

## The Effect of Using Paragraph Shrinking Strategy Toward Students Reading Comprehension in Narrative Text at Ninth Grade of MTS Koto Tinggi

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**Abstract.** This research was conducted to determine the effect of using the paragraph reduction strategy on students' reading comprehension in Narrative Text in class nine at MTS Koto Tinggi. The background of this research is based on students' problems in reading comprehension when learning English. First, students cannot find the main idea and identify important information in the text. Second, students are lazy to read and understand texts because students do not know the meaning of the vocabulary in the text. Third, some students got low scores in reading. In this research, researchers used quantitative methods with a quasi-experimental research design by comparing two classes. The sample for this research was class 9 students at MTS Koto Tinggi, IX B as the experimental class, totaling 15 students, and IX C as the control class, totaling 15 students. The instrument of this research is a reading test. Data were analyzed using SPSS 22. The results showed that there was a significant influence on students' reading comprehension between students who were taught using the paragraph reduction strategy and without using the paragraph reduction strategy. This can be seen from the data calculations in the one sample t test and paired sample t-test showing a 2-Tailed significance of  $0.000 < 0.05$  so that  $H_a$  is accepted and  $H_o$  is rejected. It can be concluded that there is a significant effect of using the paragraph reduction strategy on students' reading comprehension and there is a difference between the reading comprehension of students taught using the paragraph reduction strategy and students taught using conventional methods. It can be concluded that the use of the paragraph reduction strategy has a significant influence on students to improve reading comprehension.

**Keywords:** Reading Comprehension, Narrative Text, Paragraph Shrinkage.

### INTRODUCTION

Reading is an important skills that must be improved by students in learning English. By reading, a reader can know and get information from the text. Reading had many purposes. Nunan (2003) stated the purpose of reading was comprehension. It means that the reader and students should be able to understand what they read. Harmer (2003) stated, reading text also provides opportunities to study language, grammar, punctuation, vocabulary and we could construct sentences paragraph, and texts. In other words, reading text was not only for understand the text but also to give the benefit to the students.

According to Brassell and Rasinski (2014) , reading is multidimensional process that includes the eyes, the ears, the mouth, and most importantly, the brain. To most reading specialist, the one essential element in reading is making meaning. Reading is the creation of meaning from the printed page. Although it can contain the sounding out of

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words, getting accessing the meaning of words, reading the text with suitable fluency, and presenting expression, these are all sideshows to the main event making meaning. Reading refers to the ability to understand or make meaning of the written text.

According Klingner in Liya Astarilla (2015), reading comprehension is multi component, especially complex process that involves many interactions between readers and what they bring to the text as well as variable related to the text. In summary, reading comprehension is a process in constructing understanding about the meaning of the text.

There are many strategies that the students can use in reading text. Teaching strategy is very important in studying English. Teaching strategy is a way of how the teacher teach and manages the learning process to make the students enjoy and feel comfortable in learning process. One of the strategy that can be used by teacher in teaching reading is using paragraph shrinking strategy. Reading comprehension will be related by text type in English subject. There are some genres of text wich are learned by the ninth grade of MTS koto tinggi. They are narrative text and expository text . this research used narrative text to conduct a research.

Narrative text is a text that contains imaginary stories, fairytales, and true story. There is moral value to be learned at the end of the story. The generic structure of narrative text orientation, complication and resolution. The purpose of narrative text is to amuse or to entertain the reader about the story.

There are some definitions of paragraph shrinking that given by expert. First, according to Karen R.Haris and Steve Graham, paragraph shrinking is a simple strategy for identifying the main idea in the paragraph or short section of text. Second, according Al-Amri in Imam Kholis Sagita, paragraph shrinking is a strategy designed to improve reading comprehension. Students are instructed to identify who or what the paragraph is about (subject) and summarize the main idea (e.g what happened to the important who or what) in 10 words or less.

The research had conducted the preliminary research interviewed and observation with the English Teacher and students on July 2022 at the Ninth Grade of MTS Koto Tinggi, the researcher found some problems related to the teaching reading comprehension. The first problem was some students can not find main ideas and identify important information, some students have difficulty finding the main ideas and identify important information in the text. The second problem was some students had lack

vocabulary, because students do not know the meaning of the vocabulary in the text, most of them still confused about meaning of the text. The third problem was some students got low scores in reading, based on the students daily scores about reading. Some students got score under KKM. Besides, the KKM for English subject is 76 especially in reading, the teacher conducted remedial and explain again to fixed their score. The research found that when the teacher asked them to read the text, they did not seem to understand what they read.

Previous research has identified persistent result related to students' reading comprehension in studying English. I Putu Harris Mardiana (2015) found that positive response where paragraph shrinking is successfully applied in teaching reading comprehension. Wella Novika (2012) shows that by using paragraph shrinking strategy had effect positively to increase students' reading comprehension. It is proved by the different score in experimental group and control group. Novia Cartika (2014) shows that teaching English especially reading by using paragraph shrinking strategy make remarkable progress in reading narrative text.

