THE INFLUENCE OF PARAPHRASING STRATEGY
TOWARDS STUDENTS' READING ABILITY

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Abstract: This research aimed to find the influence of paraphrasing strategy towards students' reading ability. The method used in this research was quasi-experimental. In this research, the writer used cluster random sampling technique in taking the sample of research. There were 2 classes as the sample of research which consisted of 60 students. First class was experimental class and second class was control class. The writer taught reading by using paraphrasing strategy in experimental class and applied conventional strategy in control class. In collecting the data, the writer used reading multiple choice test which consisted of 40 questions with four options a,b,c and d. To prove the hypothesis the writer used t_{test} formula.

Based on the data analysis, the writer got the result that H_a was accepted. It was obtained that t_{test}= 2.73, t_{table} for α= 0.05 was 1.67 and for α=0.01 was 2.39. Since $t_{test} > t_{table}$, therefore the criteria of H_a was accepted (2.73 > 1.67 < 2.39). It means that there was an influence of paraphrasing strategy towards students' reading ability at the eighth grade of SMP Negeri 01 Menggala in 2021/2022. Based on this result, it is clear that the use of paraphrasing strategy had an influence to the students' reading ability. The teacher can use this strategy to make the students able to understand the reading text.

Keywords: *Paraphrasing Strategy, Reading Ability.*

INTRODUCTION

Reading is a very important thing in promoting every human person and a nation. By reading, we can get much knowledge and know the world. In addition, reading also improves a person's vocabulary, command on language, and communication skills, study new words, comprehend ideas, and gain the information. The information show that a person who is reading is able to concentrate on their lessons and better than those who do not.

In teaching and learning process especially in reading. The students often find difficulties in comprehending a text. One of them is to find some difficult words that they do not know. They lack motivation to learn vocabulary, proved from their reading ability. The reason are they do not understand how to read it and understanding the meaning.

Based on the preliminary research at SMP Negeri 1 Menggala ,The writer found that students got difficulty in learning reading. First, They got

difficulty to comprehend the text well because of limited vocabulary that they have. That got difficulties to identify the main idea of the text, reference, supporting idea and to make inference from text. The Third, Teaching media and teaching technique used in teaching reading are limited.

Based on these problems, a teacher as facilitator has to know the condition of students' reading comprehension and try to find the effective strategy in teaching to improve the students' motivation and reading comprehension. There are many strategies that can help students to comprehend the text easily. One of them is Paraphrasing strategy.

Paraphrasing is one of the appropriate methods for improving the achievement of reading comprehension by students. The paraphrasing strategy helps students learn to read and recall information in their own words. To define key points, students work with brief passages and then reword them. This approach builds the confidence of learners in their ability to correctly recall information and state the meaning of new words or phrases. In relation to the paraphrasing technique, previous studies have been performed.

The technique of paraphrasing increases the vocabulary, reading and writing capacity of students by paraphrasing the reading passage, and they are interested in using the strategy; while it is challenging to do paraphrasing exercises, they know that they are very useful for understanding.

Based on the background of the problem above, The researcher had conducted a research in order to prove that there was any significance of using Paraphrasing Strategy in teaching Reading. Therefore, the writer proposed a research entitled **"The Influence of Paraphrasing Strategy Towards Students' Reading Ability at the Eighth grade of SMP Negeri 01 Menggala in 2021/2022"**.

FRAME OF THEORY
1. Reading

Reading is a process of interaction between the reader and the material in which all the schematic knowledge being interacted with all the reader's social and contextual factors. This process results from the understanding of the symbols to infer meaning. Reading skill is the fundamental to understanding a language.

Patel (2008: 113-114) state that "reading is the most useful and important skill for people. This skill is more important than speaking and writing because reading is not only a source of information and a pleasurable activity but also as a mean of consolidating and extending one's knowledge of the language, "Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The reading skill becomes very important in the education field, students need to be exercised and trained in order to have a good reading skills.

In order to accomplish success one needs to have good reading and comprehension skills. Without these skills students will struggle to grow academically as reading is the foundation to all academic subjects. Reading fluency is a very important part of reading comprehension as readers who spend their time decoding words tend to lose the understanding of what is being read. Reading is very important and very required for the students, because the success of their studies defends on the greater of their ability to read.

