

Paragraph Shrinking Strategy for Teaching Reading Nursing Student

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ABSTRACT

The goal of this study is to determine whether or not the paragraph-shrinking strategy significantly affected students' reading comprehension. This study used an experimental design with a posttest-only control group. The control class received treatment using the usual technique, while the experimental class received treatment using the paragraph shrinking strategy. This study used a multiple-choice reading test as its instrument. This instrument was valid because it was based on the syllabus and had subject validity that had been taught in the past. Because the writer had tested the instrument and divided the reliability in half, it was then reliable. After that, the writer utilized Gay's suggested t-test procedure to examine the data and determine whether the hypothesis was correct.

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

INTRODUCTION

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, 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.

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.

Teaching is the activity where the teacher delivering knowledge to the students. According to Leamson (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.

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.

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 cheeked 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.

METHOD

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 observe the effect one or more dependent variables. The purpose is to know the effectiveness teaching reading by using paragraph shrinking strategy or not. 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 conventional strategy Then, the total population this research were 84 students in two class of nursing study program University of Bina Sehat PPNI Mojokerto

FINDING AND DISCUSSION

The finding of research is used to answer formulation and hypothesis of the research that is Did or not Paragraph Shrinking Strategy give significant effect toward students’ reading comprehension?. To answer this formulation and hypothesis 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.

From data showed t-calculated is 6,13 was bigger than t-table is 2,021 in level significance (0,05) and degree of freedom (df) is $n_1+n_2 - 2 = 44$ 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 (H_a) was accepted and Null hypothesis (H_0) 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 paragraph 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 paragraph 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 monotonous 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.

CONCLUSSION

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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