جهود العلماء الإندونيسيين فى ترجمة ألفاظ القرآن الكريم
(الدراسة التحليلية لترجمة معانى الألفاظ العلمية الكونية القرآنية فى إندونيسيا، قضايا وحلول)
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TEACHING READING BY USING *PARAGRAPH SHRINKING* STRATEGY

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Abstract

The purpose of this research is to know whether Paragraph Shrinking Strategy gave or did not give significant effect on students' reading comprehension. This research was an expemerintal research which is posttest-only control group design. The experimental class was treated by using Paragraph Shrinking Strategy while the control class was treated by using conventional strategy. The instrument of this research was reading test in multiplechoice form. This instrument was valid because it had content validity which had been taught before and it was based on the syllabus. Then, this instrument was reliable because the writer had done try out and split half reliability. Next, to analyze the data, the writer used the t-test formula that suggested by Gay to answer the hypothesis. The result of the research showed that t-test (6.13) was bigger than t-table (2.021). In the other word, Alternative Hypothesis (Ha) was accepted and Null hypothesis (H0) was rejected. So, it can be concluded that Paragragraph Shrinking Strategy gave significant effect on students' reading comprehension.

Keywords: *Reading Comprehension, Teaching Reading, Paragraph Shrinking Strategy*

Abstrak

Tujuan dari penelitian ini untuk mengetahui pengajaran strategi Paragraph Shrinking efektif atau tidak dalam pemahaman membaca. Penelitian ini merupakan penelitian eksperimen. Kelas eksperimen diajar dengan menggunakan strategi Paragraph Shrinking dan kelas control diajar dengan menggunakan pengajaran biasa. Instrument dari penelitian ini adalah test membaca dalam bentuk pilihan berganda. Instrument ini sah karena materi tersebut telah dipelajari oleh siswa dan ada dalam silabus dan berdasarkan kurikulum. Kemudian, untuk test reliable peneliti menggunakan test split half. Terakhir, untuk menganalisa data, peneliti menggunakan formula t-test yang disarankan oleh Gay dkk. Hasil dari penelitian menunjukkan bahwa t-hitung (6,13) lebih besar dari t-tabel (2,021). Dengan kata lain, hipotesis alternatif (Ha) diterima dan hipotesis nol (H0) ditolak. Jadi, bisa disimpulkan bahwa pengajaran membaca dengan strategi Paragraph Shrinking memberikan efek terhadap pemahaman dalam membaca siswa.

Kata Kunci: Pemahaman Membaca, Mengajar Membaca, Paragraf Shrinking Strategi.

Introduction

In learning English, reading is one of the essential skills that is important to be learned and mastered by students. Learning reading is something crucial for the students, because it is usually assumed that the success of students in learning indirectly depends on their ability to read and understand the text in source books. It is because of the more students read the texts or books, the more they get the knowledge. Reading means the ability to comprehend the text. The students' succes in learning reading depends on how the teacher teaches them.

Teaching reading can be defined as the process from the teachers in teaching the student on how to read the texts as well as the meaning from the texts. In Junior High School, the reading materials include narrative text, descriptive text and recount text and others. In order to make the students easy to understand the texts, the teachers should use appropriate

teachniques in teaching reading. Beside the technique, the teacher should also consider about the principle of teaching reading where it should be relation with the students' background knowledge.

In teaching and learning reading process, there are some problems come from the students and teachers. First problems came from students, most of the students still get some difficulties in comprehend the text. Second, students have difficulty to find meaning of the text. Second, students get difficulty to find the idea from the text. Third, students have been difficult in understanding the words in English. The last impacts of these problems are students could not reach standard competency. As a result, there are some students still get the reading much below criteria competency minimal.

The problem not only come from students but also come from the teacher. First, the teacher uses the same strategy in every meeting they have in the class. It makes the students feel bored about the material. Second, the teachers still use monotonous strategy in teaching learning process. So that the students have low motivation because the teacher do not have effective strategy to make students interest in learning and finally the students get boring learning English.

