TEACHING AND LEARNING READING COMPREHENSION THROUGH PARAPHRASING STRATEGY AT THE TENTH GRADE OF MA BAITUL KIROM MULYOSARI TANJUNG SARI LAMPUNG IN ACADEMIC YEAR 2022/2023

Undergraduate Thesis
(Submitted to The English Department
As a Partial Fulfillment of Requirements
For S1 Degree)

By
LALA YONARA
NPM. 1611040235

Advisor   : **Dr. Mohammad Muhassin, M.Hum**
Co-Advisor   : **M. Ridho Kholid, S.S., M.Pd**
Study Program   : **English Education**

TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF RADEN INTAN
LAMPUNG
2023/2024

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ABSTRACT

By:
Lala Yonara

The objectives of this research were to know and analyze the process of teaching learning writing by using paraphrasing strategy, to know and analyze the teacher's problem in teaching writing by using paraphrasing strategy and to know and analyze the students' problem in learning writing by using paraphrasing strategy. The method of research was descriptive qualitative. The writer analyzed the data at the X grade which consisted of 26 students in 1 class. The population of research were in 3 classes with 76 students. The writer used purposive sampling.

Based on the data analysis, it was found that the process of teaching learning reading by using paraphrasing strategy technique has been conducted and it was effective. The process of reaching was running well and had no serious problem in applying paraphrasing strategy. The teacher's problems in teaching reading comprehension using paraphrasing strategy such as to explain more about how to fix main idea for paragraph and the teacher had problem to ask the students to find synonym and antonym of words because she needed to clarify it in the end of meeting. The students' problems in learning reading comprehension using paraphrasing strategy were to identify main idea and to paraphrase their conclusion based on their own words but it did not affect to their comprehension of the text.

Keywords: *Paraphrasing Strategy, Qualitative Study, Teaching-Learning Reading Comprehension.*

DECLARATION

Hereby, I state this thesis entitled "Teaching and Learning Reading Comprehension Trough Paraphrasing Strategy at The Tenth Grade Of MA Baitul Kirom Mulyosari Tanjung Sari Lampung" is completely my own work, I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.

Bandar Lampung,   March 2023
Declared by,

LALA YONARA
NPM.1611040235

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APPROVAL

Title : Teaching And Learning Reading Comprehension Trough Paraphrasing Strategy At The Tenth Grade Of MA Baitul Kirom Mulyosari Tanjung Sari Lampung In Academic Year 2023/2024

Student's Name : Lala Yonara

Student's Number : 1611040235

Study Program : English Education

Faculty : Tarbiyah and Teaching Training

APPROVED

To be tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty
State Islamic University of Raden Intan Lampung

Advisor,   Co-Advisor,

Dr. Moh. Muhassin, M.Hum   **M. Ridho Kholid, M.Pd**
NIP. 197708182008011012   NIP. 198505122015031004

The Chairperson
of English Education Study Program

Dr. Moh. Muhassin, M.Hum
NIP. 197708182008011012

ADMISSION

A thesis entitled: **Teaching And Learning Reading Comprehension Trough Paraphrasing Strategy At The Tenth Grade Of MA Baitul Kirom Mulyosari Tanjung Sari Lampung In Academic Year 2023/2024 by: Lala Yonara, NPM: 1611040235,** Study Program: English Education was tested and defended in the examination session held on: Monday, June 26th 2023.

<u>Board of Examiner:</u>

Moderator	: Meisuri, M.Pd	(..............)
Secretary	: Zakiyah, M.Pd	(..............)
Primary Examiner	: Agus Hidayat, M.Pd	(..............)
Secondary Examiner	: Dr. Moh. Muhassin, M.Hum	(..............)
Advisor	: M. Ridho Kholid, M.Pd	(..............)

The Dean of
Tarbiyah and Teacher Training

Prof. Dr. Hj. Nirva Diana, M. Pd.
NIP. 196408281988032002

MOTTO

يَـٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُواْ ٱصْبِرُواْ وَصَابِرُواْ وَرَابِطُواْ وَٱتَّقُواْ ٱللَّهَ لَعَلَّكُمْ تُفْلِحُونَ ۝

" Be patient and and strengthen your patience and stay alert (at the borders of your country) and fear Allah so that you will be successful ".
Chapter Ali Imran : Verse 200

