.

d. Students are able to comprehend the text in Recount meaningfully.

e. Students are able to make inference.

The data of this research were gotten from the score of students' experimental class and control class. All of data were collected through the following procedures:

a. In Both classes (experimental and control group), students were asked to answer the questions based on the recount text given.

b. The format of the test was multiple choices.

c. The researcher along with the observer gave a score of the students' reading comprehension that was collected from their score of pre-test and post-test.

The test was composed of 30 items, and each item was given score 3.3. The final score was analyzed by using the following formula[1]:

Final score $= \dfrac{Total\ Correct\ Answer}{Total\ Questioner} \ X\ 100$

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[1]Anas Sudijono. *Pengantar Statistik Pendidikan*, (Jakarta : PT. Rajafindo Persada, 2008), p. 32

B. The Data Presentation

1. The Data Presentation of Using Paragraph Shrinking Strategy (variable X)

In this research, the researcher used the observation to support the researcher's research in collecting the data. When the observation was done by the English teacher, the researcher taught the students directly. The English teacher always observed the researcher in the classroom. The English teacher observed the researcher for eight meetings in experimental class. To obtain how to use Paragraph Shrinking strategy in increasing students' reading comprehension, the researcher took data from classroom observation**.** It is described in the tables that present frequency distribution of each observation. To make data clearer, it can be seen in the table below:

TABLE IV.1
Observation Percentage Recapitulation of Using Paragraph Shrinking strategy in the Classroom

No	Indicators of using Paragraph Shrinking Strategy	Alternative Answers	
		Yes	No
1	Teacher gives the recount text to each of students	8	0
2	Teacher divided students into 6 groups	8	
3	Teacher asks students to read independently for five or ten minutes, and then stop.	8	0
4	Teacher helps students to identify the subject of the paragraph by looking for the *who* or *what* the paragraph.	8	0
5	Teacher asks students to state the most important information about the *who* or *what*.	8	0
6	Teacher asks students to say the main idea in 10 or fewer words.	8	0
7	Finally, teacher asks the students to create a simple summary about the text.	8	0
	Total	56	0
	Percentage	100%	0%

The researcher used the following formula to get the percentage of the observation[2]:

$$P = \frac{F}{N} \times 100\%$$

Where: P : Percentage

F : Frequency of the score

N   : Number of Case

$$\frac{56}{56} \; x \; 100\% = 100\%$$

$$\frac{0}{56} \; x \; 100\% = 0\%$$

Based on the data, the category of the observation can be seen below:[3]

    a. 76-100   = Very good

    b. 56-76   = Enough

    c. 40-55   = Less

    d. Less than 40   = Bad

The table above shows that the result of observation of the use Paragraph Shrinking Strategy towards reading comprehension at the second year students' of Junior Boarding School Babussalam Pekanbaru indicates that 100% was done (very good) and 0% was not done by the teacher.

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[2]Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta : PT Rajagrafindo Persada, 2007), p. 43
[3]Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta : Bumi Aksara, 2009), p. 245

The table indicators show some frequently aspects implemented by the researcher as a teacher in the classroom. It can be seen as follows:

a. Identify the subject of the paragraph by looking for the *who* or *what* the paragraph is mostly about.

b. State the most important information about the *who* or *what*.

c. Say the main idea in 10 or fewer words.

Based on the table IV.1, it can be seen that all of frequently treatments of using Paragraph Shrinking strategy had been implemented by the researcher.

2. The Data Presentation of Reading Comprehension (Variable Y)

a. The Pre-Test Score of Students Reading Comprehension

The pre-test score of experimental class and control class before giving treatment can be seen from the table below:

TABLE IV.2

The Students' Pre-Test score of Experimental and Control Class

No	Student	Experiment Class		Control Class	
		Pre-Test	Graduated standard	Pre-Test	Graduated standard
1	Student 1	70	Passed	70	Passed
2	Student 2	80	Passed	73	Passed
3	Student 3	60	Failed	60	Failed
4	Student 4	66	Failed	50	Failed
5	Student 5	86	Passed	76	Passed
6	Student 6	70	Passed	60	Failed
7	Student 7	76	Passed	60	Failed
8	Student 8	70	Passed	73	Passed
9	Student 9	63	Failed	66	Failed
10	Student 10	73	Passed	73	Passed
11	Student 11	56	Failed	63	Failed
12	Student 12	83	Passed	80	Passed
13	Student 13	50	Failed	83	Passed
14	Student 14	60	Failed	76	Passed