Furthermore, the problems are about the difficulties in making the students understand about the text, difficulty in explaining unfamiliar words from the text and the strategy that seem inappropriate for the students. Then, it affects the students' problem in reading. Their problems are usually difficult to understand and comprehend text. Then, they also face problems in getting the meaning of some unfamiliar words in the text. Those problems appear because some factors. They are internal and external factors. Internal factor is the factor from the students themselves. For instances, some of the students have less

motivation in learning and also some of the students do not interested in learning reading, because they admit that English is difficult to be learned.

Then, external factor is the factor from outside the students like their environment including the teacher. The students' problems are usually caused by the strategies applied by the teacher, because teacher strategies seem inappropriate to the students. Then, the teacher is seldom to vary their strategies in teaching reading. Without variation, the students will be bored in learning process.

To overcome these problems, actually, there are some strategies can be used in teaching reading such as; Jigsaw Clasrooms, Reading Guide-O-Rama, Group Reading Inventory (GRI), Mapping, Reciprocal Teaching, and Paragraph Shrinking. One of strategies is Paragraph Shrinking which is a strategy designed to develop comprehension through main idea identification. In this strategy, students provide one another with feedback as a way to check comprehension.

Related to those problems and strategies in teaching reading, writer is interested to discuss about teaching reading by using paragraph shrinking strategy on students' reading comprehension.

Furthermore, in order to avoid misunderstanding in reading this journal, the writer provided some definitions of key term like reading, reading comprehension, factor influencing reading comprehension, teaching reading, important of teaching reading, principle of teaching reading, process of teaching reading, some strategies for teaching reading, and paragraph shrinking strategy.

As one of English language skill, reading is the activity where someone or the students try to get the meaning from the printed materials. Elizabeth and Rao (2010: 278) admit that reading is a process of looking at a written

or printed symbol and translating it into an appropriate sound. Thus reading consist of three elements, the symbol (written or printed), the sound and the sense.

Then, according to Brassell and Rasinski (2008: 15), reading is multidimensional process that involves the eyes, the ears, the mouth, and most importantly, the brain. Then, reading refers to the ability to comprehend or make meaning from written text. So, reading is a process to comprehend the text and also the meaning from the whole texts.

In addition, reading comprehension is the process to extract words and construct the meaning. Sweet and Snow (2003: 1) state reading comprehension defines as the process of simultaneously extracting and constructing meaning. In other words, it recognizes both challenges: figuring out how print represents words and engaging in the translation of print to sound accurately and efficiently (extracting), at the same time formulating a representation of the information being presented, which inevitably requires building new meanings and intergrating new with old information (constructing meaning).

Furthermore, reading comprehension can be defined as the process to use someone's prior knowledge to get the meaning from the passage. According to Schumm (2006: 223), reading comprehension is viewed as the process of using one's own prior knowledge and the writer's cues to inter the author's intended message. Reading comprehension includes the understanding about specific context and their interaction : reader, text, task, setting, and situation.

In conclusion, reading comprehension is the ability of the students to comprehend the text and then understand the meaning. In order to read the text effectively, the students should have vocabulary in large size, because vocabulary is important thing in reading. If the

students can read well, they can achieve others English language skills well.

As we know, reading comprehension is the ability of the readers in getting the meaning from the text. The are some factors that influence students' reading comprehension. McCormack and Pasquarelli (2010: 110) describe that the factors that affect a reader's comprehension include the learner's interests and motivations; the learner's backround knowledge and ability to consistently activate schemas before and during reading; and the learners' strategy knowledge. Also, the demands of the reading task and the rigors of the text affect readers'understanding.

According to Sweet and Snow (2003: 2), there are some elements that influence students' reading comprehension. The first is the reader who is doing the comprehending, the second is the text that is to be comprehended, and the third is the activity in which comprehension is part. In considering the reader , we include all the capacities, abilities, knowledge, and experiences that a person brings to the act of reading. By text, we mean anything that is read-whether printed or electronic. In considering activity, we include three dimensions: purposes-why readers read; processes-what mental activity they engage in while reading; and consequences what readers learn or experience as a result of reading.