2. Teaching and Learning Reading

Reading com prehension is complex skill that requires an active interaction between text elements and the reader. The reader is an active participant with a text and the reader makes sense of how ideas based on the text relate to one another by interpretive interactions between what the reader gleans from the text and what the reader already knows from the statement, it is clearly understood that comprehension is the most important in reading. Since comprehension processes is crucial to the study of reading.

According to Woolley (2011:15) reading comprehension is the process of making meaning from text. Reading comprehension has been defined as the process that excerpts and, at the same time, creates meaning by having the students interact and be involved with written language. Based on the theories above, the writer can assume that reading comprehension is a process in which student are demanded to construct and to create meaning by using written language.

3. Purpose of Reading

Reading English text is the best way to support the student's skills and comprehension. It can make a good effect on their study, career, or pleasure. From the interest topics, the students can get the purpose of reading in written text to the knowledge. According to Grabe and Stoller (2003:6:8) reading purposes can be classified under seven main headings:
1. Reading to search for simple information.
2. Reading to skim quickly.
3. Reading to learn from texts reading to learn typically occurs in academic and professional contexts.
4. Reading to integrate information.
5. Reading to write (or search for information needed for writing).
6. Reading to critique text also variants task of reading to integrate information such as reading to write.
7. Reading for general comprehension.

Based on statement above, the writer concluded that reading has a lot of opportunities for the students to improve their knowledge and get information to join and compete with other people in the world, especially in this modern era. With much reading the reader will be easy to catch the meaning and interpret what they have read and will be easy to solve their problems in any field especially in academic field.

4. Teaching and Learning Reading

Reading is one of language skills that should be mastered by students when they learning english. In learning reading, students are demanded to know and to understand the content of the text. Teacher are also demands to master all aspects that related to reading. In teaching reading, a teacher does not only give material about reading but also gives motivation to students in order to be interested in reading amd finding knowledge in written text.

By giving motivation and habituate in reading english text, make students can easy when they find a written text in english form. To know the improvement reading of students' reading skill, a teacher can give motivation about material that have been learn. According to Harmer (2004:68) there are several reasons why teacher should teach reading to

their students in teaching and learning process.

a. Many of students want to be able to read text in english, either for their career, for study our pose, or only for pleasure.
b. Any exposure to english (provide they understand it more or less) is a good thing for the students.
c. Reading text also provide opportunies to study language, vocabulary, grammar, punctuation and the way we construct paragraphs and text.
d. Reading text also provides a good model for english writing.
e. Reading texts also provide opporturnies to study vocabulary, grammar, punctuation and the way we construct sentence and paragraph.
f. Good readings text can include introduce interesting topics, stimulate discussion.

Based on the theories above, in reading english language text correctly, we can get knowledge and it can be one of the factor successful readings. Furthermore, it can become support to their study and their career. Topic becomes a resson someone is interested or is not interested in reading by giving interesting topic, it can help students to get purpose in reading and to know the information from what thet have read.

5. Principle of Teaching Reading

Brown (2001: 313-315) there are eight principle of teaching reading

a. In an interactive curriculum, make sure that you don't overlook the importance of specific instruction in reading skills.
b. Use techniques that are intrinsically motivating
c. Balance authenticity and readability in choosing texts
d. Encourage the development of reading strategies
e. Include both bottom - up and top - down techique
f. Follow the "AQ3R" sequence.
g. Subdivide your techniques into pre-reading and after reading phases
h. Build in some evaluative aspect to your techniques.

Based on statement above the writer concluded that principles of teaching reading is a important and it is needed in teaching reading . in principles of teaching, a teacher should exploit the readers background knowledge to increase students' reading comprehend and improve their reading speed.

6. Component of Teaching Reading

Reading has several activities which can help a reader to get information and knowledge from what they have read. To find the meaning, the students must have enough knowledge and familiar about words or vocabulary and their meaning. It is useful and effective to help students in getting the meaning of the text. This definition is also supported by Maharaj (2008 : 168) states that :

a. Phonemic awareness.
b. Word Recognition.
c. Comprehension.
d. Vocabulary.
e. Fluency.

From the five components above, the writer can conclude that all of component in teaching reading is important for students when they do a reading ability. To successfully in reading process, students must master reading comprehension.

7. Paraphrasing Strategy

Paraphrasing is one of the appropriate methods for improving the achievement of reading comprehension by students. The

paraphrasing strategy helps students learn to read and recall information in their own words. To define key points, students work with brief passages and then reword them.

