

The Effectiveness of Paragraph Shrinking Technique in Teaching Reading to Junior High School

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Abstract

*The main problem of this research was focused on the effective teaching reading comprehension by using paragraph shrinking technique to eight grade students at SMP Negeri 1 Bumi Agung. The objective of this thesis is to know the effectiveness of teaching reading comprehension by using paragraph shrinking technique to eight grade students at SMP Negeri 1 Bumi Agung. In writing this research, the researcher used experimental method. The researcher used two groups of students namely control group students at SMP Negeri 1 Bumi Agung in academic year 2013/2014 with total students were 108 from three classes. The form three classes the researcher took two classes as sample. It was 36 students of VII.A as experimental group and it was 36 students of VII.B as control group which chosen by using cluster random sampling. The data obtained from the test analyzed by using SPSS 19 paired sample t-test. Based on the study, the students in the experimental group who used paragraph shrinking have higher achievement in finding the main idea than the students in control group who did not use paragraph shrinking method. Learning reading thorough paragraph shrinking encourages students to learn more about main idea. It could be seen from their enthusiasm during the teaching learning process. Based on the calculation above, the researcher got the average score in control group was **58.83** and experimental group was **73.34**. The standard error of control group was 1.43 and experimental group was 1.78. Meanwhile, its critical value at 5% (1.99) significant with $df = 68$ was 6.363, t -obtained 1.99 was higher than t -table as a critical value. In other words, H_0 was rejected and H_a was accepted, it means that paragraph shrinking was significantly effective in teaching reading. Based on the finding discussed above, it could be concluded that it was significantly effective to applied paragraph shrinking method in teaching reading.*

Keywords: Effectiveness, Teaching, Reading, Paragraph Shrinking Technique

INTRODUCTION

Reading is one of English language skills that should be mastered by learner to develop the ability to communication in their language. According to (Özdemir & Akyol, 2019) reading is the ability to draw meaning from the printed page and interpret this information appropriately. Besides that, reading is important because it can help the students to gain information such as general knowledge, subject of school.

For mastering reading comprehension, students need teacher to guide them. Teacher as a source person and organizer should make creative and interesting activities to motivate students. Teacher should arrange effective activity to raise students' reading comprehension.(Price & Mechelli, 2005). Activities planned are expected to motivate students in participating the lesson and comprehending the reading.

Paragraph shrinking is one of the techniques in teaching reading. Paragraph shrinking is not only helpful for students' in reading but also their general linguistics proficiency in English as Foreign Language. It means that the teacher can teach not only reading but also other language skills and the aspects: vocabulary, idioms, pronunciation, speaking, listening, and writing skill to the students using this procedure(Butterfuss & Kendeou, 2018). Paragraph shrinking allows each student to take turn reading, pausing, and summarizing about the important point of the text (Hidayatullah et al., n.d.2019).

Based on the descriptive above, the researcher was inspired to carry out a research concerning about the effectiveness of paragraph shrinking technique in teaching reading to the eighth grade students of SMP Negeri 1 Bumi Agung. To limit the extent of the study, the researcher limits the research on the using of narrative text in terms of identifying story content, to understand who, what, where, when, why, and how, to recognize how the content is organized into a plot, and to infer causal and other relationships The objective of this research is to know the effectiveness of teaching reading comprehension by using paragraph shrinking technique to eighth grade students at SMP Negeri 1 Bumi Agung.

LITERATURE REVIEW

Concept of Teaching

According to (Wirawan & Abdillah, 2020) teaching is an activity where one person tries to facilitate in another person an appreciation of the complexities involved within an area of study. Teaching involves getting people to think critically about such issue. According to Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning (Amankulova & Seisembieva, 2011).

Based on explanation above, the researcher can conclude that teaching mean an activity to transfer the knowledge by the teacher to the students based on the curriculum and some planning to get a good result.

Concept of Reading

Reading is the practice of using the text to create the meaning. Reading is a fundamental skill on which academic success, secure employment, and personal autonomy depend (Chang, 2011). The other definition of reading is the act of constructing meaning while transacting with the text, (Hutasoit, 2018).

Based on explanation, the researcher concludes that reading is an interactive process that goes on between the reader and text, resulting into informative knowledge. The students get the informative knowledge after the students reading the text in the textbook. Therefore, the reader has to use knowledge, skills, and strategies to determine what that meaning is and the researcher's mean.

Concept of Paragraph Shrinking

(Al-Amri, 2020) state that Paragraph shrinking is a strategy designed to 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. Students provide each other with feedback as a way

to monitor comprehension. This program involves structured activities, frequent interaction and feedback between tutor and tutee and role changes between coach and player. One specific intervention that is used this type of program is Paragraph Shrinking.

So, paragraph shrinking is an activity that can be used by the teacher to develop reading comprehension. The paragraph shrinking strategy allows each student to take turns reading, pausing, and summarizing to the main points of each paragraph.

