

The Effect of Paraphrasing Strategy on the Students' Ability in Comprehending Narrative Text at the Eighth Grade of SMP Negeri 1 Mandrehe

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Abstract

Reading is one of English skills that should be mastered by students because through reading, readers get important information, ideas or opinions of text they read about. But the fact, the students of SMP Negeri 1 Mandrehe at the eighth grade in 2015/2016 are not able to get information of narrative text. So, the researcher tries to apply Paraphrasing Strategy to investigate its significant effect on the students' ability in comprehending narrative text. Paraphrasing Strategy is restating information in reading activity by finding the main ideas of paragraphs and by getting the specific facts of a text in own words. In conducting the research, the research uses quasiexperimental design. The subject of this study is the eighth grade of SMP Negeri 1 Mandrehe in 2015/2016. The population of the research was consists of 103 students, the sample which consists of 68 students by cluster sampling. The data collected both of groups' pre test, the data were normality and homogenous. The researcher did the treatment to the experimental group by using Paraphrasing Strategy. Based on the result of the data computation, it shown the mean score was 76.61 stated good. In the control group, the researcher taught the students by using conventional method. The result of post test was 61.47 stated adequate. Based on the result of hypothesis testing by using t-test, the researcher got $t_{count} \geq t_{table}$ ($6.3347 \geq 1.943$ from the t_{table} with $dk = 2(n-1) = 2(34-1) = 66$ and the significance level is 5% ($\alpha = 0.05$). Because t_{table} to dk 66 is not be found in the critic distribution t of value table, so t_{table} is interpolated to dk 60 is 2.000 with t_{table} to dk 120 is 1.9880 So, $t_{table} = t_{1-\alpha/2}(dk) = t_{0.025 \times 66} = 1.943$. H_a is accepted and H_0 is rejected. It can be conclude that there was a significant effect of Paraphrasing Strategy on the students' ability in comprehending narrative text at the Eighth Grade of SMP Negeri 1 Mandrehe in 2015/2016. Base on the analysis, the researcher suggest to the English teacher to use the strategy to teach the students. The strategy is Paraphrasing Strategy, it can solve the students problems, havefeedback, active and create the relation between teacher and student when teaching readingcomprehension especially in narrative text.

Keyword: Students' Ability in Reading Comprehension, Paraphrasing Strategy

1.Introduction

In syllabus of *KTSP* at the eighth grade of SMP Negeri 1 Mandrehe, the competence standard in reading is understanding meaning in short funtional text and simple essay in recount and narrative text related to the enviroment. In the other words, the students should be able to comprehend the narrative text. Basic competence is responding the simple short functional text accurately, fluently, and acceptable to sorround invirontment. The Minimum Competence Criterion (MCC) of reading in this school is 60. The students' marks should be able to achieve 60.

When the researcher observed the eighth grade of SMP Negeri 1 Mandehe during the teacher taught English subject in the class and interviewed the students after teaching and learning process, the researcher found that the students are not able to respond the meaning of the narrative text given by the teacher to the students. Basically the problem comes from the students and also from the teacher. The problems come from the students such as ; the students' motivation in reading English are low, the students are not able to get main ideas of each paragraph in narrative text, less of background knowledge about narrative text, the students have fluent unfamiliar vocabularies provided in the text, and the teacher can not

vary her strategy in teaching the students; therefore the students lose their interest in studying.

To overcome the problem above causing the factors, the role of teacher is really important to make a teaching will be successful in the class. Therefore the researcher is inspired to apply Paraphrasing Strategy in comprehending narrative text at the eighth grade of SMP Negeri 1 Mandrehe in 2015/2016.

Paraphrasing strategy is involving an individual reading a paragraph, asking himself or herself what the main ideas and details about paragraphs are, and putting these ideas and details into his or her own words. As Westwood (2008 :33) stresses, "Paraphrasing strategy helps students recall the main ideas and specific facts of material they read in their own words." Paraphrasing Strategy is one of teaching strategies that prompts and reinforces the students in understanding the main ideas and the information of each paragraph by reconstructing the ideas in their own sentences or words. Thus, Kispal (2008:43) states, "A good paraphrase must convey the original meaning of the author but in the student's own words and phrasing." The students retell the main ideas of each paragraph originally by their own phrases and sentences.

The purpose of this research is to know whether there is or no a significant effect of using Paraphrasing Strategy on the students' ability in reading comprehension at the eighth grade of SMP Negeri 1 Mandrehe in 2015/2016.