Paraphrasing strategy used an acronym of RAP to help remember and implement a reading comprehension learning strategy. RAP Strategy is one of cognitive learning strategies for students to understand the text they read by using their own words. RAP is a three-step strategy: Read a paragraph; ask yourself, "What are the main idea and two details?" and Put it into your own words . Paraphrasing is a strategy that can help the students how to understand and remember what they have read.

Through paraphrasing strategy, students have the opportunity to practice language skills and provide students with many opportunities to understand the English text using their own word. Paraphrasing strategy is a strategy that demands the reader to identify the main idea and rephrase with the same meaning by using your own words clearly. It is supported by Boyle and Scanlon (2010:207) state paraphrasing strategy is a reading comprehension strategy that ask students to find main ideas and details from each paragraph that is read and then to paraphrase orally that information.

Paraphrasing strategy is 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. Based on the theories above, the writer assumed paraphrasing strategy is a reading strategy to find the main ideas and restate it into other words without changing the meaning. The purpose of this strategy is to help students become actively engaged in reading through searching for main ideas and details in paragraph and then transforming that information through paraphrasing to make it personally meaningful

8. Procedure of Teaching Reading by Using Paraphrasing Strategy

Paraphrasing is one strategy that can be used to help students manage their own activity. Paraphrasing is an excellent tool for reinforcing reading such as, identifying the main idea. Rhea Paul and Courteney (2012:634) Define that reaching paraphrasing strategy can be applied for three step. It is implied as the acronym of paraphrase itself. It is also called RAP strategy. It has meaning as follow :

a. "R" means Read a paragraph. So students will be asked for reading paragraph, especially a paragraph related to descriptive text. In order to they can get information after reading that passage.

b. "A" means Ask to yourself about the main ideas of a paragraph. It is such kind of comprehending way, whereas students must find the main idea or center information which is available in the passage. In this step, each students will have different assumption toward the main idea of a paragraph because they will have different carefulness to predict it.

c. "P" means Put it in your own words. Students must able to write their finding of main idea by using their own words. It means they must not write which has been writing in passage but they must find synonyms, antonyms, change active sentences into passive, etc.

9. Advantages of Using Paraphrasing Strategy

According to Hagman and Reid (2010:23) Paraphrasing strategy has benefits as follows:

a. This strategy can improve the reading comprehension of students with and without disabilities and is extremely flexible.

b. The strategy requires student to engage in reading materials through questioning and paraphrasing to increase their comprehension of the material. From the questioning and paraphrasing, students process information for better understanding of what they read.

10. Disadvantages of Using Paraphrasing Strategy

According to Mcleod (2011:1) paraphrasing strategy has weakness as follows:

a. Firstly, they try to paraphrase a text even though they might not completely understand the content.

b. They don't effectively use a dictionary or thesaurus to help them.

11. Review of Related Research

In this research there are some relevant studies that related to this study. The first study was conducted by Lia Windi Juniati from STKIP PGRI Bandar Lampung on 2017, which discussed about The influence of paraphrasing strategy. There are differences between previous research and present research. The previous research has been done at SMA Negeri 1 Gedong Tataan, meanwhile, the present research was done at SMP Negeri 1Mengala. She used Paraphrasing strategy to teacher reading comprehension of narrative text, beside this research will use comic strips to teaching reading comprehension of recount text.

The second was the study by from STKIP PGRI Bandar Lampung entitled the the influence of read, ask, Paraphrase (RAP) strategy towards students reading ability at the tenth grade of SMA Negeri 1 Waway Karya Lampung Timur. The difference between his research and my research. She used the RAP Paraphrasing Strategy inceased reading comprehension as meansure by the percentage of the text recall and short answer question (RAP is a three step strategy: Read a paragraph, Ask my self "what was the main idea and two details ?" and put it into my own words . Meanwhile the present research will use Paraphrasing Strategy to teach reading ability.

12. Frame of Thinking

Based on the previous theories and explanation. Reading is important as it has complex process of getting knowledge from various resources that give readers' many benefits. Morever, reading is generally used to test the students' achievement, for instance in final exam, ass the test meansure the students' reading comprehension.

The reading ability to comprehend the text is no easy, because in learning process was found some student's problems such as they have lack of vocabulary and their reading interest is less. Therefore , by using a specific learning media in reading comprehension will be a problem's solving.

Paraphrasing is one strategy that can be used to help students manage their own activity. Paraphrasing is an excellent tool for reinforcing reading such as, identifying the main idea and then which working comparatively, each member will share their ideas, it makes students enjoy in learning the text well.

