

The Effectiveness of the Paraphrasing Strategy on Reading Comprehension in Yogyakarta City

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Abstract

This study aims to find out (1) to know effectiveness or not of the paraphrasing strategy measured by seeing reading interest in the literal and inferential reading comprehension abilities, and (2) the contributions of the reading interest to literal and inferential comprehension between the students learning through the paraphrasing strategy and those learning without the paraphrasing strategy. This study employed a quasi-experimental design. The research population comprised all eight classes of MTs Kota Yogyakarta. The sample was selected by using the cluster random sampling technique for determining the experimental and control groups. The data were collected by using (1) a test to measure abilities in literal and inferential comprehension on English reading, and (2) a questionnaire using the Likert scale to measure reading interest using four alternative answers by consideration to find accurate data. The data analysis techniques employed the multivariate analysis of covariance and regression. The results of the study are as follows. (1) There is a effectiveness paraphrasing strategy measured by seeing reading interest in the literal and inferential reading comprehension abilities by itself and both of them, indicated by $F = 6.410$ at sig. $(0.015) < \alpha = 0.05$ and $F = 5.859$ at sig. $(0.020) < \alpha = 0.05$ and $F = 7.456$ at sig. $(0.009) < \alpha = 0.05$. (2) There are contributions differences of the reading interest to literal and inferential comprehension using the paraphrasing strategy by itself and both of them, namely 17.2% and 17.9% and 21.6% respectively, and without the paraphrasing strategy, the contributions are 16.5% and 15.7% and 16.8% respectively. Reading interest using the paraphrasing strategy and without the paraphrasing strategy is in the low level, in which the means are 72.73 and 70.61, below the ideal mean of 80.

Keywords: paraphrasing strategy, reading interest, literal and inferential comprehension

A. INTRODUCTION

1. Background

Literal and inferential comprehension occupies a very important role in reading comprehension. Comprehension is quite good, if able to master the literal and inferential comprehension together and said to be bad if instead of understanding can only be mastered literal or inferential comprehension alone. Understanding of the reading depends on the background reading experience, sensory and perceptual skills, ability to think, to know the word strategies, reading goals, observations on the reading, the importance of reading to himself, and the availability of facilities. Paraphrasing strategy chosen as reading strategies as paraphrasing strategy consists of the concept of disclosure in any other way in the same language without changing the meaning expected to have any impact on students' skills in literal and inferential reading comprehension.

Based on the initial survey conducted in several schools, found there are some students who cannot understand very well what they have read. This condition explains that there are some students who still low reading ability. Supposedly, reading comprehension for children who had been sitting in class 8 MTs, in interpreting the readings not only word by word, but by deed inference and interpretation, and the child also has to use cognitive abilities to construct meaning in reading. A student is said to be skilled at reading when he can read and understand the content of reading. It is concluded that reading comprehension is a fundamental foundation for studying and understanding the material and concepts of all the subjects there.

Reading success also cannot be separated from the reading interest. Reading can be done anywhere and anytime as long as there is desire, passion, and reading interest. Facts found, there are some students who do not realize the importance of reading. If this trend continues, it will affect student achievement itself. Though expected to read can be a part of life that cannot be separated as a slogan that says "no day without reading". This slogan explained that to achieve good results in reading, requires continuous diligence, in order to train the habit of reading literacy, especially literal and inferential reading comprehension can be achieved.

Some factors contributing to the achievement of learning objectives lack of success reading in MTs Yogyakarta City, among them are teachers, students, materials, and strategies to read. Learning is done by focusing on the teacher (teacher-directed) make students become passive, as only a teacher lecture listeners. In this kind of learning students learn on their own without any activities such as discussion, or examine fellow students. This makes students can share ideas, lazy, afraid to ask/argue, not even enthusiastic about learning. Factor of the student also be the cause of failure in learning. These factors include: a lack of confidence, fear, low self-esteem, and are less willing to take risks.

BurhanNurgiyantoro (2009: 247) states that the activity of reading education is something that cannot be bargained. Most of the knowledge acquisition is done by a person, and even more students through reading

activities. Students study success will be largely determined by the ability and willingness to read. Language teaching which has the task of creating and improving reading skills students should get the best possible attention. On the other hand, skill and or ability to read English text is very important for the students because many English language books they should read. Thus, learning and reading needs to be addressed properly handling that students have the ability to read English text. Therefore, learning to read by paraphrasing strategy centered on the students themselves (student-directed).