Hypotheses of this research is formulated as following:

H_a = there is effect of using Paraphrasing strategy towards the students' ability in reading skill at the eighth grade of SMP Negeri 1 Mandrehe in 2015/2016.

H_o = there is no effect of using Paraphrasing strategy towards the students' ability in reading skill at the eighth grade of SMP Negeri 1 Mandrehe in 2015/2016.

In conducting this research, the researcher assumes that:

1. reading skill is one of languages ability to master English
2. paraphrasing Strategy is a strategy used to teach reading comprehension .

Paraphrasing is the process of restating information in different words. When paraphrasing, reader maintain the original meaning contained in every paragraph of text, but retell it in own words. As Dupils (2006 : 6) defines, "Paraphrasing is reading, understanding, and remembering written text. Students are active to think and to create new ideas to support the author's meaning." The students should be able to remember the author's meaning in text before they start expressing their opinion with their own words. According to Brindley (1994 : 89),

"Paraphrasing is a valuable learning strategy by some reason, they are active engagement with the material, improved memory, improved understanding, and make the idea your own."

Also Kispal (2008:43) stresses, "A good paraphrase must convey the original meaning of the author but in the student's own words and phrasing." Thus Brindley (1994 : 89) defines that Paraphrasing is an aid to learning. It helps the students to recall the main ideas that they have read.

The researcher concludes that paraphrasing strategy is restating and recalling author's opinion in every paragraph of reading text in their own phrases.

The Purpose of Paraphrasing Strategy

The purpose of Paraphrasing Strategy is to recall the students' comprehension of what they read. According to Dupuis, and friends(2006:6), "The purpose of Paraphrasing Strategy is to make the students active in reading process by requiring the students to search out and state the main ideas and details of each paragraph." Also Brindley (1994 : 89) says, " The strategy of Paraphrasing is one way to increase reading comprehension." Based on the experts opinion above, researcher conclude that the purpose of Paraphrasing is restating the information contained in details of each paragraph in text by using own words in phrases

The Advantages of Paraphrasing Strategy

There are some advantages of paraphrasing strategy according to Kissner (2006 : 6) as follows :

1. It makes the students more active and creative in reading activity.
2. Make the students easy to find the main ideas from a text.
3. The students are free to develop up the main ideas in their own words.
4. Translating ideas and information into students' own words.

Furthermore, Dupils and friends (2006: 9) say that Paraphrasing Strategy requires the students to active interact with and think about the material rather than passively reading it. So the students are active to think and develop their learning especially in reading comprehension.

The Procedures of Paraphrasing Strategy

There are some procedures of Paraphrasing Strategy. According to Westwood (2008:33), there are some procedures of Paraphrasing Strategy as follows :

- 1) Read a paragraph. Read the paragraph silently. As you read, be sure to think what the words mean.
- 2) Ask yourself, " What were the main ideas and details of this paragraph ?"
- 3) Put the main idea and details in your own words.

Furthermore, Schumaker, Denton, and Deshler (1984) in Klingner, Vaughn and Boardman (2007: 118) there are three steps of Paraphrasing Strategy as follows :

- 1) Read a paragraph.
- 2) Ask yourself.
- 3) Put the main idea and details describe in your own words.

Based on the experts opinion above, The researcher concludes that in doing this research, the research apply this strategy as follow :

- 1) The researcher recall the student's background knowledge about narrative text.
- 2) The researcher distributes the material about narrative text.
- 3) The researcher asks the students to read the text.
- 4) Asking the students to find the main ideas from the text.
- 5) Asking the students to develop the main ideas in their own words.
- 6) Asking the students to tell the result of their work.
- 7) The researcher concludes the material.

Assessment of Reading Comprehension

The researcher will assess the students' ability by using multiple-choice test, because multiple-choice test might be easier and appropriate to assess the students' ability in reading comprehension. In this test, the researcher prepare 20 items of questions which every question there are 5 alternatives of key answers. The students have to choose one of the correct answer. Therefore, when the students' answer will not appropriate with the key answers so they do not get the score but when they choose the correct answer they will get the score.