Then, Schumm (2006: 225) assumes that there are four elements that influence students' reading comprehension: the reader, the text, the activity and the context. Reader-based factors that influence reading acievement, is one factor that also influence the ability to comprehend. Texts may be the source of reading difficulty for several reasons. First, the readability level may be too high for the reader. Second, text may be difficult because it does not include features that make it considerate or user-friendly to the reader. Finally, student interest and prior knowledge of both the topic

of the text and the genre of the text can have an impact on the level of difficulty, as can a student's ability to sustain concentration and learn from the material. A reading activity can be either externally imposed (e.g., by a teacher or throughan assignment), or it can be internally imposed (i.e.,when one is seeking knowledge, information, or entertainment for one's own use). Sociocultural theory has highlighted the importance of understanding context and how context influences learning. Community, home, school, and classroom contexts can all have an influence on induvidual students and groups of students.

After that, the factors influence reading comprehension devided into intrinsic and extrinsic factors. Alcantara et.al (2003: 89) state that the factors that influence reading comprehension may be grouped into the intrinsic and the extrinsic factors. The factors which are within the individual are what may be considered as intrinsic factors, for example motivation, intelligence, interest, language facility, auditory discrimination, visual discrimination, motor-ocular coordination. Then, the extrinsic factors are the factors outside the individual, for example attitudes of/toward: parents, siblings, teachers, peers, home backround and teaching strategies.

Finally, According to Vacca et.al (2014: 21), there are a variety of classroom-related factors influence reading comprehension to learn in a give discipline. First, the learner's prior knowledge of, attitude toward, and interest in the subject. Second, the learner's purpose for engaging in reading, writing, and discussion. Third, the vocabulary and conceptual difficulty of the text material. The fourth, the assumptions that the text writers make about their audience of readers. The fifth, the text structures that writers use to organize ideas and information. The last, the teacher's beliefs about and attitude toward the use of texts in learning situations.

From the explanation above, it can be concluded that there are some factors that influence students' reading comprehension. They are including the readers and their prior knowledge and experience, the text, the activity and the context. Another factor is including the action from the readers.

Then, teaching reading is the activity that teacher do to make students understand in reading skills. Nunan (2003:68) states teaching reading usually has at least two aspects. First, it can refer to teaching learners who are learning to read for the very first time. A second, aspect of teaching readings refers to teaching learners who already have reading skills in their first language. It means that teaching reading is a way to teach reading for the first time and how they use the lesson in their language. Then, Richards and Renandya (2002:273) states that reading for comprehension is the primary purpose for reading, raising student awaresess of main ideas in a text and exploring the organisation of a text are essential for good comprehension. It means, teaching reading important to teach by teacher to student because highly valued by them.

Teaching is the activity where the teacher delivering knowledge to the students. According to Leamnson (2012: 51), teaching as any activity that has the conscious intention of, and potential for, facilitating learning in another. This is an uncommon definition and many teachers, particularly those in departments of education, will find it unacceptable. The reasons are easily discerned. As defined here, teaching does not imply necessarily that any learning is going on.

Then, Farrell (2009: 20) agrees that teacher in teaching reading should remember to prepare the effective reading lesson. The teacher should bring something important to the text and provide the readers with schemata as the networks of prior interpretation and they become the basis for comprehension.

Next, Johnson (2008: 11) admits that the teacher should create the conditions for learning to read. In teaching reading, the teacher should help children fall in love with books, create a space every day for sustained, silent reading, allow children to make choices about their reading material, connect reading pleasure to reading practice, keep the reading program simple, keep instruction simple, and make reading like real life.

So, in summarizing, teaching reading is something important should be done by the teacher in order to make the teaching and learning process interested for the students. Also, in teaching reading the teacher should activate students' knowledge to get meaning from the text.

Teaching reading is important to make the students understand about what they read. Lapp et.al (2008: 102) teaching reading is important to aesthetics and enjoyment, for literacy development and imagination and motivation. Teaching reading allows the students to embark on a personal journey of exploration; it causes students to make connections between their lives and literary figures.