Teaching reading should be unified by paraphrasing because paraphrasing strategies are intimately connected. By reading, students may not only get a complete language input but also the opportunity to learn new vocabulary in context and understand the language syntax. Through paraphrasing strategies, students have the opportunity to practice language skills and provide students with many opportunities to understand the English text using their own words. Paraphrasing strategy is a reading comprehension strategy to express the concept in other ways in the same language, without changing its meaning, by giving the possibility of a different emphasis.

2. Basis Theory

a. Reading Comprehension

Burns, Roe & Ross (1984: 177) states that a literal understanding of the reading includes basic ideas, detailed or descriptive, cause and effect, sequence or series of vocabulary and comprehension, sentence meaning and the meaning of the paragraph. Furthermore, the ultimate goal of reading is comprehension students can understand the contents of any readings that included seven such capabilities. Literal understanding is that there are answers in the text and the students just need to select it. This is also supported by the Harris & Sipay (1985: 491) as follows:

Literal comprehension question may need to be asked because factual information is the main focus of the reading material (e.g., science materials), and at the time it is necessary to establish whether the child's inability to make an inference is based on his lack of literal comprehension.

The idea is literal comprehension questions need to be asked as a matter of factual information so the main focus (as in the matter of knowledge), and is also necessary to prove whether the inability of students in the literal understanding. Thus, literal understanding is the simplest level of understanding because few readers demanding cognitive abilities.

Heilman, Blair & Rupley (1986: 190) explains that there are three levels of understanding as follows: (1) literal comprehension, understanding main ideas and information explicitly (explicit) stated in paragraph, (2) interpretative understanding, understanding main ideas and information that is implicitly (implied) stated in paragraph, (3) critical understanding, analysis, evaluation and personally relate to the information set forth in paragraphs. Historically, reading comprehension skills (reading comprehension skills) are divided into various levels or categories. The most common division includes skill literal, interpretive, and critical (Robinson & Good, 1987: 145-146). Literal comprehension includes reading to find facts, placing special details, and follow instructions/directions. Interpretative literal understanding to build understanding and finding information than what is explicitly stated in the text. Finding the main idea, determine implications, apply; task is an example of interpretive understanding. In a critical level, the reader makes decisions/assessment of whether a material is accurate, relevant, including the fact/opinion.

In this study, researchers selected two literal comprehension and understanding of the inferential comprehension. Level of understanding can be seen in Table 1 below.

Table 1 Reading Comprehension Level

No	Comprehension Level	Indicator
1.	Literal Comprehension	1.1 Express the main idea 1.2 Details/explanatory 1.3 Sequences/series 1.4 Following instruction 1.5 Understanding vocabulary
2.	Inferential Comprehension	2.1 Implied main idea 2.2 Guess a causal relationship 2.3 Guess pronoun 2.4 Guess adverb 2.5 Guess the missing word 2.6 Predicting mood 2.7 Predicting the author's purpose 2.8 Draw conclusion

b. Paraphrasing Learning

McWhorter (1992: 263-264) suggest measures paraphrase as follows: (1) read slowly and carefully, (2) read all of the material, (3) when reading the notice the exact meaning and relationships between ideas, (4) read

each sentence and express key ideas in their own words, (5) do not try to paraphrase it word for word, in contrast with the idea, and (6) check the dictionary to find the meaning more precise in the use of the word, especially or phrase is not really /uncomfortable.

According to Mazak, Zwier and Yilmaz (2005: 147), there are four steps to paraphrase the text, two of which are (1) to understand what is read. If you do not understand it, I cannot seem to paraphrase correctly, (2) thinking about the idea, especially how the idea can be associated with a specific topic.

In this study, researchers used the following steps: (1) to read English literature carefully, (2) overall reading twice, (3) give an indication on the words or phrases that are not understood, (4) pay attention to the meaning of the precise and relationships between ideas, (5) use the dictionary to find words that do not know, (6) read sentences by placing the definition of the search terms in the dictionary, (7) paraphrase readings using their own words.

c. Reading Interest

Interest is one important factor in education, employment, or in other activities. In the field of education, interest has great influence in the success and the success of the study. Interest in reading comprehension in English literature would lead one to pursue and deepen the field wholeheartedly and without any coercion in achieving his goal of success.