DEDICATION

This thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. My beloved parents, Mr. Dedi Rusyadi and Mrs. Nani Anggraeni who always pray, support and guide me to be success in my study and in my life.
2. My uncle, Mr. Nana Permana B.A and my beloved big family who always support my study.
3. My beloved friends, Zulfikar Reza, Wiwin Hayatul, Amah Ningsih, Anis Sabila and Nia Erawati who always reasure me that I can finish this thesis.
4. English Education class D has been being my biggest support since 2016 until now, and
5. My beloved almamater, UIN Raden Intan Lampung which has contributed a lot to my development.
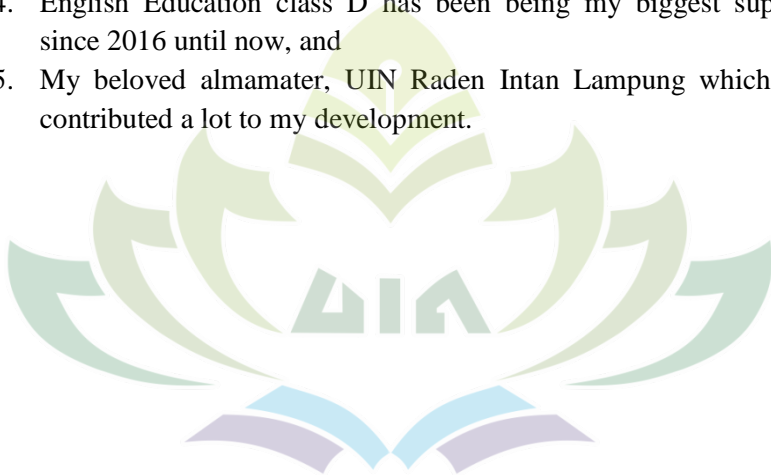
CURRICULUM VITAE

The researcher's name is Lala Yonara. She is called Lala. She was born in Palas on on May 2nd 1998. She is the first child of Five siblings of Mr. Dedi Rusyadi and Mrs. Nani Anggraeni. She has three beloved young sisters and one younger brother, their names are Elianora, Anisa Magfiroh, Fahlevia and Alfinal Anhar.

The researcher began his study in Elementary school at SDN 2 Mekar Mulya in 2004 and graduated in 2010. Then, she continued his study in Junior High School at SMPN 1 Palas and graduated in 2013. After that, she continued his studied at SMKN 1 Ketapang and graduated in 2016. Then, in 2016, she continued his study in the State Islamic University of Raden Intan Lampung (UIN) as the student of English Study Program of Tarbiyah and Teacher Training Faculty.

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First of all, praise be to Allah, the most merciful, the most beneficent, for His blessing and mercy given to me during my study and in completing this final project. Then, the best wishes and salutations be upon to the great messenger prophet Muhammad S.A.W, his family and followers.

This thesis entitled "Teaching And Learning Reading Comprehension Through Paraphrasing Strategy" is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung. When finishing this thesis, the writer has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the researcher would sincerely thank to:

1. Wan Jamaluddin, PhD., Chancellor of UIN Raden Intan Lampung as well as academic advisor.
2. Prof. Dr. Hj. Nirva Diana, M.Pd., dean of the Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung and their staff who were given the opportunity to study until the completion of this thesis.
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10. English education class D has been being my biggest support since 2016 until now. Finally, the researcher is fully aware that there are still a lot of weaknesses in this undergraduate thesis.

For this, the researcher truthfully expects criticizes and suggestion from the reader to enhance the quality of the thesis.

Bandar Lampung,   March 2023
The Researcher,

LALA YONARA
NPM.1611040235

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CHAPTER I

INTRODUCTION

A. Title Affirmation

Title affirmation is the clarification of the title in detail. It is important to add the title affirmation at the beginning concept to know the representation of the title of this research. So that there is no misunderstanding in understanding all aspects of this research. The title affirmation of this research can be explained as follows:

1. Paraphrasing strategy

   Paraphrasing is an important skill that EFL students need to learn and know so that when reading and rereading a text they can understand the main ideas of it and express them in their own words. In paraphrasing, students are required to express other people's ideas while maintaining the main idea of the original source through their own words (Isabel Escudero, 2018).[1]

2. Reading comprehension

   Reading comprehension is a skill to get detailed information such as the main idea, supporting the idea, reference, inference, and recognizing vocabulary from the text.

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[1] Isabel Escudero, N. F. (2018). Paraphrasing Strategy in EFL Ecuadorian B1 Students and Implication on Reading Comprehension. English Language Teaching, 12(1), 56-66

B. The Background of the Problem

Giving directions, directing someone in their study of something, delivering knowledge, and causing someone to know or comprehend are all examples of teaching. Providing instructions, guiding someone's study of a subject, imparting knowledge, and getting someone to understand or know something are all instances of teaching. In other words, teaching is the process of guiding students through a teacher-led learning activity while supporting them in learning new information. Teaching is a teacher's primary responsibility. Giving directions, directing someone in their study of something, supplying them with knowledge, and causing them to know or understand are all examples of teaching.[2] Giving instructions and making an effort to ensure that students learn and comprehend the material being taught are all parts of teaching.

Anything can be the site of learning, which is the process of gaining knowledge through a teacher or setting. There are many environments in which learning can take place. The physical surrounds or environment where learning is intended to take place is referred to as the learning context. In addition to the classroom, children can also learn on the playground, at a field trip destination, in a theater, in a study hall, in a library, at a media center, at home, and while on field trips. Various learning environments include various dimensions, floor designs, seating configurations, lighting, and orientations for instructors and students.[3] In teaching and learning process, teacher is the important element because weather or not the teaching-learning process is

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[2] H. Douglas, *Principles of Language Learning and Teaching*, (USA: San Francisco State University, 2000), p.7

[3] *Brown*, H. Douglas, *Teaching by Principle and Interactive Approach to language pedagogy*, (New York: Longman Inc, 2001), p.167

successful depends on the teacher in carrying out the process. Teacher is responsible for the success of learning. The teacher should pay attention to everything that the learners need, so teachers may play some roles in setting some roles, setting the conditions for effective learning.