All of the research above indicators that there was similarity research with the researcher which research about the influence of paragraph shrinking strategy in the the students reading comprehension. The different was from the classes and places that used.

This study aims to find is there any significant effect of using paragraph shrinking strategy towards students' reading comprehension in narrative text at ninth grade of MTS Koto Tinggi.

## **METHOD**

### **Research design**

The methodology of this study is quantitative. According to Sugiyono (2016), experiment method is one of the quantitative methods, especially if the researcher wants to conduct an experiment to find the effect of the independent variable/treatment of certain treatment on the dependent variable or the result/output under control conditions.

### **Population and sample**

The population of this research were class IX in Madrasah Tsanawiyah Koto Tinggi in academic year 2022/2023 consisted three classes there are IX.A, IX.B, IX.C. In this research the researcher uses two classes as the experiment class and control class.

Experiment class will be treat by using paragraph shrinking strategy and control class treat by using conventional method, to take a sample from a population must be representative, if the sample taken is not representative then conclusion can be wrong. In this research, it used non probability sampling. One of technique of non probability sampling is purposive sampling. According to Sugiyono (2015), purposive sampling technique is a technique that is used by researcher with using some consideration to determine the sample.

### **Instrumentation**

The research instrument was used to measure the value of the variable under study. Instrument is a tool use to collect the data. The instrument that was used in this research was reading test, form of test was multiple choices. In constructing the test, the researcher was consult with the teacher. The test consist 20 item of multiple choices. In constructing the test, the researcher was consult with the teacher. The test was set based on the goal of teaching and learning that would be achieved. In order to make that test become the valid and reliable test, this research used the validity and reliability of the test.

#### *A. Validity*

According Kothari (2004), validity is the most critical criterion and show the degree to which an instrument measures what it is suppose to measure. This research used content validity is the extent to which a measuring instrument provides adequate coverage of the topic below study. It also can be decided by the use a panel of persons who shall decide how well the measuring instrument meets the standards, but there's no numerical way to express it. In addition, content validity is determined by the judgment of the expert.

#### *B. Reliability*

Reliability is the measurement of a test with consistent or the same result at different times.

### **Technique of data collection**

In this research, There are two steps for collecting the data which are pre-test and post-test to both experiment and control class. The pre-test gave in order to know the students' reading comprehension at the beginning and the post-test is gave in order to know the significant effect after giving the treatment to the experiment group. Control class was treated by using conventional method. Then the researcher compared the result

of the test gained by the experimental and control class in order to know whether the using of paragraph shrinking strategy can give significance effect or not in students reading comprehension.

### **Technique of data analysis**

The data analysis is aimed to test hypothesis of the research. The data analysis is an activity data from all respondents or other data sources are collected. Activities in data analysis are: grouping data based on variable and type of respondents, tabulating data based on variable from all respondents, presenting data for each variable studied, performing calculations to answer the problem formulation, and performing calculations to test hypothesis that have been proposed, for research that does not formulate a hypothesis, the last step is not carried out.

This research used the test as suggested by Gay, the following formulas were used to analyze the data in this research :

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{(\frac{ss1}{n1} + \frac{ss2}{n2 - 2})(\frac{1}{n1} + \frac{1}{n2})}}$$

Note:

For Hypothesis 1:

t : The score of t – calculated (obtained)

X1 : Mean score of the posttest of the experiment class

X2 : Mean score of the pretest of the experiment class

SS1 : Sums of squares of the posttest of the experiment class

SS2 : Sums of squares of the pretest of the experiment class

n1 : Number of experiment class in posttest

n2 : Number of experiment class in pretest

For Hypothesis 2:

t : The score of t – calculated (obtained)

X1 : Mean score of the posttest from the experiment class

X2 : Mean score of the posttest from the control class

SS = The sum of square

SS1 = The Sum of square of posttest from Experiment Class

SS2 = The Sum of square of posttest from Control Class

n = Number of sample

n1 : Number of sample in the experiment class

n2 : Number of sample in the control class

## FINDINGS AND DISCUSSION

**Table 1 : Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-experiment	15	40	75	53.33	12.488
Post-experiment	15	75	95	84.00	6.036
Pre-control	15	25	65	41.00	12.130
Post-control	15	30	65	45.67	9.037
Valid N (listwise)	15				

Based on the table above it can be concluded, there were 15 students in the experimental class, and there were 15 students involved the control class. The standard deviation of posttest in experimental class was 6.036, and at the posttest in the control class was 9.037. It can be concluded that, there were significant differences in student's score of both classes. The data shows that the scores of experimental class were higher than the control class. It means that the students were achievement which was treated by used paragraph shrinking Towards Students Reading Comprehension in Narrative text better than students that were treated without paragraph shrinking.