To get the students score, the researcher will use the formula from Sudijono (2009:303) :

Note : S = Score S = R
R = Right

After calculating and getting score, researcher will process it to get mark every student by using formula proposed by Brown (1996:8) as follows:

0000000000000000 ssssssss00
Mark= MMMMMMMMMMMMMM ssssssssX 100

To decide level of students' ability, researcher uses the level as classified by Cartier in Nurgiantoro (1986:363) as follows:

0 - 39	:	fail
40 - 59	:	less
60 - 74	:	enough
75 - 84	:	good
85 - 100	:	very good

Narrative text

A narrative text is a type of spoken or written text that tells a story of one character or more who face certain problematic situation. The social function is to amuse, entertain, and deal with actual sensational experience. There are various kinds of narrative such as fairy stories, mysteries, science fictions, Fable, romance, horror, and etcetera. The purpose of narrative text is to amuse or to entertain the reader with a story.

The generic structure of a narrative usually has three components, they are:

Orientation: It presents the setting, plot, and the introduction of the characters. (Where and when the story happened and introduces the participants of the story who and what is involved in the story).

Complication: It consists of the sequences of the events that lead the characters into the climax. (Tells the beginning of the problems which leads to the crisis of the main participants).

Resolution: It consists of resolution of the problem. The resolution of the problem can be sad ending or happy ending. (The problem is resolved, either in a happy ending or in a sad ending). The language features of narrative are: using past tense, using action verb, and chronologically arranged. Examples:

Babu and the Lion

One day, there was a slave whose name was Babu. His master was very, very bad. You know, he often punched Babu and did not offer him food for days. Poor Babu! So he escaped into a forest and slept in a cave.

Next morning, he heard a loud roar. In front of him...., at the mouth of the cave..., was a very big lion. You see, Babu was scared to death! Kind of scary, isn't it? But he could not escape. But the lion didn't attack him. It was tame. There was a large thorn in its right front foot. The lion looked at Babu. It seemed to say something like:"Please help me. It's very painful." Babu walked bravely to the lion and pulled out the thorn. Babu and the lion turned out to be friends. (Adapted from GB Shaw's play: Androcles and the Lion)
Source:<http://collection.aucklandartgallery.govtz.nz>

1. The Conceptual Framework

Paraphrasing Strategy is applied in teaching the students to understand the reading material well. The purpose of this research is to investigate the effect of using Paraphrasing Strategy especially in narrative text is towards the students' ability in reading comprehension at the eighth grade of SMP Negeri 1 Mandrehe in 2015/2016. In understanding and comprehending this research easily, the researcher draw a frame, as follow:

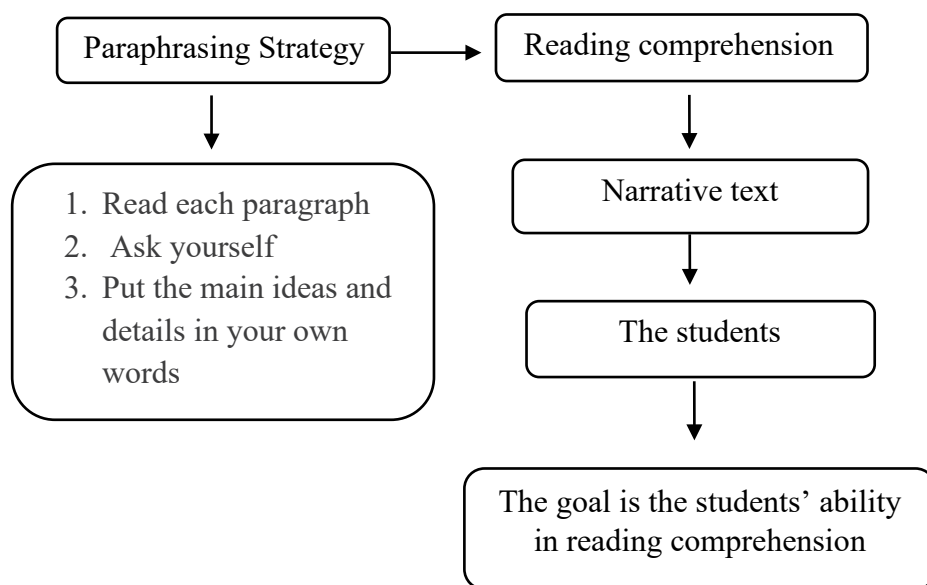


Figure 1: Conceptual Framework

2. The Design of the Research

In this research, the researcher will use Quantitative Research, Experimental Research. According to Sugiyono (2010:107), Quantitative research is a research method to search the effect of an action. Comparative methods is in which different groups of people or organizations receive different opportunities and the researcher attempts to demonstrate the differences among the groups on some type of quantitative measure such as student examination results. It means that this type of the research concerns to know the result of one technique that has applied to one group and measured quantitatively.