Reading is a talent that can increase a person's knowledge since the more a person reads, the more information they can contribute or update about the latest developments across the world. Thinking is a necessary component of understanding, and just as there are many degrees in the hierarchy of thinking, there are also different levels of comprehension.[4] Reading counts as one of the basic techniques of receiving knowledge in academic environment in particular. It is reasonable to expect that someone who struggles to read will have some difficulty expressing their ideas or arguing for a position, particularly when it comes to educational words.

Understanding the meaning of a book requires reading comprehension. The process of reading allows readers to expand their vocabulary and knowledge, particularly when reading English-language texts. Also, it might enhance their experience because the reader is now aware of fresh facts that they were previously unaware of. For students, reading comprehension is crucial. since they can get some writing ideas from reading comprehension.[5] In reading comprehension process they imagine about the contain of the text and they can retell about the text in form of written.

Reading skill is the process of making meaning from text. The goal, therefore, is to gain an overall understanding

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[4] Zentall, S.S., & Lee, J, A reading motivation intervention with differential outcomes or students at risk for reading disabilities, ADHD, and typical comparisons: "Clever is and clever does", Learning Disability Quarterly, 2013 35(4), 248-259.

[5] *Woolley, G, Reading Comprehension,* (New York: Springer, 2011), p. *15*

of what is described in the text rather than to obtain meaning from isolated words or sentences. In understanding read text information children developmental models, or representations of meaning of the text ideas during the reading process.

The ability to comprehend and recognize each word and its meaning is called reading comprehension. It is supported by Pang that reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences, and connected text.[6] It means that there are two processes in reading comprehension. Firstly, is word recognition. It is how the reader recognizes the words in the text including understanding the written symbols in the text. Secondly is comprehension. It is the ability of a reader to comprehend words, and sentences, and then connected them to his/her knowledge.

One proposed strategy that covers the needs of the readers, according to experts, is paraphrasing because the readers do not only compose the text with the sentences, but it also requires the readers to spur the intention of developing the ability of students to process the given text and make a more significant output for them. It is later described that the level of paraphrasing is closely related to the level of understanding (Isabel Escudero, 2018).

Furthermore, for students who are not yet able to understand the text correctly, a brief type of paraphrasing with some original sentences are allowed. This may consist

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[6] Elizabeth S. Pang, *Teaching Reading*, (Singapore: IBE Publications Unit, 2005), p.6.

of only word variations, reordered sentences, and the removal of sentences from the original text. Similarly, the understanding level of students who already know how to comprehend text well will be able to provide major modifications to the text, including author references and new characteristics using critical inferential thinking.[7] Therefore, the researcher will conduct research entitled **"Teaching Learning Reading Comprehension through Paraphrasing Strategy at the Tenth Grade at MA Baitul Kirom Mulyosari Tanjung Sari Lampung in Academic Year 2023/2024"**

C. Focus of Study

This research focused on the process of teaching-learning reading comprehension through paraphrasing strategy.

D. Research Question

1. How is the process of teaching-learning reading comprehension by using a paraphrasing strategy.?

2. What is the teacher's problem in using a paraphrasing strategy for teaching reading comprehension?

3. What is the students' problem in learning reading comprehension by using paraphrasing strategy?

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[7] Ilter, I, Improving the Reading Comprehension of Primary-school Students at Frustration Level Reading Through the Paraphrasing Strategy Training: A Multiple-probe Design Study. International Electronic Journal of Elementary Education (IEJEE), 10(1), 2017, 147-161.

E. Objective of the Research

1. To know the process of teaching-learning reading comprehension by using a paraphrasing strategy.

2. To know the teacher's problem in using paraphrasing strategy for teaching reading comprehension.

3. To know the students' problem in learning reading comprehension by using paraphrasing strategy.

F. The Significances of the Research

The significance of this research was divided into two types namely theoretically and practically.

1. Theoretically

This research can be used as references for the other research who wants to conduct the similar research about paraphrasing strategy or reading comprehension.

2. Practically

To give information for the teacher and students about the use of paraphrasing strategy.

G. Research Method

Research method is a scientific method that has a specific purpose and use to obtain data.[8] The scientific method is a research activity that is empirical, rational, and systematic in order to obtain valid of data. The types of research methods are classified based on the objective and level of naturalness. Based on the objectives, the research methods are divided into basic research, development

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8 Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D* (Edisi 19), (Bandung: Alfabeta, 2018) p.2

research or R&D, and applied research. Meanwhile, at the level of naturalness, the research methods are divided into experimental research, survey research, and naturalistic research. Based on its position, experimental and survey in research methods are included in quantitative methods, while naturalistic methods are included in qualitative methods.[9]

The research method is an important factor in determining how the research will be conducted, because it is a plan or program made by researcher as the activity target is done. Based on this explanation, the researcher used qualitative research The following is an explanation of the components of the research method that will be used:

1. Research Design

Research designs are plans and procedures that include an assessment of opinions for data collection and analysis methods.[10] Research design helps objects to conduct research with refers to the objective. There are several types of research design such as quantitative dan qualitative. In this research, the researcher used a descriptive qualitative method to obtain all of the information about the process of the teaching and learning of reading in the classroom, to write, to record, to describe and to analyze them. By the qualitative research, the writer focused on the teaching and learning reading using paraphrasing strategy at the tenth grade at MA Baitul Kirom Mulyosari Tanjung Sari Lampung.