**Table 2 : Tests of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Pre-Test Experiment Class	.205	15	.089	.875	15	.040
Pre-Test control Class	.218	15	.054	.900	15	.094

a. Lilliefors Significance Correction

Based on the result above, the significant value shows that result of control class and experiment class was normal on Kolmogorov-Smirnov (0,89 and 0,54) then also on Shapiro-Wilk (0,40 and 0,94) test since it all was higher than alpha value (0,05). It means that normality Test of Pre-test Score of Experimental Class and Control Class was normal.

### The Homogeneity Test

This research calculated the homogeneity of the data. It is used descriptive statistics in SPSS 22 program. The following were the results of the hypothesis:

$H_a$  : If the significance value is  $> 0.05$ , the distribution of the data is homogenous

$H_0$  : If the significance value is  $< 0.05$ , the distribution of the data is not homogenous.

**Table 3 : Test of Homogeneity of Variances**

Levene Statistic	df1	df2	Sig.
.035	1	28	.853

Based on the result above, it can be seen that the significant value of pretest of both classes experimental and control class. The result of homogeneity test shows that the pre-test and post-test of the class were 0.853 and 0.084. So, it can be concluded that the value was higher than 0.05. it means  $H_a$  was accepted or the instrument was homogenous.

### Testing the hypothesis

After the scores of pre-test and post-test in experimental and control class had been analyzed and tested the hypothesis in this research. This research testing hypothesis as follow:

- If the significant value was less than or equal to 0,05, then null hypothesis ( $H_0$ ) was accepted. This means that there was significant difference in achievement between students reading comprehension by using paragraph shrinking strategy.
- If the significant value was greater than or equal to 0,05, then the null hypothesis ( $H_a$ ) was rejected. This means that there were no significant different achievement between students reading comprehension who are taught by using paragraph shrinking strategy. Therefore, to find out whether paragraph shrinking strategy has significant effect as strategy in students reading comprehension scores, the researcher tested the result of the posttest by using the independent sample T-test in the SPSS 22 program. The Hypothesis Tested by the Study.

## **DISCUSSION**

Reading is one of the most important skills that should be mastered by the students, they should master reading because reading is an activity to get knowledge and information in daily activities, especially for the students in learning English. The learning and teaching processes start with reading. The students will not be able to comprehend the learning material without read it. Reading also relate to comprehension, because reading without comprehension is impractical. Students should have reading comprehension skill in order to understand the learning material, so that the learning objective can be achieved. For this reason, the teacher should find some effective strategy to improve students' reading comprehension. One of the strategy that might be used to improve students reading comprehension is by using paragraph shrinking strategy.

The finding of the research shows that paragraph shrinking strategy was an effective strategy for students on reading comprehension. It was clear from the comparison between the mean score post-test of experimental class and control class was 84.00 was higher than the mean score post-test of control class was 45.67. Based on testing the hypothesis  $H_a$  was accepted and  $H_o$  was rejected. It means that there was significant effect of using paragraph shrinking toward students reading comprehension in Narrative Text. As Novia Cartika said that paragraph shrinking is effective strategy using by the teacher when teaching reading in narrative text. In addition, According to Fuchs, Fuchs, Mathes, & Simmons found that teaching students to summarize narrative and expository texts the use of the paragraph shrinking strategy was an effective tactic to boost student engagement and reading comprehension. Paragraph shrinking combines the cognitive skills of; naming the main idea, identify of critical details, paraphrasing, and summarization into one simple yet effective strategy. In conclusion, Paragraph shrinking is one of the strategy used to develop students' reading comprehension in the texts. This strategy can be viewed as a suitable strategy in teaching reading in narrative text.

To sum up, the use paragraph shrinking strategy an effective strategy that can be used by the teacher in teaching reading. In other word, it means that the paragraph shrinking strategy is useful and can help the teacher and students achieve the aim of teaching learning process, especially in teaching and learning reading in narrative text. It can be concluded that the paragraph shrinking strategy is useful model in helping the students to improve their reading comprehension.



## **CONCLUSION AND SUGGESTION**

Based on finding and discussion of the research about the effect of using Paragraph shrinking strategy toward students reading comprehension in narrative text

The result showed, there is significance different effect between student's reading comprehension who were taught by paragraph shrinking strategy at ninth grade at MTS Koto Tinggi. Paragraph shrinking strategy gave significant effect to increase students reading comprehension in narrative text. It is excessively suggested and recommended to implemented paragraph shrinking strategy to mediate students to comprehend the text. The teacher should provide the material in an attractive form and also easily understood by students. The students must pay their attention in comprehend the material in order to make their active during the classroom. For the next researcher who want to conduct the research with the same topic is expected to be done to see other findings that have not been covered in this research. For this reason, the researcher hopes these suggestions can be accepted and done as well as possible by all the readers.

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