15	Student 15	60	Failed	63	Failed
16	Student 16	70	Passed	73	Passed
17	Student 17	76	Passed	66	Failed
18	Student 18	66	Failed	63	Failed
19	Student 19	70	Passed	76	Passed
20	Student 20	66	Failed	66	Failed
21	Student 21	83	Passed	66	Failed
22	Student 22	70	Passed	86	Passed
23	Student 23	80	Passed	70	Passed
24	Student 24	56	Failed	56	Failed
25	Student 25	76	Passed	76	Passed
26	Student 26	66	Failed	83	Passed
27	Student 27	63	Failed	56	Failed
28	Student 28	66	Failed	73	Passed
	Total	1931		1936	

From the table IV.2, the researcher found that the total score of pre test in experimental class was 1931 while the highest was 86 and the lowest was 50 and the total score of pre- test in control class was 1936 while the highest was 86 and the lowest was 50. Based on the data obtained, in the pre-test of experimental class, there were 13 students who failed the graduated standard (SKL), or the score obtained < 70 while there were 15 students who passed the graduated standard (SKL), or the score obtained $\geq$ 70. The percentage of students who failed the graduated standard as follows:

$$= \frac{13}{28} \; x \; 100\%$$

$$= 46.42\%$$

The percentage of students who passed the graduated standard as follows:

$$= \frac{15}{28} \; x \; 100\%$$

$$= 53.57\%$$

Meanwhile in the pre-test of control class there were 17 students, who failed the graduated standard (SKL), or the score obtained < 70 while there were 15 students who passed the graduated standard (SKL), or the score obtained ≥ 70. The percentage of students who failed the graduated standard as follows:

$$= \frac{13}{28} \ x \ 100\%$$

$$= 46.42\%$$

The percentage of students who passed the graduated standard as follows:

$$= \frac{15}{28} \ x \ 100\%$$

$$= 53.57\%$$

TABLE IV.3

The Distribution of Frequency of Students' Pre-test Score of Experimental Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	1	3.6	3.6	3.6
	56	2	7.1	7.1	10.7
	60	3	10.7	10.7	21.4
	63	2	7.1	7.1	28.6
	66	5	17.9	17.9	46.4
	70	6	21.4	21.4	67.9
	73	1	3.6	3.6	71.4
	76	3	10.7	10.7	82.1
	80	2	7.1	7.1	89.3
	83	2	7.1	7.1	96.4
	86	1	3.6	3.6	100.0
	Total	28	100.0	100.0	

From table IV.3, it shows that from 28 respondents in interval 50, the frequency is 1 student (3.6%), 56, the frequency is 2 students (7.1%), 60, the frequency is 3 students (10.7%), 63, the frequency is 2 students (7.1%), 66, the frequency is 5 student (17.9%), 70, the frequency is 6 students (21.4%), 73, the frequency is 1 student (3.6%), 76, the frequency is 3 student (10.7%), 80, the frequency is 2 student (7.1%), 83, the frequency is 2 student (7.1%), 86, the frequency is 1 student (3.6%).

TABLE IV.4

The Distribution of Frequency of Students' Pre-test Score of Control Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	1	3.6	3.6	3.6
	56	2	7.1	7.1	10.7
	60	3	10.7	10.7	21.4
	63	3	10.7	10.7	32.1
	66	4	14.3	14.3	46.4
	70	2	7.1	7.1	53.6
	73	5	17.9	17.9	71.4
	76	4	14.3	14.3	85.7
	80	1	3.6	3.6	89.3
	83	2	7.1	7.1	96.4
	86	1	3.6	3.6	100.0
	Total	28	100.0	100.0	

From table IV.4, it shows that from 28 respondents in interval 50, the frequency is 1 student (3.6%), 56, the frequency is 2 students (7.1%), 60, the

frequency is 3 students (10.7%), 63, the frequency is 3 students (10.7%), 66, the frequency is 4 student (14.3%), 70, the frequency is 2 students (7.1%), 73, the frequency is 5 student (17.9%), 76, the frequency is 4 student (14.3%), 80, the frequency is 1 student (3.6%), 83, the frequency is 2 student (7.1%), 86, the frequency is 1 student (3.6%).

b. The Post-test score of Students' Reading Comprehension

The post-test score of experimental class and control class after giving treatment can be seen from the table below:

TABLE IV. 5

The Students' Post-test score of Experimental and Control Class

No	Student	Experiment Class		Control Class	
		Post-Test	Graduated standard	Post-Test	Graduated standard
1	Student 1	83	Passed	73	Passed
2	Student 2	90	Passed	86	Passed
3	Student 3	60	Failed	70	Passed
4	Student 4	60	Failed	53	Failed
5	Student 5	90	Passed	73	Passed
6	Student 6	83	Passed	76	Passed
7	Student 7	86	Passed	66	Failed
8	Student 8	80	Passed	73	Passed
9	Student 9	73	Passed	60	Failed
10	Student 10	76	Passed	80	Passed
11	Student 11	70	Passed	66	Failed
12	Student 12	90	Passed	76	Passed
13	Student 13	53	Failed	90	Passed
14	Student 14	90	Passed	70	Passed
15	Student 15	83	Passed	73	Passed
16	Student 16	86	Passed	70	Passed
17	Student 17	96	Passed	60	Failed
18	Student 18	83	Passed	60	Failed
19	Student 19	83	Passed	73	Passed
20	Student 20	73	Passed	70	Passed
21	Student 21	96	Passed	80	Passed
22	Student 22	83	Passed	80	Passed

23	Student 23	83	Passed	63	Failed
24	Student 24	70	Passed	63	Failed
25	Student 25	86	Passed	73	Passed
26	Student 26	83	Passed	73	Passed
27	Student 27	70	Passed	56	Failed
28	Student 28	90	Passed	76	Passed
	Total	2249		1982	

From the table IV.5, the researcher found that the total score of post-test in experimental class was 2249 while the highest was 96 and the lowest was 53 and the total score of post-test in control class was 1982 while the highest was 90 and the lowest was 53. Based on the data obtained, in the post-test of experimental class there was 3 students who failed the graduated standard (SKL), or the score obtained < 70 while there were 25 students who passed the graduated standard (SKL), or the score obtained $\geq$ 70. The percentage of students who failed the graduated standard as follows:

$$= \frac{3}{28} \; x \; 100\%$$

$$= 10.71\%$$

The percentage of students who passed the graduated standard as follows:

$$= \frac{25}{28} \; x \; 100\%$$

$$= 89.28\%$$

Meanwhile, in the post-test of control class there were 9 students who failed the graduated standard (SKL), or the score obtained < 70 while there were 19 students who passed the graduated standard (SKL), or the score obtained $\geq$ 70. The percentage of students who failed the graduated standard as follows:

$$= \frac{9}{28} \; x \; 100\%$$

$$= 32.14\%$$

The percentage of students who passed the graduated standard as follows:

$$= \frac{19}{28} \; x \; 100\%$$

$$= 67.85\%$$

TABLE IV.6

The Distribution of Frequency of Students' Post-test Score of

Experiment Group

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 53	1	3.6	3.6	3.6
60	2	7.1	7.1	10.7
70	3	10.7	10.7	21.4
73	2	7.1	7.1	28.6
76	1	3.6	3.6	32.1
80	1	3.6	3.6	35.7
83	8	28.6	28.6	64.3
86	3	10.7	10.7	75.0
90	5	17.9	17.9	92.9
96	2	7.1	7.1	100.0
Total	28	100.0	100.0	

From table IV.6, it shows that from 28 respondents in interval 53, the frequency is 1 student (3.6%), 60, the frequency is 2 students (7.1%), 70, the frequency is 3 students (10.7%), 73, the frequency is 2 students (7.1%), 76, the

frequency is 1 student (3.6%), 80, the frequency is 1 students (3.6%), 83, the

frequency is 8 student (28.6%), 86, the frequency is 3 student (10.7%), 90, the

frequency is 5 student (17.9%), 96, the frequency is 2 student (7.1%).

TABLE IV.7

The Distribution of Frequency of Students' Post-test Score of Control Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	53	1	3.6	3.6	3.6
	56	1	3.6	3.6	7.1
	60	3	10.7	10.7	17.9
	63	2	7.1	7.1	25.0
	66	2	7.1	7.1	32.1
	70	4	14.3	14.3	46.4
	73	7	25.0	25.0	71.4
	76	3	10.7	10.7	82.1
	80	3	10.7	10.7	92.9
	86	1	3.6	3.6	96.4
	90	1	3.6	3.6	100.0
	Total	28	100.0	100.0	

From table IV.7, it shows that from 28 respondents in interval 53, the

frequency is 1 student (3.6%), 56, the frequency is 1 students (3.6%), 60, the

frequency is 3 students (10.7%), 63, the frequency is 2 students (7.1%), 66, the

frequency is 2 student (7.1%), 70, the frequency is 4 students (14.3%), 73, the frequency is 7 student (25.0%), 76, the frequency is 3 student (10.7%), 80, the frequency is 3 student (10.7%), 86, the frequency is 1 student (3.6%), 90, the frequency is 1 student (3.6%).