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9 Ibid, p.7

[10] John W. Creswell and J. David Creswell, *Research Designs: Qualitative, Quantitative, and Mixed Methods Approaches* (United States: SAGE, 2017)

2. Research subject

    Research subjects is persons who contribute responses or information that helps researchers collect data. Spradley said that a research subject is a source of information.[11] In this research, the subjects are English teacher and the students at the tenth grade at MA Baitul Kirom Mulyosari Tanjung Sari Lampung in the academic year 2023/2024.

3. Research Data

    The type of this research is descriptive qualitative research. Qualitative research collects data qualitatively, and the method of analysis is also primarily qualitative. This often involves an inductive exploration of the data to identify recurring themes, patterns, or concepts and then describing and interpreting those categories.[12] It means that there are some analyses that uses in the type of document analysis but in this research the researcher described the process of teaching learning reading comprehension using Paraphrasing Stategy. Teaching at the tenth grade at MA Baitul Kirom Mulyosari Tanjung Sari Lampung.

4. Data Collecting Technique

    Data collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes. Data collection is one of the most important stages in conducting research. Data collection is a very

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[11] Basrowi & Suwandi, *Memahami Penelitian Kualitatif*, (Jakarta: Rineka Cipta, 2008) p.188

[12] Nassaji, Hossein, *Qualitative and descriptive research: Data type versus data analysis*, (University of Victoria, Canada: SAGE Publisher, Language Teaching Research 2015), Vol. 19(2) 129–132.

demanding job which needs thorough planning, hard work, patience, perseverance and more to be able to complete the task successfully. Data collection starts with determining what kind of data required followed by the selection of a sample from a certain population.[13] In this research, the researcher collected the data using the following steps:

1. Observation

Observation is collecting data process, which in this research the researcher observed the situation of teaching learning process in the class.[14] In other hand, it is the activity will be used to know the students' activities also responses during the teaching and learning process. Observation is one of collecting data in the research, which in this activity the researcher observed the process of the teaching learning reading comprehension using Paraphrasing Strategy in the classroom.

2. Interview

The researcher got the data function as observer to get the data, the researcher is asking the teacher about the information of activity in the teaching process including problem in teaching reading comprehension, where questions ask by the interviewer to obtain information from interview. Interviews are good research techniques when we want to know about what people think or feel about something.[15] It means that the researcher interviewed the teacher in order to get to know about the process of

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[13] Kabir, M, *Methods of Data Collection*, (Curtin University: Research Gate, 2016), p.202

[14] *Ibid,* p.202

[15] *Ibid,* p.203

teaching learning reading comprehension by using Paraphrasing Strategy.

3. Questionnaire

In this research, the questionnaire gave to the students. Questionnaire is a written list of questions that are answered by a number of people so that information can be collected from the answer. The researcher distributed questionnaire after the process of teaching learning reading comprehension by using Paraphrasing Strategy.

5. Research Instrument

The major characteristics of qualitative research which distinguish this research from other research are the method and instrument which uses to collect and analyze the data. The researcher is very important in qualitative research. The main instrument of the research is the researcher himself. It means that the main instrument of this research was the researcher, who will collect and evaluate the data based on the researcher's interpretation.[16] Then, the researcher described and related it with theory applied to support the analysis. Therefore, the result of the research is determined by the researcher's point of view in describing the analysis of the research.

Due to the aim of this research that is to know how is the process of teaching learning reading comprehension by using Paraphrasing Strategy, then

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[16]Msc. Roxana De Trigueros Med. Juan Francisco Hidalgo Sandoval Universidad De El Salvador Facultad Multi Disciplinaria De Occidente, *Qualitative and Quantitative Research Instruments*, English Language Department March 28, 2017

there will be an observation sheet in order to know the students' activity during the process of (on appendix). of teaching learning reading comprehension by using Paraphrasing Strategy.

6. Data Analysis

According to Miles and Huberman the analysis can be defined as consisting as three current flows of activity that is data reduction, data display, and conclusion drawing/verification.[17] It means that in analyzing the data in the type of qualitative research, there are some activities to get the data of research, they are data reduction, data display and conclusion drawing. The researcher will follow some steps of data analysis which stated by Miles and Huberman as follows:

1) Data reduction

Data reduction is about the process of selecting, focusing, simplifying, abstracting, and transforming the data in written up field note or transcript.

2) Data display

Data display is about an organized, compressed assembly of information that permits conclusion drawing and action.

3) Conclusion drawing

Conclusion drawing is the final activity of research that the researcher needs to conclude the research finding related to the research question.