According Getzel (1996) in DjemariMardapi (2008: 106) is a disposition of interest in organized through experience that encourages a person to obtain a specific object, activity, understanding, and skills for the purpose of interest or achievement?It is important in the interest of its intensity. In general the effective interest includes characteristics that have a high intensity.

The purpose of the statement is experiences that happened to him is obtained through a desired activity, because the object is indeed interesting. Meanwhile, according Kartono (Grahacendikia, 2009: 1) "interest is moments from the tendency of intensive soul-directed to an object that is considered the most effective (feelings, emotional) in which there are effective elements (emotions) are strong".

DjemariMardapi (2008: 112) "the nature of the interest is structured through experience that encourages individuals looking object, activity, understanding, attention or skill for the purpose of control". Interest is a timeless character is revealed through the relationship between a person with a particular activity or object. Interest occurs when the needs, abilities, and skills match the needs of students at a particular activity. Therefore, assigning students to get something more interesting is a way to provide a challenge for their abilities, concerned about the development and the need to enhance the skills that are important to them. Thus, students who are interested in an activity will appear on the level of presence, the good in the process, understand, and remember the events or objects (Elliot, Kratochwill, Cook, et al., 2000: 349).

Readiness to read requires an interest in the reading that one of the most important tasks is to build a reading readiness program interest in reading. To develop interest in reading, children need to be shown in the language and literature. They need the experience that comes from what they hear, respond to stories, holding a book and analyze the images, and to know the reasons why they should be read in daily activities (Burns, Roe, & Ross, 1984: 46).

Woolfolk (2007: 384) explained that there are two kinds of interest, (1) the individual, and (2) the situation. Individual interests are eternal aspects of the individual to such timeless trend in interest or enjoy the subject as an example of the language, history, mathematics or other activities, sports, music or movies. Interest situation is shorter aspect of the activity, text or material to the attention of students. Someone who has a great interest in reading shown by their willingness to get a reading and then read it on the basis of his own desires. A child who has a high interest in reading will make reading as a habit and at the same time needs. As a continuation of the strong desire of forming craze reading.

Kholid A. Harras&LilisSulistianingsih (1997: 1:27 to 1:28) some indicators that can be used as a parameter to determine whether someone has had a high interest in or is low i.e. the frequency and quantity of reading. Frequency and time spent by a person to read. People who have had a generally high interest in reading frequency are very high and the time he used would be very high. In other words, someone who has interest in reading will be doing a lot of reading, and vice versa; quantities of reading materials. People who have an interest in reading good generally will try devouring a variety of readings or readings will be very varied. They're not just going to read the kinds of readings that have a direct connection with her job or profession, but will also read other types of readings.

Some of the above opinion concluded sense reading of this research is the trend in the soul of man is manifested in (1) the frequency of reading activities, (2) when a person's reading activity, (3) variations in readings that are read /quantity of reading materials, and (4) interest in reading.

B. RESEARCH METHOD

This research is a quantitative study with quasi-experimental approach (quasi experimental). The independent variable (X) is a paraphrasing strategy. Experimental design used was a randomized pretest-posttest control group design (Campbell & Stanley, 1966: 13). The design can be seen in Table 2 below.

Table 2 Research Design

R	Group	Pretest	Treatment	Posttest
	E	O ₁ O ₃	X	O ₁ O ₄

Information

R: Random (random)

E: The experimental group

K: The control group

X: Treatment with paraphrasing strategy

O₁: Literal and inferential comprehension levels in the experimental group pretest results

O₂: Literal and inferential comprehension levels in the experimental group posttest results

O₃: Literal and inferential comprehension levels in the control group pretest results

O₄: Literal and inferential comprehension levels in the control group posttest results

The population in this study was all students of class VIII MTs of Yogyakarta which consists of six MTs. The technique used in the determination of this sample is simple random sampling because there is the consideration that the population is homogeneous / relatively homogeneous. Grade 8 students MTs Negeri Yogyakarta II randomized by lot in the presence of an English teacher MTs Yogyakarta II, amounting to 140 students who are divided into 7 classes 8A, 8B, 8C, 8D, 8E, 8F and 8G. Sampel totaled 50 students were divided into 2 class, the experimental class (Class 8A) n = 26 and a control class (class 8C) n = 24.

This study uses the instrument in the form of tests and nontest. Tests the ability to read literal and inferential reading comprehension in English is used to determine the difference after the treatment, while nontest form of a questionnaire, which is to measure interest in reading.