C. The Data Analysis

1. The Data Analysis of Using Paragraph Shrinking Strategy (Variable X)

The data analysis of using Paragraph Shrinking strategy was based on the percentage of the classroom observation. The researcher had fully implemented the Paragraph Shrinking strategy to the second year students of Junior Boarding School Babussalam Pekanbaru. It can be seen from the total percentage of using Paragraph Shrinking strategy (100%).

2. The Data Analysis of students' Reading Comprehension (Variable Y)

a. Data Analysis of Students' Pre-test Score of Experiment Class (Students' Reading Comprehension Taught by Using Paragraph Shrinking Strategy)

The data of students' pre-test scores of experiment class were obtained from the result of their reading comprehension before giving the treatment. The data can be described as follows:

TABLE IV. 8

**Descriptive Statistics of Students Pre-test Score of
Experiment Class**

Experiment		PreEx
N	Valid	28
	Missing	0
Mean		68.964
Std. Error of Mean		1.6868
Median		70.000
Mode		70.0
Std. Deviation		8.9255
Variance		79.665
Range		36.0
Minimum		50.0
Maximum		86.0
Sum		1931.0

From the table IV.8, it can be seen that the data were processed through SPSS 16.0 version is 28 and no data were not analyzed (missing). Mean of the data is 68.96, median is 70.00 mode is 70.00, and standard deviation is 8.9255. The minimum score is 50.0 and the maximum score is 86.0 while the range or distance between minimum and maximum score is 36. The sum of the data is 1931.

b. Data Analysis of Students' Pre-test Score of Control Class (Students'

Reading Comprehension Taught by using Conventional Strategy)

The data of students' pre-test scores of control class were obtained from the result of their reading comprehension. The data can be described as follows:

TABLE IV. 9

Descriptive Statistics of Students Pre-test Score of

Control Class

Control		PreControl
N	Valid	28
	Missing	0
Mean		69.143
Std. Error of Mean		1.6924
Median		70.000
Mode		73.0
Std. Deviation		8.9555
Variance		80.201
Range		36.0
Minimum		50.0
Maximum		86.0
Sum		1936.0

From the table IV.9, it can be seen that the data were processed through SPSS 16.0 version is 28 and no data were not analyzed (missing). Mean of the data is 69.14, median is 70.00 mode is 73.00, and standard deviation is 8.9555. The minimum score is 50.0 and the maximum score is 86.0 while the range or distance between minimum and maximum score is 36. The sum of the data is 1936.

c. Data analysis of Students' Post-test Score of Experiment Class (Students' Reading Comprehension Taught by Using Paragraph Shrinking Strategy)

The data of students' post-test scores of experiment class were obtained from the result of their reading comprehension after giving the treatment. The data can be described as follows:

TABLE IV. 10

Descriptive Statistics of Students Post-test Score of Experiment Class

Experiment		PostEx
N	Valid	28
	Missing	0
Mean		80.321
Std. Error of Mean		2.0354
Median		83.000
Mode		83.0
Std. Deviation		10.7705
Variance		116.004
Range		43.0
Minimum		53.0
Maximum		96.0
Sum		2249.0

From the table IV.10, it can be seen that the data were processed through SPSS 16.0 version is 28 and no data were not analyzed (missing). Mean of the data is 80.32, median is 83.00 mode is 83.00, and standard deviation is 10.7705. The minimum score is 53.0 and the maximum score is 96.0 while the range or distance between minimum and maximum score is 43. The sum of the data is 2249.

d. Students' Post-Test Score of Control Class (Students' Reading Comprehension Taught by Using Conventional Strategy)

The data of students' post-test scores of control class were obtained from the result of their reading comprehension after giving the post test. The data can be described as follows:

TABLE IV. 11

Descriptive Statistics of Students Post-test Score of Control Class

Control		PostControl
N	Valid	28
	Missing	0
Mean		70.786
Std. Error of Mean		1.6365
Median		73.000
Mode		73.0
Std. Deviation		8.6596
Variance		74.989
Range		37.0
Minimum		53.0
Maximum		90.0
Sum		1982.0

From the table IV.11, it can be seen that the data were processed through SPSS 16.0 version is 28 and no data were not analyzed (missing). Mean of the data is 70.78, median is 73.00, mode is 73.00, and standard deviation is 8.6596. The minimum score is 53.00 and the maximum score is 90.00 while the range or distance between minimum and maximum score is 37. The sum of the data is 1982.