Then, the important of teaching reading is to make the students understand in learning activity. In other words good teaching will make the students good in learning. According to Harmer (2001: 68), teaching reading is important because, many kinds of reading activity will include in someone activity. For instances, most of people want to be able to read texts in English either for their careers, for study purposes or simply for pleasure.

Elizabeth and Rao (2010: 281) argue that there are some steps suggested for cunducting reading as the important in teaching a language: By showing actual objects, the teacher tells the names of the things, the teacher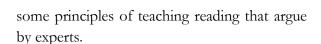 makes use of charts or pictures for those items which can not be actually shown by their sketches or diagrams can be drawn easily, flash cards can also be used for this purpose, in case the flash cards are not available, the black=board can be used for the same purpose, some drills of words or sentences may be given in chorus, in groups and then to individuals, by using black-boards or flash cards, simple comprehension drills may be conducted, and some of the reading games may be introduced.

Teaching Reading is important, since reading is a vital for the students. Smith (2012: 3) the ability to read is vital to functioning effectively in a literate society. Many children come to school with a sense of the importance of reading in their lives. Reading tasks become increasingly complex as students advance through the grades, and continual attention must be given to these tasks.

Furthermore, Rubagumya (1994: 99) states that it is well known that the most important factor in the teaching of reading is the teacher's understanding of the reading process. Teacher need to understand that the reading process involves both porceptual and cognitive processes represented by skills like identification, recognition, encoding, decoding and interpretation which play a central role in the development of skilful reading. Teachers need to understand the reading process so that they can detect and tackle students' reading problems successfully wherever they are encountered.

From the theories above, it can be said that teaching reading is important for the teacher, because it will influence the students' comprehension in reading activity. Good teaching reading will make good students' comprehending for the text.

Be a professional teacher, the teacher should know and understand the principles of teaching reading in the classroom. There are

some principles of teaching reading that argue by experts.

First, Nunan (2003:74) adds some principle of teaching reading, which are : exploit the reader's background knowledge, build strong vocabulary base, teach for comprehension, work in increasing reading, teach reading strategies, encourage readers transform strategies into skills, build assessment and evaluation into your teaching, and strive for continuous improvement as reading teacher.

Then, according to Harmer (1998:82) there are some principle of teaching reading, such as:

First, reading is not passive skill. To successfully in reading, we have to understand what the word mean, see the pictures the words are painting, understands, and work out if we agree with them.

Second, students need to engaged with what they are reading. Students who are not engaged with the reading text- not actively interested in what they are doing- are less likely to benefit from it. When they are really fired up by the topic or the task, they get much more from what is in front of them.

Third, students should be encouraged to respond to the content of a reading text, not just to the language. The message of the text important and give a student a change to respond to that message in some way. It is important that they should be allowed to express their feelings about the topic-thus provoking personal engagement with it the language.

Fourth, prediction is major factor in reading. When we read texts in our own language, we frequently have a good idea of content before we actually read.

Fifth, match the task to the topic. Once a decision has been taken about what reading text the students are going to read, we need to choose good reading tasks- the right kind of questions, engaging and useful puzzles etc.

Last, good teachers exploit reading texts to the full. Good teachers integrate the reading text into interesting class sequences, using the topic for discussion and further tasks, using the language for study and later activation.

Before teaching reading in the classroom, the teacher should know about the goals of teaching reading skill. Urquhart and Weir (2013: 39) describe that there are some process in teaching reading. The first is bottom-up process. Bottom-up analyses begin with the stimulus , i.e. the text , or bits of the text. The final stage is that of the vocal system, where the reader utters orally what has first been accessed through print. The second is top-down process. Top down process should begin with the largest unit, the whole text. The term top down is deceptive, appearing to offer a neat converse to bottom up , a converse which in reality does not exist. The third is interactive process. In interactive process such a regular sequence does not occur. In interactive process, a pattern is synthesised based on information provided simultaneously from several sources'.