C. RESULTS AND DISCUSSION

1. Research Result

The first research hypothesis tested in this study is no paraphrasing strategy effectiveness was measured by looking at the students' interest in reading ability literal and inferential reading comprehension in English.

The first results of hypothesis testing using MANCOVA test the effectiveness of the strategy of paraphrasing are measured by looking at the students' interest in reading ability literal and inferential reading comprehension in English individually and jointly, each $F = 6.410$ at sig. $(0.015) < \alpha = 0.05$, $F = 5.859$ at sig. $(0.020) < \alpha = 0.05$, and $F = 7.456$ at sig. $(0.009) < \alpha = 0.05$. With the initial conditions did not differ significantly and increase the pretest-posttest mean score for the experimental group was 6.71 and literal understanding of inferential comprehension at 5.98 while the average increase in the pretest-posttest control group was 6.24 for literal understanding and inferential comprehension of 5.44, it can be concluded that the use of effective paraphrasing strategy on the literal and inferential reading comprehension together. The second study tested the hypothesis that there is a contribution that followed the students' interest in learning and the paraphrasing strategy without paraphrasing strategy on the literal and inferential comprehension.

Tabel 3 The First Research Hypothesis Tested

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig
Corrected Model	Pre Test Literal	.752 ^a	2	.376	.629	.538 ^a
	Pre Test Inferensial	1.985 ^b	2	.993	1.139	.329 ^b
	Post Test Literal	6.336 ^c	2	3.168	5.736	.006 ^c
	Post Test Inferensial	8.935 ^d	2	4.468	5.466	.007 ^d
	Data Pre Test	.275 ^e	2	.138	.233	.793 ^e
	Data Post Test	7.579 ^f	2	3.790	6.824	.003 ^f
Intercept	Pre Test Literal	25.937	1	25.937	43.350	.000
	Pre Test Inferensial	9.486	1	9.486	10.889	.002
	Post Test Literal	49.093	1	49.093	88.878	.000
	Post Test Inferensial	46.216	1	46.216	56.548	.000
	Data Pre Test	16.443	1	16.443	27.831	.000
	Data Post Test	47.644	1	47.644	85.791	.000
Kelompok	Pre Test Literal	.752	1	.752	1.257	.268
	Pre Test Inferensial	1.060	1	1.060	1.216	.276
	Post Test Literal	3.541	1	3.541	6.410	.015
	Post Test Inferensial	4.788	1	4.788	5.859	.020
	Data Pre Test	.023	1	.023	.038	.845
	Data Post Test	4.141	1	4.141	7.456	.009
X	Pre Test Literal	.010	1	.010	.016	.899
	Pre Test Inferensial	1.181	1	1.181	1.356	.250
	Post Test Literal	3.613	1	3.613	6.540	.014
	Post Test Inferensial	5.297	1	5.297	6.481	.014
	Data Pre Test	.268	1	.268	.454	.504
	Data Post Test	4.415	1	4.415	7.950	.007
Error	Pre Test Literal	27.523	46	.598		
	Pre Test Inferensial	40.076	46	.871		
	Post Test Literal	25.409	46	.552		
	Post Test Inferensial	37.595	46	.817		
	Data Pre Test	27.179	46	.591		
	Data Post Test	25.546	46	.555		
Total	Pre Test Literal	1989.500	49			
	Pre Test Inferensial	1395.250	49			

The second hypothesis testing results using simple regression differences contributing interest in reading of students who take lessons with paraphrasing strategy to literal and inferential comprehension individually and jointly, respectively 17.2%, 17.9% and 21, 6%, and that without paraphrasing strategies respectively 16.5%, 15.7% and 16.8%. Reading interest of students who take learning to paraphrase and a strategy without paraphrasing strategy at low levels, the average value respectively 72.73 and 70.61 below the average score of 80 is ideal.