To solve the problems above, the teacher applied some strategies to improve teaching reading. One of strategies that can be used by teacher is paraphrasing strategy. Paraphrasing strategy is one of strategies that can improve reading skill. The purpose of this strategy is to help students become actively engaged in reading through searching for main ideas and details in paragraph. By using paraphrasing Strategy, students can more creative to use their opinion in teaching and learning reading.

METHOD OF RESEARCH

In conducting the research, the writer used a quasi experimental design. The classes was taken in experimental class by using Paraphrasing strategy in teaching reading comprehension. In control class the writer applied conventional strategy to know whether there was an influence of using Paraphrasing strategy towards students' reading comprehension.

There were 7 classes in population consisted of 223 students. In this research, the writer took two classes as the sample of the research. One class as the experimental class and one as the control class. In sampling technique, the writer used cluster random sampling technique, because there were two the classes were homogeneous.

In collecting the data of students' reading comprehension, the writer used reading test in form of multiple choice which consisted of 40 questions with the option a,b,c d and e.

Content Validity
In this research the writer applied the material based on the syllabus of SMP N 1 Menggala at the eighth grade and suitable with the Paraphrasing strategy.

Reliability of Test
The writer got $r_{11} = 0.80$. The instrument was reliable if $r_{11} > r_{table}$. Then the writer got $r_{table} = 0.444$.

Data Normality Test
Data normality was used to see whether the data have normal distribution or not. The formula that used for data normality test as follows:

$$\chi^2{}_{ratio} = \sum_{i=1}^{k} \frac{(Oi - Ei)^2}{Ei}$$

Homogeneity Test
Homogeneity was used to see whether the data were homogeneous or not. The formula of homogeneity test that used by the writer as follows:

$$F = \frac{(the\,highest\,variance)}{(the\,lowest\,variance)}$$

The criteria H₀ is accepted if $F_{ratio} < F_{table} \frac{1}{2} \alpha (v_1.v_2)$.

Hypothesis Test
The writer used a formula to prove the hypotheses proposed by her whether they were accepted or not. The formula that used by the writer as follows:

$$t_{test} = \frac{\overline{X}_1 - \overline{X}_2}{S\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

With

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

Equality Test of Two Average Score
The criteria is accepted if Ha_1 if $t-cal > t-tab$ at the significance level 5% and 1%.

Different Test of Two Average Score
The criteria is accepted if Ha2 ift – cal > t – tab at the significance level 5% and 1%.

RESULT AND DISCUSSION
Normality of Experimental Class

The writer used a reading test at the first class namely experimental class . It aims to see the students' achievement in reading comprehension. The writer presented materials by using Paraphrasing strategy on experimental class and gave the test, the writer got the result that the highest score was 77.5 and the lowest score was 37.5 with (n) = 30 students. Obtained the result:

$\Sigma F_i = 23$
$\Sigma F_i X_i = 1648$
$\Sigma F_i X_i{}^2 = 94424$

The average score:

$\bar{x}_i = 54.93$

With standard deviation = 11.59.

Then it was counted into chi-square formula:

From the result of x-ratio, it was obtained at significance level of 0.05 and also 0.01 that $\chi^2{}_{ratio} < \chi^2{}_{table}$ = 5.74 < 7.81 < 11.3. Since $\chi^2{}_{ratio} < \chi^2{}_{table}$ therefore, the criterion was accepted. It means that the data have normal distribution.

The result of research in experimental class can also be seen on the figure below:
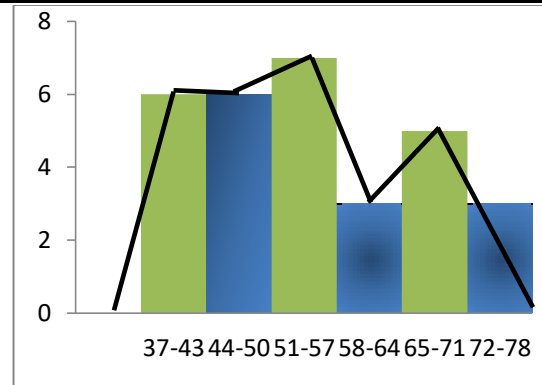

Figure 1: The Histogram and Polygon of Experimental Class.