3. **Data Analysis of the Effect of Using Paragraph Shrinking Strategy toward Students' Reading Comprehension.**

The data were obtained through students' post-test of experimental class and control class. To analyze the data, the researcher used t-test formula by using software SPSS 16 version:

TABLE IV.12

Group Statistics

Group	N	Mean	Std. Deviation	Std. Error Mean
Experiment	28	80.321	10.7705	2.0354
Control	28	70.786	8.6596	1.6365

TABLE IV. 13

Independent Sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	1.256	.267	3.651	54	.001	9.5357	2.6117	4.2995	14.7719
	Equal variances not assumed			3.651	51.620	.001	9.5357	2.6117	4.2940	14.7775

From the table IV.13, it can be seen that t_o is 3.651 and df is 54. The t_o obtained is compared to t table either at 5% or 1%. At level 5%, t table is 2.02 and at level 1%, t table is 2.72. Based on t table, it can be analyzed that t_o is higher than t table either at level 5 % or 1%. In other words, we can read 2.02 < 3.651 > 2.72. So that the researcher can conclude that H_o is rejected and H_a is accepted. It means that there is significant different between students' reading comprehension who are taught by using Paragraph Shrinking strategy and those who are taught by using conventional strategy at the second year students of Junior Boarding School Babussalam Pekanbaru.

The experiment showed that the mean score of both group were different. The mean score of experiment class in pretest was 68.96 and post-test was 80.32, it rose 11.36. Besides, the mean score of result of control group in pretest was 69.14 and posttest was 70.78, it rose only 1.64. To make clear, it can be seen from the following table:

Table IV. 14

Mean of Experiment and Control Class

	Experiment class	Control class
Mean pretest	68.96	69.14
Mean posttest	80.32	70.78

From the table IV.14, it can be stated that using Paragraph Shrinking strategy had effect positively to increase students' reading comprehension. It is proved by the different score in experimental group and control group that was 9.54. So using Paragraph Shrinking strategy could increase students' reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer summarizes about this scientific study. The summary will be focused on three parts; theoretical conclusion, research finding, and suggestion. All these parts are aimed to any readers who would like to know and take the essential points of the writing. It also means as complement to end the scientific writing, so that problems which have been discussed from chapter I to chapter V above are answered definitely.

A. Conclusion

Based on the research finding of data presentation and analysis in the previous chapter, it was concluded that the students' reading comprehensions before being taught by using Paragraph Shrinking strategy are facing some problems. Some of students had difficulties comprehending the text given meaningfully and had difficulties finding the main idea in the reading text. Before giving the treatment, the mean score of experimental class is 68.96 at their pre-test.

After conducting the research and giving the treatment to the students, the mean score of students' reading comprehension who are taught by using Paragraph Shrinking strategy at the second year of Junior Boarding School Babussalam Pekanbaru is 80.32. It rises 11.36.

There is a significant effect between students' ability in reading comprehension taught by using Paragraph Shrinking strategy and those who are taught by using conventional strategy. From the significant difference that mean

between score of posttest in control class or conventional strategy is (70.78) and posttest score of experiment class or Paragraph Shrinking strategy is (80.32) and it is also supported by the result of t-test that t_o is higher than t-table either at level 5% or 1% (2.02<3.651>2.72), it can be seen that students' ability in reading comprehension taught by using Paragraph Shrinking strategy is better than students' ability in reading comprehension taught by using conventional strategy.

From this research the researcher concludes that there is significant effect of using Paragraph Shrinking strategy toward students' reading comprehension at the second year of Junior Boarding School Babussalam Pekanbaru.

B. Suggestion

Considering the effect of using Paragraph Shrinking strategy toward students' reading comprehension, the researcher would like to give some suggestion as follows:

1. Suggestions for the teacher:

    a. It is recommended to teacher to use Paragraph Shrinking strategy in teaching reading process.

    b. The teacher should build a favorable atmosphere in teaching-learning process, because the conductive condition in teaching would become one asset to carry the success of material taught.

2. Suggestion for the students:

    a. The students should try to understand The Use of Paragraph Shrinking strategy in reading text.

b. The students should pay more attention to the lesson that has explained by the teacher.

c. The students should avoid cheating in doing their exercises because in Paragraph Shrinking strategy, the teacher gives students time to question her if they do not understand about the lesson yet.

d. The students should be creative to select kinds of reading text in order to comprehend more the text and to diminish boredom in learning English especially in reading subject.

Finally, the researcher considers that this study still needs validation from the next researcher that has the same topic as this study.

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