Nunan, (2000: 64) admits that there are two kinds of reading activity can be used in the classroom, there are bottom-up and top-down. Bottom-up approach is that reading is basically a matter of decoding a series of written symbols into their aural equivalents. Then, top-down approach emphasises the reconstruction of meaning rather than the decoding of form. The interaction of the reader and the text is central to the process, and readers bring to this interaction their knowladge of the subject at hand, knowledge of and expectation about how language works, motivation, interest and attitudes towards the content of the text.

In teaching reading, the teacher should also consider about the reading instruction to be given to the students. Miller (2002: 10) clarifies that there are four stages that guide children toward independence: teacher modeling and explanation of a strategy, guided practice, where teachers gradually give students more responsibility for task completion, independent practice accompanied by feedback, and application of the strategy in real reading situations.

Patel and Jain (2008: 114) have opinion of the process of reading may be broadly classified into three stages: the first stage is 'the recognition stage'. At this stage the learner simply recognizes the graphic counterparts of the phonological items. For instance he recognizes the spoken words in its written form. Difficulty at this stage depends upon the difference between the script of the learner's mother tongue and English and between the spelling conventions of two languages. The second stage is the 'structuring stage'. The learner sees the syntactic relationship of the items and understands the structural meaning of the syntactical units. The third stage is the 'interpretation stage'. This is the highest level in the process of reading. The learner comprehends the significance of a word, a phrase, or a sentence in the overall context of the discards. For instance, he comprehends the serious and jocular use of words, distinguishes between a statement of fact and a statement of opinion . it is this stage at which a person really reads for information or for pleasure.

Based on the theories above, in can be concluded that there are some matters should be considered by the teacher in teaching reading. The teacher should know and get the students know about the goals of the reading activity they want to do. Then, the teacher sould know the reading instructions can be given to the students suitable with the students backround knowledge.

Before come to some strategies in teaching reading, the teacher should consider about the concept of skill or strategy. Duffy (2009: 13) give statement that a skill is something you do automatically without thinking about it. The teachers do it the same way every time. Trying the shoes is an example of a skill. An example of a reading skill is instantly recognizing and saying a word such as the. The teachers do these things without thinking about them. They are automatized. A strategy , in contrast, is a plan. The reason when doing it, and the teachers often adjust the plan as they go along. In reading, making predictions is a strategy because readers are thoughtful in using text clues and prior knowledge to make an initial prediction, but they remain ready to change or adjust a prediction when subsequent text clues provide more information.

There are some strategies in teaching reading. According to Scrivener (1994: 184), there are some strategies for reading. The first, skimming and scanning (skimming is fast reading for: key topics , main ideas, overall theme, basic structure, etc. Scanning is fast reading for: specific individual pieces of information(e.g. names, addresses, facts, prices, numbers, dates, ets.)). Second, extensive reading and intensive reading. Extensive reading has characteristics i.e. fluent, faster reading, often of longer texts, for pleasure, entertainment and general understanding, but without such careful attention to the details. Intensive reading has characteristics i.e. reading texts closely and carefully with the intention of gaining and understanding of as much detail as possible.

Klingner et.al (2007:130) propose several before, during and after reading strategies that are important. The strategies are reciprocal teaching was originally designed to improve comprehension for middle school students

who could decode but had difficulty comprehending text.

Next, transactional strategies instruction is develop a comprehensive, high-intensity, long-term approach to strategy implementation. Then, collaborative strategic reading is students learn to use comprehension strategies that support their understanding of expository text.

In addition, Zimmerman and Hutchins in Moreillon (2007:11) identify seven reading comprehension strategies:

First, activating or build background knowledge. A strategy when the educators focus on modeling the many ways that make connection before, during, and after reading supports meaning making. Second, using sensory images. In this strategy students who make a connection between their sensory experience and than use their senses to comprehend text. Third, questioning. Questioning strategy is how questions can be asked and answered by students to propel read forward through the text.

Fourth, making predictions and inferences. A strategy with making prediction while reading about the content of the text and also allow readers to make their own meaning based on limited clause in the text. Fifth, determining main ideas. This strategy is to determine the main ideas in a text with a problem- solution text structure.