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[17] Miles B Matthew, Huberman A Michael, and Saldana J, *Qualitative Data Analysis,* (London, Sage Publications, 2014), p.14

7. Trustworthiness of the Research

To make the research findings of this research valid, the researcher must do trustworthiness by using a triangulation data. Triangulation is the criteria based on the process of observing something from different view of points in order to get a fix on its true location. The triangulation of criteria has been led into content data analysis. Triangulation is supposed to support a finding by showing that independent measures of it agree with it, or at least, do not contradict it. It means that triangulation aims to assess the result of research in order to validate the data of research itself. Lincoln and Guba states that there are the quality criteria of qualitative research as follows:

1) Credibility

Credibility establishes whether the research findings represent plausible information drawn from the participant's original data and is a correct interpretation of the participant's original view.

2) Transferability

The researcher facilitates the transferability judgment by a potential user through quick thick description.

3) Dependability

Dependability involves participant's evaluation of the findings, interpretation and recommendations of the study such that all are supported by the data as received from participants of the study.

4) Confirmability

Confirmability is concerned with establishing that data and interpretations of the findings are not figments of the inquirer's imagination, but clearly derived from the data.

5) Audit Trails

An audit trail provides readers with evidence of the decisions and choices made by the researcher regarding theoretical and methodological issues throughout the study, which requires a clear rationale for such decisions. Keeping records of the raw data, field notes, transcripts, and a reflexive journal can help researchers systemize, relate, and cross reference data, as well as ease the reporting of the research process are all means of creating a clear audit trail.

6) Reflexivity

It is the process of critical self-reflection about oneself as researcher own biases, preference, preconceptions to the research.[18]

Based on the explanation above, this research used confirmability triangulation. In other words, the researcher is responsible for providing a complete set of notes on decision made during the research process, reflective thoughts, sampling, research material adopted, emergence of the findings and information about the data management.[19] In this research will also validate the research findings in order to make it valid. The person

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[18] Lorelli S. Nowell, Jill M. Norris, Deborah E. White, and Nancy J. *Moules, Thematic Analysis: Striving to Meet the Trustworthiness Criteria*, International Journal of Qualitative Methods Volume 16: 1–13, 2017: Sage Publication

[19] *Ibid.*

who will validate the research findings of this research is the Lecturer of English Education in Tarbiyah and Teacher Training Faculty Raden Intan State Islamic University Lampung that relates with the title of this research.

I. Systematic of Discussion

To provide a systematic and easy-to-understand description, this proposal is structured with a systematic discussion as follows:

I. Chapter I, consisted of introduction such as: title affirmation, the background of problem, identification of problem, etc. The introduction of chapter I contains, title affirmation, background of the problem, identification and limitation of the problem, formulation of the problem, objective or purpose of the study, previous research, research method and systematics of the discussion.

II. Chapter II, consisted of the theories such as: the theory of reading comprehension, teaching learning reading, readers theatre strategy, narrative text, etc. This chapter is an overview of all theory related to the title of research.

III. Chapter III, consisted of object overview, data collecting technique and the instrument of research. This chapter describes the general description of the object and the presentation of facts and data needed during research.

IV. Chapter IV, consisted of research findings and discussion.

V. Chapter V, consisted of conclusion and suggestion of research.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. 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. Reading is one of English skills that has been mastered by the students. This skill needs more attention from students, because in reading the students have to be able to understand the text so that they can get the meaning of the text.

Patel 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.[20] The reading skill becomes very important in the education field, students need to be exercised and trained in order to have a good reading skill.

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

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[20] Patel, M. F., & Jain, P.M, *English Language Teaching*, (Jaipur: Sunrise Publishers and Distributor, 2008), p.113-114

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.

Grabe and Stoller states that reading is the ability to draw the meaning from the printed page and interpret this information appropriately. It means that, reading is the process of a reader to comprehend and understand the information that they want to get from the text.[21] Ability to comprehend text is influenced by readers' skills and their ability to process information. So reading is very important for students to improve their skill reading ability. According to Anderson, quoted in Nunan there are two main definitions of reading. Those are strategic reading and fluent reading. Strategic reading is defined as the ability of the reader to use a wide variety of reading strategies to accomplish purpose for reading. Fluent reading is defined to read as the ability to read an appropriate rate with adequate comprehension. Meaning does not rest in the reader not does it rest in the text.[22] The reader background knowledge integrates with the text to create the meaning. The act of reach text, the reader, fluency and strategies combined together define the act of reading. It can be concluded there are two definitions of reading strategic reading and fluent reading. Strategic reading like the way of reader in uses kinds of reading strategies, while fluent reading is like the ability of reader in reading text appropriately.

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[21] Grabe,W., and Stoller,F.L, *Teaching and Researching Reading*, (England :Logman, 2002), p.9

[22] Nunan,D. *Pratical English Language Teaching (*First Edition), (New york: McGraw-Hill Companies, 2003), p.68

Then, According to Alyoisef, "Reading can be seen as an interactive process between a reader and a text which leads to automaticity of reading fluency".[23] It means that reading can be viewed as interactive process between the reader and the text that leads to it automatically or read fluency. Reading is process of communication between writer and reader. The reader receives information from the writer by words, sentence, paragraph, texts and the reader try to understand the purpose or find the massage from the writer in their daily reading activity.