Table 4The Second Research Hypothesis Tested Experiment Group

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.453 ^a	.205	.172	.84541
2	.460 ^a	.211	.179	1.06064
3	.497 ^a	.247	.216	.85411

Table 5The Second Research Hypothesis Tested Control Group

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.451 ^a	.203	.165	1.19128
2	.442 ^a	.195	.157	1.12734
3	.454 ^a	.206	.168	.75146

2. Discussion

Based on the analysis of data by using MANCOVA, it can be concluded that (1) there is a difference in reading comprehension between the literal reading English speaking students who take learning to paraphrase

and a strategy without paraphrasing strategy on the value of $F = 6.410$ sig. (0.015) $< \alpha = 0.05$, (2) there are differences in inferential reading comprehension reading skills in English among students who take learning to paraphrase strategy and the strategy of paraphrasing without $F = 5.859$ at sig. (0.020) $< \alpha = 0.05$, and (3) there are differences in the ability to read literal and inferential reading comprehension in English among students who take learning to paraphrase and a strategy without paraphrasing strategies F value = 7.456 and sig. (0.009) $< \alpha = 0.05$.

Reading interest is needed to improve understanding. Therefore, to improve literal and inferential comprehension should be enhanced students' interest in reading. As revealed by Johnson & Pearson (DarmiyatiZuchdi, 2008: 23) that the interest is one of the factors in the reader that influence reading comprehension, as well as linguistic ability, motivation, and also a collection of reading. Kholid A. Harras&LilisSulistianingsih (1997: 6.1) reveals that many factors influence a person's success in reading, among other things: interests, habits, self-motivation, self-efficacy, teaching materials, and how to get around the reading material. Donoghue (2009: 175) states that interest is one of the 5 factors that affect reading comprehension. Another factor is the destination, active reader, type of text used, and the quality of instruction. Ebel (Kholid A. Harras&LilisSulistianingsih, 1997: 1:18) reveals that the factors affecting the level of reading comprehension skills that can be achieved by the students and the development of interest in reading depends on the following factors: (1) the student, (2) family, (3) culture, and (4) the school situation.

Yap (Kholid A. Harras& Lilian Sulistianingsih, 1997: 1:18) stated that the ability to read a person is determined by the quantity factor read it. Research results as follows: 65% is determined by the amount of time spent on reading, 25% by a factor of IQ and 10% by other factors such as social, emotional, physical environment and the like. Thus, the ability to read is determined by the activity of reading.

Kholid A. Harras&LilisSulistianingsih (1997: 1:27) the role of interest in reading position is very central and important, because reading is one of the factors driving the very strong reason in a person to act and increase the success of the reading activity. Thus, the role of reading in reading occupies a very important place, because reading the main trigger source someone in the reading activity. Therefore, the teachers at school and parents at home should better understand the issues surrounding the true love of reading, especially against various attempts to grow them.

Abd.AbrorRachman (1993: 113) states that a perfect mastery of the language subjects or skills requires outpouring of concern. Aspects of school assignments that might be perceived dull are eliminated by presenting the reading interest in finishing. This means that the interest that has been recognized on the field of study is likely to keep the minds of students so that students master bias properly. In turn, the successful achievement will add interest, and this unusual situation continued throughout his life. Penchant for reading is not something that automatically grows by itself, but must be planted, cultivated and fostered and nurtured since childhood. Santrock (2011: 367) states that in addition to the school family and community factors have an important role in reading. In other words, the reading culture is necessary to seek help, support, and active partition of all components in schools, families, and shelter.

Students are able to develop a strong interest in reading the book in English and also be able to mobilize its efforts to master, students can earn achievements undoubtedly successful, though students classified as students who are capable of average. Therefore, the duty and responsibility of the school to provide an enriched environment for students to develop reading interest.

D. CONCLUSION

Based on the results of the data analysis and discussion, this research can be summarized as follows. (1) There is a paraphrasing strategy effectiveness was measured by looking at the students' interest in reading ability literal and inferential comprehension individually and jointly, each $F = 6.410$ at sig. (0.015) $< \alpha = 0.05$, $F = 5.859$ at sig. (0.020) $< \alpha = 0.05$, and $F = 7.456$ at sig. (0.009) $< \alpha = 0.05$. Thus, paraphrasing strategies proven effective in literal and inferential reading comprehension together, and (2) there are differences in reading contribution towards literal and inferential comprehension of students who take lessons with paraphrasing strategies individually and jointly, each amounted to 17.2%, 17.9%, and 21.6%, and that without paraphrasing strategies respectively 16.5%, 15.7%, and 16.8%. Reading interest of students who take learning to paraphrase and a strategy without paraphrasing strategy under ideal or average can be categorized as low, with a mean count respectively 72.73 and 70.61 under ideal mean of 80.

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