Sixth, using fix-up options. This strategy is to monitor comprehension and to use fix-up options to regain comprehension of an informational book. And seventh, synthesizing. A strategy that requires that readers use the strategies offered in this book to read, to evaluate, and to use ideas and information.

Furthermore, Hedgcock and Ferris (2009: 175) there are several kind of during reading strategies as follow : first, highlighting

is a valuable intensive reading skill, both for comprehension monitoring while reading and for review after reading. Second, annotation are jotting notes, comments and questions in the margin of the text as the readers read. Third, questioning and responding, students can ask questions of the text as they read it in a sense, engaging in a dialogue with the author. And last, outlining and charting. Students can develop charts or outlines for a text they already read and compare with their classmates.

Next, Vasques, Hansen and Smith (2010: 60) explain the strategies and processes of effective readers as the following statements: Before Reading (Set a purpose for reading, Set goals for reading, Determine a plan for reading, Activate backround knowledge, and Make predictions), During reading (Ask questions, Summarize, Identify main ideas, Make connections, Make inferences, Visualize, Monitor Comprehension, Use fix-up strategies when they don't understand, Use text features to assist comprehension, Use strategies to understand new vocabulary, and Create interpretations of literature), and After reading (Reflect on what they have read, Revise interpretations, Summarize main ideas, Draw conclusions, Seek additional information, and Evaluate what they have read).

Furthermore, Bergeron and Bradbury-Wolff (2002: 10) describe some reading strategies that can be seen in the following table:

Table1 . Reading strategies

Building Fluency (Text level)	Reading like you talk –focusing on fluency when reading aloud .
Checking (Word Level)	Checking picture cues to assist in decoding a difficult word.
Chunking (Word Level)	Analyzing words by breaking them into decodable parts.
Confirming (Word/Text)	Using cues to determine if a word sounds right: accepting the appropriateness of the response.

Cross-Checking (Word/Text)	Using resources in the learning environment , such as environmental print, as a reference to confirm a guess.	Visualizing (Word Level)	Creating mental visual images to keep your mind focused as you read or listen.
Focusing (Text Level)	Distinguishing between important and unimportant information in a text.	Accesing (Text Level)	Accesing backround knowledge to search for connections between what is known and new information in the text.
Forming Sounds (Word Level)	Getting your mouth ready to read: focusing on how the mouth is shaped to produce sounds for certain letter cues or patterns.	Analyzing (Text Level)	Analyzing a text for story elements, including characters, events, setting
Monitoring (Text Level)	Monitoring for understanding by checking to see if the text makes sense.		
Predicting (Text Level)	Using the title and cover illustration to predict what will happen in the text: anticipating content based on prior knowledge.		
Previewing (Text Level)	Getting on overview of text structure , text cues, pictures, and personal experiences prior to reading a text.		
Questioning (Word/Text)	Asking questions of yourself as you read to monitor for understanding.		
Rereading Word/text)	Rereading a portion of a text to build fluency: rereading to use context to correct a miscue or make meaning.		
Self correcting (Word/Text)	Repairing faulty comprehension by correcting a miscue or part of a text.		
Skipping (Word Level)	Omitting a difficult word that's not needed to maintain meaning- and continuing to read.		
Sliding (Word Level)	Beginning with the onset of a word and sliding to the end to help with decoding.		
Stretching (Word Level)	Stretching out each sound of a word in sequence in order to read it.		
Summarizing (Text Level)	Identifying the text sequence or important parts of a text after reading.		
Synthesizing Text Level)	Integrating information within and across a text; Bringing together separate elements of a text to make a connected and meaningful whole.		
Thinking Aloud (Text Level)	Orally commenting on your thinking processes as you read to maintain or model comprehension.		
Tracking(or pointing) (Word Level)	Using voice –to-print correspondence to match a word read aloud with a word in print , usually by pointing or voice emphasis.		