Harmer states that reading is useful for language acquisition. Provide that the students more or less understand what they have read, the more they read, the better they get it.[24] Reading also has a positive effect on the students' vocabulary knowledge, on their spelling and on their writing.

Based on the theories above, it can be concluded that reading a process of interaction between the reader and the material, Reading is an act of communication is used in daily life to gather information, and reading is an active skill which includes a text and a reader in which a reader responds to the message from the writer by understanding, comprehending, and interpreting the meaning from a text in a piece of communication using knowledge, skills, experience, attitude and strategies

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[23] Alyousef, H. S, *Teaching reading comprehension to ESL/EFL learners*. Journal of Language and Learning Volume 5 Number 1, 2005.
[24] Harmer, J, *The Practice of English Language Teaching,* (Edinburgh Gate: Longman, 4th edition, 2007), p. 99

B. Reading Comprehension

Reading comprehension is the skill to read printed or written words, then could making sense of and delivering meaning from them. Someone who reads the passage must be able to deliver the meaning correctly. According to Linse reading is a set of skills that involves making sense and deriving meaning from the printed word. In order to read, we must be able to decode (sound out) the printed words and also comprehend what we read.[25] It means that reading is about how a reader is able to decode and comprehend the passage. So that a reader would not only read the passage but also comprehend and be able to derive meaning.

Reading comprehension 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 reading comprehension is the process of making meaning from text.[26] In addition, Shanahan et al. In Watson et al, 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.[27] Based on the theories

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[25] Caroline T. Linse, *Practical English Language Teaching Young Learners,* (New York: McGraw-Hill Companies, Inc, 2005),p.69

[26] Wolley, G, *Reading Comprehension: Assisting Children with Learning Difficulties*, (New York: Springer, 2011), p.15

[27] Watson, S.M.R., Gable, R.A., Gear, S.B., Hughes, K.C. (2010). *Evidence-Based Strategies for Improving the Reading Comprehension of Secondary Students:*

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.

One of the most important academic skills taught in school is reading comprehension. Before explaining what reading comprehension is, it will be more interesting to discuss about reading comprehension. Reading is activity to understand the text. Meanwhile, comprehension is act of constructing meaning through interaction and involvement with written text.[28] Reading comprehension requires the reader to actually know and understand what they are reading. To know the content of the text that they read, student can find the meaning of each paragraph. Reading comprehension is an interactive process of finding meanings from a text.

C. 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, reading purposes can be classified under seven main headings:

1. Reading to search for simple information. In reading to search, we typically scan the text for a specific word, or a specific piece of information, or a few representative phrases. As an Example, we usually search through a

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Implications for Students with learning Disabilities. Leaming Disabilities Research and Practice.27, (2), 79- 89.
   [28] *Ibid*

telephone directory to find ke information, either an address or a phone number.

2. Reading to skim quickly, reading to skim involves, in essence, a combination of strategies for guessing where important information might be located in the text and then using basic reading comprehension skills on those segments of the text until a general idea is formed.

3. Reading to learn from texts reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text. It requires abilities to :

    a. Remember then main ideas as well as a number of details that elaborate the main and supporting ideas in the text.

    b. Recognize and build rhetorical frames that organize the information in the text.

    c. Link the text to the reader's knowledge base.

4. Reading to integrate information. Reading to integrate information requires additional decision about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of rhetorical frame to accommodate information from multiple sources. These skills inevitably require critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for the reader's goal.

5. Reading to write (or search for information needed for writing) Reading to write maybe task variants of reading to integrate information. It requires abilities to select, critique and compose information from a text. Reading to critique texts.

6. Reading to critique text also variants task of reading to integrate information such as reading to write.

7. Reading for general comprehension is the most basic purpose for reading, underlying and supporting most other purpose for reading. It is actually more complex than commonly assumed. Reading for general comprehension, when accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skills in forming a general meaning representation of main ideas and efficient coordination of many processes under very limited time constraints.[29]

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.

D. Teaching 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 and finding knowledge in written text. By giving motivation and habituate in reading English text, make students can

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[29] Grabe,W., and Stoller,F.L, *Teaching and Researching Reading*, (England :Logman, 2002), p.6

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, there are several reasons why teacher should teach reading to their students in teaching and learning process.

1. Many of students want to be able to read text in English, either for their career, for study our pose, or only for pleasure.

2. Any exposure to English (provide they understand it more or less) is a good thing for the students.

3. Reading text also provide opportunities to study language, vocabulary, grammar, punctuation and the way we construct paragraphs and text.

4. Reading text also provides a good model for English writing.

5. Reading texts also provide opportunities to study vocabulary, grammar, punctuation and the way we construct sentence and paragraph.

6. Good readings text can include introduce interesting topics, stimulate discussion.[30]

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 reason 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 that have read.