Process of Paragraph Shrinking

According to (Ridianto, 2018) the step in implementing this strategy they are:

- a. Choose the assigned reading and introduce the text to the students.
- b. Create pairs within the classroom by identifying which children require help on specific skills and who the most appropriate children are to help other children learn those skills.
- c. Model the procedure to ensure that students understand how to use the strategy.
- d. Have each member of the teacher-assigned pair take turns being "Coach" and "Player."
- e. Ask each student to read aloud for 5 minutes without rereading a text

After each paragraph, students should stop to identify the main points of the reading. Ask students to then identify the following information:

- a. The who or what of the paragraph
- b. The most important thing about who or what
- c. The main idea
- d. Ask students to state the main idea in 10 words or less which will encourage them to monitor comprehension while taking turns reading.
- e. Award each pair points when the above goals of the strategy are met.

METHOD

Population of the Research

The population of this research was the eighth grade students of SMP Negeri 1 Bumi Agung. The total number of students are 108 students distributed in three classes. Table 1 below shows the population of this research:

Table Population of the Study

No	Classes	Number of Population
1.	VIII.A	36
2.	VIII.B	36
3.	VIII.C	36
Total Number of Student		108

Sample of the Study

The researcher chose Class VIII.A as experimental group and VIII.B as control group. Table 2 shows the samples of the study

Table Sample of the Study

Class	Group	Number of samples		total
		Female	Male	
VIII.A	Experimental	20	16	36
VIII.B	Control	21	15	36
Total		41	21	72

Techniques for Collecting Data

The reading comprehension test consists of two texts and 20 multiple choice items. The reading comprehension test is used in the pretest and posttest and given to both experimental group and control group. A try-out was conducted before the test with the purpose of investigating the reliability and validity of the test items. Reading test consist of pre test and post test.

Validity of Test

The validity of the test material was checked through the content of validity. In (Dewi, 2016) validity is a form which is based on of degree to which the test adequately and sufficiently measure the particular skills and behavior it sets us to measure to make a good test and has high degree of content validity, the researcher constructed the test specification.

Reliability of the Test

. The researcher used the SPSS 20 program to calculate the reliability of the instruments. To know whether the test items were reliable or not, the researcher concluded two hypothesis as follow:

- a. If the Cronbach Alpha Point was more than 0,70, it mean that the items were reliable.
- b. If the Conbrach Alpha Point was less than 0,70, it mean that the items were not reliable.

Table Reliability Statistics

Cronbach's Alpa	N of Items
.754	20

The table showed that the Cronbach's Alpha Point was 0,754, it was more than 0,70. So, it mean that the items of the instruments were reliable and can be used as the instrument to get the data of the research.

Technique for Analyzing the Data

In order to analyse the data collected, four statistical analyses will be applied. The analyses are as follows: (a) normality test, (b) homogeneity test, (c) paired t- test, and (d) independent t test.

DISCUSSION AND RESULT

Findings

The findings of the research consisted of the result of the pretest and posttest of the experimental group and the result pretest and posttest of the control group. The test was distributed to the sample of the study before and after experiment. The same test was given twice to the students. The first is as a pretest and the second one as a post test. The data of both of the experiment and control group took on in class VIII.A and VIII.B at SMP Negeri 1 Bumi Agung.

Interpretation

From the calculation in this research, the researcher can interpret that there is significantly effective used paragraph shrinking in teaching reading. It shows from the score of post-test is higher than the score of pre-test. Than the student's score in experimental group was higher than student's score in control group, and from the average score in the pre-test and post test both experiment and control group, and also it gave significant difference to the result of t-test.

The researcher also compared the result of post-test between the experimental and control group, and the value of t-obtained was higher than the critical value of t-table. It showed that there was a significant difference in teaching reading between the students who were taught by using paragraph shrinking strategy and the students who were not taught using paragraph shrinking strategy.

Based on statistical analysis, the result of matched t-test calculated was higher than t-table. In the other words, the null hypothesis (H_0) was rejected, consequently the alternative hypothesis (H_a) was accepted. It means that the implementation of paragraph shrinking as a technique in teach reading enable student to get better skill and score in reading specially in text book. In fact, the researcher proved the truth of alternative hypothesis. Based on the finding above, it could be interpreted that the use of paragraph shrinking method in teaching reading enable them to get better score. It means that there was significantly effective to teaching reading using paragraph shrinking to the eighth grade students of SMP Negeri 01 Bumi Agung.

CONCLUSIONS

The students in the experimental group who used paragraph shrinking have higher achievement in finding the main idea than the students in control group who did not use paragraph shrinking method. Learning reading through paragraph shrinking encourages students to learn more about main idea. It could be seen from their enthusiasm during the teaching learning process.

From the calculation above the researcher got the average score in Control Group was **58.83** and experimental group was **73.34**. The standard error of Control Group was 1.43 and Experimental Group was 1.78. Meanwhile, its critical value at 5% (1.99) significant with $df = 68$ was 6.363, t -obtained 1.99 was higher than t -table as a critical value. In other words, H_0 was rejected and H_a was accepted, it means that paragraph shrinking was significantly effective in teaching reading.

Based on the finding discussed above, it could be concluded that it was significantly effective to applied paragraph shrinking method in teaching reading.

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