Sugiyono (2010 : 107) says that Experimental Research is a research in which the researcher manipulates independent variables and dependent variables in order to establish cause-and-effect relationship between them. Furthermore, Sugiyono also notices that the

independent variable is controlled or set by the researcher and the dependent variable is measured by the researcher. It means that this type of the research referred to as “treatments” to release cause and effect relationship between independent and dependent variable. The samples are taken randomly from population.

To anticipate the impossibility for taking the sample with randomization way, the researcher uses the other design of experimental research. There is quasi experimental design that is usually used to know the result of the treatment. Sugiyono (2010:114) states, “A form of research that examines differences between research groups based on some natural characteristic using treatments or interventions, but not randomization.” Furthermore, he adds that another limitation of quasi-experimental method is that they rely on statistical group comparisons: does the average child perform better under treatment A or treatment B? So, based on this theory the researcher uses Quasi Experimental Method in conducting this research. In this kind of research design, sample is taken as a whole of population in intact group.

Quasi experimental design is also more appropriate because it helps the researcher to be easier in taking the 2sample 2 of the research. Yount, 2006, Experimental designs (online) states, “Quasi-Experimental designs are used when true experiment cannot be done. A common problem in educational research is the unwillingness of educational administrators to allow the random selection of the students”. So, the researcher realizes that this obstacle cannot be neglected and must be solved. Therefore, the researcher uses quasi experimental designs so that the samples are not randomly taken but entire of classrooms.

Quasi-Experimental Designs consists of two parts, they are Series Design and Non-Equivalent Group Design. In this research the researcher will use NonEquivalent Group Design. According to Sugiyono (2010:116), Non Equivalent Control Group designs is almost same with pretest-posttest control group design, but in this design the sample in the control class even in the experimental class are not chosen randomly.

This study tried to describe the effect of treatment of two distinctions, Paraphrasing Strategy and reading skill thus, the research design was pre-test and post-test. Therefore, the design was called a pre-test and post-test control group design. The study design was adopted from Ary, et.al (2002: 308) as follows:

Table 1
 Randomizations Treatment Design

Group	Pre-test	Independent variable	Post-test
E	Y ₁	X	Y ₂
C	Y ₁	-	Y ₂

Notes:

E = experimental group

C = control group

Y₁ = pre-test

X = treatment on the experiment group

Y₂ = post-test

This research design presented several characteristics; (1) it had two groups of experimental subjects or treatment group and control group; (2) the two groups compared with respect two measurements of observation on the dependent variable; (3) both groups have been

measured twice, the first measurement serve as the pretest and the second as the post-test; (4) measurement on the dependent variable for both groups had be done at the same time with the same test; and (5) the experimental group manipulated with particular treatment.

3. The Variables of the Research

There are two variables of this research. The first variable is Paraphrasing Strategy as independent variable (X), and the second variable is the students' ability in reading skill as dependent variable (Y). In this case, the researcher will use both of variables in conducting this rearch to know the effect of using Paraphrasing strategy towards the students' ability in reading skill at the eighth grade of SMP Negeri 1 Mandrehe in 2015/2016.

4. The Population and Sample

1. Population

Effendi and Singarimbun (1989: 152), stated, "Population is a whole of the research subject". It means that the researcher has to determine the population from people, event, or object based on the research. The population of this research is eight grade of SMP Negeri 1 Mandrehe that consist of 60 students. The number of population can be seen at the following table.

Table 2

The Population Condition Of The Eighth Grade
Of Smp Negeri 1 Mandrehe In 2014/1015

No.	Class	Total
1	VIII-a	30
2	VIII-b	30
3	VIII-c	31
4	VIII-d	27
5	VIII-e	30
6	VIII-f	30
Total		178

Source: *Office Administration of SMP Negeri 1 Mandrehe(February 2014)*

Sample .According to Sugiyono (2010: 118) says, "Sample is the element part of population which represents characteristic of population". In this research, the researcher will use Cluster Sampling Technique to take sample. Once a cluster is selected, all the members must be include in the sample. In this case the sample chosen is not individual but a group of individual who are naturally together.

Regarding to the opininion above, the researcher will take sample which consist of 40 students at the eighth grade of SMP Negeri 1 Mandrehe in 2015/2016 and the researcher determines the sample are the class VIII-a and the class VIII-b. The class VIII-b will be used as experimental group and the class VIII-a as the control group. The number of the sample can be seen an the table below.