Normality of Control Class

The writer also used a reading test at the second class namely control which aims to see the students' achievement in reading comprehension. The process of teaching in this class by using conventional strategy on control class and gave the test. The writer got the result that the highest score was 65 and the lowest score was 35 with (n) = 30 students. Obtained the result:

$\Sigma F_2 = 30$
$\Sigma F_2 X_2 = 1551$
$\Sigma F_2 X_2{}^2 = 83389.5$

The average score:

$\bar{x}_i = 48.50$

With standard deviation = 9.04.

Then it was counted into chi-square formula.

From the result of x-ratio, it was obtained at significance level of 0.05 and also 0.01 that $\chi^2{}_{ratio} < \chi^2{}_{table}$ = 8.98 < 7.81 < 11.3. Since $\chi^2{}_{ratio} < \chi^2{}_{table}$ therefore, the criterion was accepted. It means that the data have normal distribution.

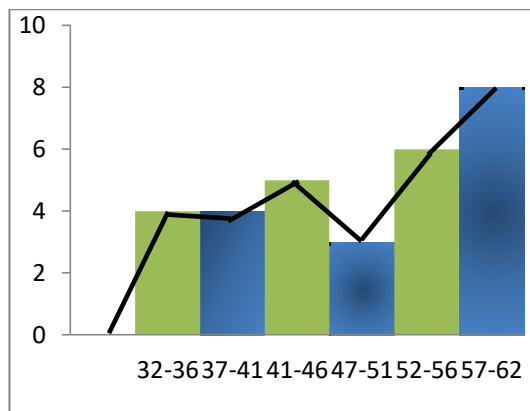The result of research in control class can also be seen on the figure below:

Figure 2: The Histogram and Polygon of Control Class.

The Homogeneity Test

From the result of homogeneity test by comparing to the f-table (by looking at I table), it was obtained F_{ratio} was 1.64. F_{table} at significant level of 0.05 was 1.84 and 0.01 was 2.38. Since $F_{ratio} < F_{table}$, therefore, H_o was accepted (1.64 < 1.84 < 2.38). It means that the variance of the data in experimental class and control class are homogeneous.

The Hypothesis Test

In calculating the end of result, the writer used t-test formula:

$$t_{test} = \frac{\bar{X}_1 - \bar{X}_2}{S\sqrt{\frac{1}{n_1}+\frac{1}{n_2}}}$$

with,

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

It was obtained t-test = 2.73.

To know the equality test of two averages, the writer consulted t-test to t-table (by looking at G table). It was got t_{test} 2.73 > 1.67 < 2.39. Criterion H_a accepted if $t_{test} > t_{table}$ .Therefore, H_a was accepted, it means that there was an influence of using Paraphrasing strategy towards students' reading ability at the eighth class of SMPN 1 Menggala in 2021/2022.

Discussion

In this research, the writer conducted the research in two classes, first as experimental class and second as control class. The writer taught reading through different strategy. In experimental class, the students were taught reading through paraphrasing strategy, while in control class, the students were taught reading through conventional strategy. In the end of meeting, he gave the reading test to the students. It was multiple choice which consisted of 40 questions with four options a,b,c, and d.

The students got better score in experimental class. The average score of experimental class is 54.93, while in control class is 48.50. It was prove the hypothesis that the students who were taught through paraphrasing strategy was higher than the students who were taught through Conventional Strategy. And also, another hypothesis proved that there was an influence of paraphrasing strategy towards students' reading ability, it was proved by the result of t-test > t-table.

The differences of two classes was happened because of the different techniques. Firstly, the writer would like to explain the students who were taught through paraphrasing strategy. It was on experimental class. They got better score than control class because this technique allows students to think creative, not only focused on the teacher's explanation, but also the ideas from students. In this strategy, the students learns how to understand the synonym of words because paraphrasing strategy was about changing the words with their own words in order to build fast understanding.

CONCLUSION

Based on the result of the data analysis and hypothesis test, the writer

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concluded that: There was an influence of paraphrasing strategy towards students' reading ability at the eighth grade of SMPN 01 Menggala in 2021/2022. It can be seen that the result t_{test}= 2.73, t_{table} for α= 0.05 was 2.00 and for α=0.01 was 2.66 (2.73 > 2.00 < 2.66).

SUGGESTION
1. The teacher should give feedback about paraphrasing strategy, start from students' mind about author, plot and then suggestion. Because if the students analyze by their own, the answer might be wrong.
2. The students should practice their reading ability and try to read any kind of passage.
3. The school should provide more English book in library because it enables the students to learn more.
4. The further research can use the findings of this research as reference.

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