Based on the explanation above, it can be concluded that there are many reading strategies that can be used by the teacher in teaching reading. The teacher should be creative in applying the strategy, because it will influence students' motivation in learning. If the teacher used appropriate strategies in teaching reading, the students will be motivated in learning reading.

In the research, the writer introduces one strategy that can be used for reading activity. The new strategy is *Paragraph Shrinking* strategy. The writer takes some theorist of the experts about the definition of *Paragraph Shrinking* strategy.

There are some definitions of Paragraph Shrinking that given by expert. First, Harris and Graham (2015:93), Paragraph Shrinking is simple technique for identifying the main idea of a paragraph or short section of text. So it is a good strategy to train students in reading and understanding of the students in a paragraph. Next, according to Danielle (2007:185) Paragraph Shrinking is designed to developed comprehension through summarization and main idea identification. Then, Karen R. H in Cartika (2014:4) states that Paragraph Shrinking is a simple strategy for identifying the main idea of a paragraph or short section of text. So in this strategy students are required to be found in a basic idea paragraph.

Then, Wilson and Blednick (2011:30) states Paragraph Shrinking is similar to RAP in that it is an activity for pairs of students who make turns reading and summarizing the main

points of each paragraph. Students provide one another with feedback as a way to check comprehension. It means Paragraph Shrinking is a strategy that can cause a positive communication between students.

Based on the definitions above, it can be concluded that the Paragraph Shrinking strategy is one of strategy in teaching reading that train the students ability to understanding of the paragraph on a text.

Furthermore, there are some procedures of Paragraph Shrinking strategy. According to Mathes et. al in Harris and Graham (2015:93) states that the steps of Paragraph Shrinking are as follows:

First, identify the subject of the paragraph by looking for who or what the paragraph is mostly about. Second, state the most important information about who or what. Third, say the main idea in 10 or fewer words.

Then, according to Fuchs and Burrish in Wilson and Blednick (2011:130) states that the steps of Paragraph Shrinking are as follows:

First, each students reads aloud to partner without reading the text. Second, after each paragraph, the students stop to summarize the main points. Third, students is decide who or what each paragraph is about, and what is important about the who or what. Fourth, if the students disagree, they silently skim the paragraph again and answer the question a second time.Fifth, students switch reading and listening tasks. Sixth, progress is monitored and cheked for correct responses.

Next, Harris and Graham (2012:141) states that the steps of Paragraph Shrinking are as follows: First, after students have finished the repeated reading routine, the stronger reader continues reading the new text and stops to summarize a paragraph after reading for 5 minutes. Second, the weaker

reader then asks the stronger reader to "Name the who or what. Tell the most important thing about who or what. Say the main idea in 10 words or less." Third, the two peers switch roles and repeat the routine with the next portion of the passage.

Based on the procedure of teaching reading by using Paragraph Shrinking Strategy above, the writer used the steps from Fuchs and Burrish in Wilson and Blednick (2011:130), because this procedure is more aplicable to be done by junior high school students in KTSP curriculum.

Methodology

Writer used experimental research in which is posttest-only control group design. Gay et.al (2012:250) argue that experimental research is the only of the research that can hypothesis to establish cause and effect relationship. The writer manipulates at least one independent variable, control other relevant variables, and observer the effect one or more dependent variables. The purpose is to know the effectiveness teaching reading by using paragraph shrinking strategy or not. The design of the research can be seen as the following table:

Table2 .
Design of Experimental Research

Class	Treatment	Post-test
Experimental	√	√
Control	-	√

Related to the table above, this research is about teaching reading by using paragraph shrinking strategy on Students' Reading Comprehension. There were two classes in this research, experimental and control class. Experimental class was taught by using paragraph shrinking strategy and control class was taught by using convensional strategy Then, the total population this research were

90 students which four classes (VIII.1=22, VIII.2=23, VIII.3=23, and VIII.4=22). It can be seen in the table 2 below :

Table 3.
The Total Students at Eighth Graders

Class	N	Averag	Variance
VIII.1	22	77,09	44,18
VIII.2	23	82,23	48,92
VIII.3	23	80,59	40,19
VIII.4	22	77,18	38,44
	90		

Source: Official Document

The sample of this research was determined by cluster sampling technique. The experimental class was VIII-3 was taught by using *Paragraph Shrinking* strategy and the control class was VIII-2 was taught by using *Conventional* strategy. The instrument of this research was reading test in multiple choice form. The instrument had content validity. To check the reliability of the test, the writer used Split-half test formula. After the writer calculated the students try out scores by using Split-Half formula, the writer got 0,80. It means, the reliability of the instrument had a very strong positive association. So, the instrument was reliable.