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[30] Harmer, Jeremy, *How to Teach English*, (England: Pearson Education. Hornby, 2004), p.68

Another statement by Linse who stated "Teaching reading comprehension is teaching students how to derive meaning as well as analyze and synthesize what they have read."[31] From this statement, teachers have to teach students how to analyze information obtained from text. the teacher has to guide students to find useful information, collect them and try to derive meanings from particular information by analyzing the text. After the information is analyzed, students have to coordinate them to from meaningful information. This is how the students derive meanings which are usually implied in a reading text.

Based on the definition above, it means that teaching reading is not passive learning. Students must enjoy during the reading process. As we know the advantages of reading are to give the students knowing that the never know before, teaching reading needs more than only reading a text, we must pay attention how to teach reading text to our students. In teaching reading, students and teacher can be the partner to make the teaching process more active and effective.

E. Principles of Teaching Reading

Brown states that there are eight principle of teaching reading

1. In an interactive curriculum, make sure that you do not overlook the importance of specific instruction in reading skills.

2. Use techniques that are intrinsically motivating

3. Balance authenticity and readability in choosing texts

4. Encourage the development of reading strategies

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[31] Linse, C, *Practical English Language Teaching: Young Learners*, (New York: McGraw- Hill, 2005), p.71

5. Include both bottom - up and top - down technique

6. Follow the "AQ3R" sequence.

7. Subdivide your techniques into pre- reading and after reading phases

8. Build in some evaluative aspect to your techniques.[32]

Based on statement above the writer concluded that principles of teaching reading are 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.

Besides, in learning process especially in reading, using strategy is needed to develop the reading ability. Furthermore, using strategy is valid can grow students' motivation. Strategy also divides into pre - reading, during reading, after reading phase.

Futhermore, Nunan, mentions that there are some principles for teaching reading.

1. Exploit the reader's background knowledge.

   A reader's background knowledge can influence reading comprehension. Reading comprehension can be significantly enhanced if background knowledge can be activated by setting goals, asking questions, making predictions , teaching text structure and so on.

2. Build a strong vocabulary base.

   Recent research emphasizes the important vocabulary to successfull reading. Basic vocabulary should be explicitly taught and readers should be taught to use

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[32] Brown, H. D, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (New-York: Longman, 2001), p.313

context to effectively guess the meanings of less frequent vocabulary.

3. Teach for comprehension

Monitoring comprehension is essential to successful reading. Part of that monitoring process includes verifying that the predictions being made are correct and checking that the reader is making the necessary adjustment when meaning is not obtained. By doing this, the readers use both their cognitive and metacognitive skills.

4. Work on increase reading rate

The teacher must work toward finding a balance between assisting students to improve their reading rate and developing reading comprehension skills. It is very important to understand that the focus is not develop speed readers, but fluent readers.

5. Teach reading strategies.

Strategies are not a single event, but rather a creative sequence of events, but rather a creative sequence of events that learners actively use. To achieve the desired results, students need to learn how to uses range of reading strategies that match their purposes for reading. Good strategies should be easily adaptable and suitable for use with any students.

6. Encourage reading to transform strategies into skills.

Strategies can be defined as conscious actions that learners take to achieve desired goals or objectives, while a skill is a strategy that has become automatic. This characterization underscores the active role that readers play in strategic reading.

7. Build assessment and evaluation into your teaching

Assessing growth and development in reading skills from both a formal and an informal perspective requires time and training.

8. Strive for continuous improvement as a reading teacher

The quality of the individual teacher is integral to success of second/foreign language readers. Reading teachers need to be passionate about their work.[33]

The teacher should view themselves as facilitators, helping each reader discover what works best, integrating the key principles discussed above can lead to more effective reading instruction in the second language classroom.

Based on the statement above, the writer concluded that a principle of teaching reading is important to be understood by a teacher. In principles of teaching reading, a teacher should exploit the readers' background knowledge to increase students' reading comprehend and improve their reading speed. Principle of teaching reading is the competence that should be used in reach the goal for teaching reading, a foundation in all skills.

F. Paraphrasing Strategy

Paraphrasing is an important skill that EFL students need to learn and know so that when reading and rereading a text they can understand the main ideas of it and express them in their own words. In paraphrasing, students are required to express other people's ideas while maintaining the main idea of the original source through their own words.

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[33] Nunan, D, *Practical English Language Teaching*, (New York: McGraw-Hill, 2003), p.74-77

This is what they need to learn to support their arguments by referring to literature from other people; which is related to paraphrasing strategy and is an important step in paraphrasing so that students can understand foreign language texts well.[34] In general, paraphrasing in reading is used to help understand the text and give the ability to obtain information, so that the information can be meaningful. By developing reading goals, it is necessary to identify different reading styles according to the text types and flows. This can be done by identifying the main ideas told by the author, as well as from the details.

Paraphrasing is one of the appropriate strategy 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.[35] This strategy builds the confidence of learners in their ability to correctly recall information and state the meaning of new words or phrases. 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.

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

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[34] Ilter, I, Improving The Reading Comprehension of Primary-school Students at Frustration Level Reading Through the Paraphrasing Strategy Training: A Multiple-probe Design Study. International Electronic Journal of Elementary Education (IEJEE), 10(1), 2017, 147-161.

[35] *Ibid*

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.

According to Suwanto, 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.[36] It is supported by Boyle and Scanlon 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.[37]

Suwanto added that 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.[38] 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.

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[36] Suwanto, *The Effectiveness of the Paraphrasing Strategy on Reading Comprehension in Yogyakarta City*. Joumal of literature, languages and linguistic-an open acces international journal. 2014, 4, 1-7.

[37] Boyle, Joseph & David S, *Methods and Strategies for Teaching - based Approach). Students with Mild Disabilities*. (A case Wadsworth: Cengage Learning, 2009), p.207

[38] Suwanto, *Op, Cit*

G. Procedure of Teaching Reading Comprehension through Paraphrasing Strategy

Hagaman and Robert define that the reaching paraphrasing strategy can be applied in three-step. It is implied as the acronym of paraphrase itself. It is also called the RAP strategy. It has meaning as follows:

a. "R" means Read a paragraph. So, students will be asked for reading paragraphs, 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 a kind of comprehending way, whereas students must find the main idea or center information that is available in the passage. In this step, each student will have different assumptions about 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.[39]

H. Advantages of Using Paraphrasing Strategy

Paraphrasing is a simple strategy that is easily incorporate into exciting curriculum without taking time away from critical content instruction as said by Schumakeret et al. In Halterman the benefit of using paraphrasing strategy are as follows:

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[39] Hagaman, J., and Robert, R. (2018). *"The "RAP" on Reading Comprehension". Teaching Exeptional Children.*

1. It requires that the students actively interact with the material rather the passively reading it.

2. The division of the reading passage into small units and the alternation of activities(reading, questioning, paraphrasing, reading,etc.) require that the students maintain a high level of attention during the reading activity.

3. Paraphrasing strategy requires that students "chunk" the material in lengthy passage into small units and remember information in these smaller units.[40]

According to Hagman, et al, Paraphrasing strategy has benefits as follows:

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

2. 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.[41]

I. Disadvantages of Using Paraphrasing Strategy

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

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

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[40] Halterman Jr, Terry. (2013). *Effect of RAP Paraphrasing and Semantic-Mapping Strategies on the Reading Comprehension of English learner and fully-English-Proficient Students with Mild-to-Moderate Learning Disabilities.* Dissertation of The University of San Francisco USF Scholarship.

[41] Hagaman, J., Kathryn J. C., and Robert Rei. (2010). *The Effects of the Paraphrasing Strategy on the Reading Comprehension of Young Students*.

2. They don't effectively use a dictionary or thesaurus to help them.[42]

J. Previous Study

1. Nirwana, PARAPHRASING STRATEGY IN ENHANCING THE STUDENT'S READING COMPREHENSION, 2020. The objective of this study is to identify the implementation of the paraphrasing strategy for the students at Mts Ummul Mukminin Makassar in teaching reading comprehension and the interest in using that strategy in the teaching and learning process. 30 students for the experimental group and 30 students for the control group were involved in the subject. The resources consisted of a test for reading comprehension and a questioner.The result showed that paraphrasing strategy substantially improves the reading comprehension of the students (.000 < .05). The questionnaire was given to the students covered the statement about whether or not the students are interested in the use of paraphrasing strategy. The questionnaire result shows that the use of paraphrasing strategy in teaching reading improves their interest in reading comprehension. In other words, the students have high interest to the use of paraphrasing strategy in learning reading. The interest of the students was classified in high category for experimental community, which is shown by the mean interest of students 71.87. Finally, the paraphrasing technique leads to enhancing the achievement of reading

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[42] Mcleod, Melissa. (2011). *Learning to Paraphrase* [Online]. Available: https://Carleton.Ca>wp-Content>uploads. [Mei28 2021]

comprehension and students are involved in using the strategy in the course of teaching and learning.

2. Utami, TEACHING READING SKILL THROUGH PARAPHRASING AND SUMMARIZING, 2014. The objective of the research is to know the effectiveness of using paraphrasing and summarizing in teaching reading skill at the second grade of senior high school Pembangunan 1 Bogor. The method of the research is a experimental study in a form of quantitative. The data analyzed in this research gathered through the test about teaching reading skill through paraphrasing and summarizing at the second grade of senior high school Pembangunan 1 Bogor. By analyzing the student's answer sheet during teaching learning process in the class. The result of statistical calculation the research showing that the value to = 16.22, and t table = 2.03 and 2.72. it is clear that t observation is higher than t table :2.03<16.22>2.72. It can be seen from statistical data that using paraphrasing and summarizing in teaching reading can give a significant influence to increase students' reading skill.

3. Suwanto, THE EFFECTIVENESS OF THE PARAPHRASING STRATEGY ON READING COMPREHENSION IN YOGYAKARTA CITY. 2014. Suwanto (2014) found literature dealing with the use of paraphrasing strategy to be limited. However, *An Open Access International Journal* Vol.4 2014 proves that this strategy is an effective tool for better reading comprehension.

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