After writer did the post test at the end of the study in both of classes, the writer analyzed normality of the result by Liliefors suggested by Irianto (2004: 274) and the writer answered hypothesis used the test used t-test formula suggested by Gay, et.al (2012: 351).

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{ss_1 + ss_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

T = The value of t- calculated

X_1 = Mean score of the experiment group

X_2 = Mean score of the control group

SS_1 = Sum of Square of the experiment group

SS_2 = Sum of Square of the control group

n_1 = Sample side of the experiment group

n_2 = Sample side of the control group

Finding and Discussion

The finding of research is used to answer formulation and hyphotesis of the research that is Did or not Paragraph Shrinking Strategy give significant effect toward students' reading comprehension?. To answer this formulation and hyphotesis need the data description that were gotten from two classes (Experimental and control class) which administered by the reading test in multiple choice form.

In this data description, the writer describes the result of the research. The research was about the effectiveness study of teaching reading by using *Paragraph Shrinking* strategy on students' reading comprehension. It can be seen in the table 3 as follow:

Table 4.
The Result of the Students' Post Test Calculation

No	Result of The Research		
		Post Test	
		Experimental	Control
1	Core	1686	1236
2	$\bar{x}$	73,30	53,74
3	N	23	23
4	SS	2510,87	3120,44
t-calculated		6,13	
t- table		2,021	
level of significance		0,05	
Df		44	

From the table above, it can bee seen that t-calculated is 6,13 was bigger than t-table is 2,021 in level significance (0,05) and degree of freedom (df) is n1+n2 – 2 = 44 with the

name of result of the post-test in experimental class is 23 and total score is 1686 and control class is 1236. Mean score for experimental class is 73,30 and for control class is 53,74.

From the result of the data analysis, it was found that t-calculated was bigger than t-table. It means that research hypothesis (Ha) was accepted and Null hyphotesis (H0) was rejected. In other word, teaching reading by using *Paragraph Shrinking* strategy gave significant effect toward students' reading comprehension. As it is proven by the result of the t-calculated 6,13 which is bigger than t-table 2,021.

This effectiveness can also be seen by the classroom interaction that happened during the research. The strategy can make students understanding in teaching reading and the students' have more motivation to study because in strategy students can get information and have more knowledge and they are so fun to study. Then, the students can find and know the meaning, the topic, and the main ideas of each paragraph in the text. The last, students can easily make the question of every paragraf in the text.

The writer can assume that there are many factors influenced it. There are internal (intrinsic) and external (extrinsic) factors. The first, students interested to listen to the text was read by his friend because the students ask to read the text to be aloud. Second, the students are more enjoyable during teaching learning process because they can be active to read the text. Third, students were able to determine the topic and main ideas of every paragraf read by his friend. Fourth, the paragraph shrinking can be used to help the students understand of the text. And the teacher can apply the paragraph shrinking strategy by well done. Next, the teacher can manage the students in environment of the classroom and others.

Meanwhile, in control class the students less interested to learning English, the students bored with strategy that apply by teacher in monotous way. The students are difficult to find the meaning and the main ideas from the text. As the result they got low score in reading class.

Conclusion

The writer found that there was significant effect of teaching reading by using paragraph shrinking strategy. It shows that students understand and comprehend the text that they have read and answer the question correctly.

The writer hope this journal can be used by others to study and explore for better result. Then, this strategy can be applied in teaching reading by english teacher. And also it is not only in junior or senior level but also for college students to make understanding english text.

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