Table 3

The Total Sample Of The Eighth Grade
Of Smp Negeri 1 Mandrehe In 2014/1015

No.	Class	Total
1	VIII-1	30
2	VIII-2	30
Total		60

Source: Office Administration of SMP Negeri 1 Mandrehe (february 2015)

The Procedures of Collecting the Data

In getting the data collection, the researcher firstly determines the control class and the the experimental class. After that, the researcher will follow the procedures of collecting the data, as follows:

1. The researcher goes to the location, SMP Negeri 1 Mandrehe in Iraonogambo village, Mandrehe Distric.
2. The researcher selects the population, the eighth grade students of SMP Negeri 1 Mandrehe in 2015/2016.
3. The researcher selects the sample, the eighth grade class VIII-a and Class VIII-b of SMP Negeri 1 Mandrehe in 2015/2016.
4. The researcher conducts the try out instrument at the eighth grade of SMP Negeri 5 Mandrehe. Then, the researcher analyzes the data to find out the validity, reliability, and item facility.
5. The researcher prepares the lesson plan and the instruments of collecting the data.
6. The researcher does pre-test to the control and experimental classes.
7. The researcher seeks the homogeneity of the sample by using the data of pretest.
8. After knowing that the data is homogeneous, the researcher will give treatment for experimental class, while the control class will not be given any treatment.
9. The researcher will collect the data after giving post-test to the students as sample.
10. The researcher draws the conclusion.

The Technique of Analyzing the Data

Validity

The instrument that will be used by the researcher in conducting this research is evaluation paper, and the test that will be used is wh-question. It will be tried out by the researcher in SMP Negeri 5 Mandrehe before using the test to collect the data. Brown (2004:22) A valid test in reading ability actually measures ability not 20/20 vision, nor previous knowledge in a subject, nor some other variable of questionable relevance. It is important to know the validity of instrument, because it refers to the extent to which the representative of the samples to the content area of the knowledge of reading comprehension. The instrument is valid means that the instrument can be used to measure what should be measured. The computation of examining the validity of the instruments in this research is counted through the “Product Moment Correlation”. The formula is suggested by Sugiyono (2010 :255) as follow:

$$R_{xy} = \frac{n \sum xiyi - (\sum xi)(\sum yi)}{\sqrt{\{n \sum xi^2 - (\sum xi)^2\} \{n \sum y^2 - (\sum yi)^2\}}}$$

Which :

R_{xy} = The Coefficient
 Correlation n = The Number of
 Sample x = Score of Items y = The
 Total Score

The test is valid the significance level (α), 0,05 is taken from $R_{xy} \geq r$ table.

Reliability

The instrument is reliable if it can be trusted. As Brown (2004: 20) says that a reliable test is consistent and dependable. It explains that if the data is based on the fact, so how many times the data is taken, the result must be same. To examine the reliability of the instruments, the researcher will use the formula as suggested by Richardson in Sugiyono (2010 : 186), as follow:

$$r_i = \frac{K}{(K - 1)} \left\{ 1 - \frac{M (K - M)}{K s_t^2} \right\}$$

Which:

r_i = Instrument of reliability

K = The number of the item

M = The mean of total score

s_t^2 = The total variant the result of this computation is consulted

to the following criteria:

0.80 < r_{xy} < 1.00 very high

0.60 < r_{xy} < 0.79 high

0.40 < r_{xy} < 0.59 fair 0.20 <

r_{xy} < 0.39 low r_{xy} < 0.19

very low

Item Facility Analysis

Item Facility (IF) analysis is used to find out the difficulty and easiness of items. It is a statistical index that used to get the percentage of the students who answer the given item correctly. To analyze it, can be used the formula that is suggested by Brown (2004 : 59) as follows:

$$IF = \frac{N_{correct}}{N_{total}}$$

Which:

IF = Item Facility

$N_{correct}$ = Number of students answering correctly

N_{total} = Number of students taking the test

The result of this formula is an facility value that can range from 0.00 to 1.00 for different items. The researcher can interpret this value as the percentage of correct answer for a given item (by moving the decimal point two places to the right). If an item goes to the lower percentage, the item is categorized as a difficult because many more missed it than

answered it correctly. On the contrary, if an item goes to the higher percentage, the item is categorized as an easy item because almost everyone responds it accurately. Then, the level of the item facility can be classified as follows:

- 70 – 100 : difficult item
- 50 – 69 : mediocre item
- 0 – 49 : easy item

The difficult items are 10%, mediocre items are 50%, and easy items are 40% of the whole test items. So, the items must be difficult, mediocre, and easy can be calculated as follows:

$$\begin{aligned} \text{Difficult items} &= \frac{10}{100} \times 10 = 1 \\ \text{Mediocre items} &= \frac{10}{100} \times 50 = 5 \\ \text{Easy items} &= \frac{10}{100} \times 40 = \end{aligned}$$

3. The Data Analysis

Determining the Students' Ability in Reading Comprehension

To know the students' ability in reading comprehension, the researcher will use the formula as suggested by Depdiknas (2004) as follows:

$$scccc = \frac{B}{N} \times 100$$

Which:

B = The number of the right answer

N = The number of items

Then, the researcher will use formula to get the students' value individually as follows:

$$ScSScScs' vttsS = \frac{\text{Obtained score}}{\text{Maximum score}} \times 100$$

After getting the students' value, the researcher classifies the level of the students' successfulness in reading skill by following classification from Sudijono (2009: 319):

- 80 – 100 = Very good
- 66 – 79 = Good
- 56 – 65 = Adequate
- 46 – 55 = Less
- < 45 = Fail

Determining the Mean Score

To know the students' mean of degree comprehension the researcher will use the formula from Simangunsong (2006: 111) as follow:

$$\bar{X} = \text{Mean}$$

$$X^2 = \frac{\sum X}{N}$$

Σx = The total of the students' degree of comprehension
 N = The total of the students

Determining the Standard Derivation

To get the standard derivation, the researcher will use the formula suggested by Djiwandono (2008: 215):

$$S = \sqrt{\frac{\Sigma(X-\bar{X})^2}{N}}$$

Which:

S = Standard derivation of sample
 X = The score of item
 \bar{X} = The mean of data
 N = The number of the sample

Determining the Normality of the Data

The normality of the data is used to know whether experimental group and control has normal data distribution or not. In this research, the normality of data can be formula as follows:

- 1) Make the work table as given below. 2) Input the data score in the table.
- 3) Find the Z score by using the formula : $Z = \frac{X_i - \bar{X}}{S}$
- 4) Determine the F (zi) through Table Standard Normal based on the Z score.
- 5) Determine the S(z) by using formula $S(z) = \frac{F \text{ cummulative}}{N}$
- 6) Determine the Liliefors count (Lc) by using the formula : $Lc = |F(z) - S(z)|$
- 7) Find the highest score as Liliefors count
- 8) Determine the score of Liliefors table (Lt).
- 9) Compare Liliefors count and Liliefors table, and then take the conclusion: a) If $Lh \leq Lt$, so the data is normal.
 b) If $Lh > Lt$, so the data is not normal.

Examining the Homogeneity of the sample

Examining the homogeneity is used to look whether the students have the same primary ability or not. Because the size of each sample in this research is same. So, to find the homogeneity of sample, the researcher will use the Harley formula that suggested by Sugiyono (2010:275), as follows:

- 1) Determine the highest variants and the lowest variant
- 2) Find F_{count} by using the following formula:

$$F_{\text{count}} = \frac{\text{the highest variants}}{\text{the lowest variants}}$$
- 3) Determine F_{table} which $F_{\alpha} (n \text{ the highest variants} - 1, n \text{ the lowest variants} - 1)$ in F distribution table.
- 4) Make a conclusion
 - a) If $F_{\text{count}} \leq F_{\text{table}}$ the sample is homogeny
 - b) If $F_{\text{count}} > F_{\text{table}}$ the sample is not homogeny

Examining the Hypotheses

The examining of the hypotheses, the researcher will use the formula by Arikunto (2001:95) as below:

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

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

Which : t_{count} = Amount of T
 count

\bar{X}_1 = The mean of experimental

group \bar{X}_2 = The mean of control

group n_1 = Total of experimental

group n_2 = Total of control group

S_1^2 = The Variants of experimental group

S_2^2 = The Variants of control group

S = The Unity of Standard Deviation

Then it will be confirmed to t_{table} where the level significance is 0,05 and statistic t_{count} above is students distribution dk $(n_1+n_2- 2)$.

Examining criteria is H_0 is accepted if $-t (1-\frac{1}{2}\alpha) < t < t (1-\frac{1}{2}\alpha)$ and the others t, H_0 is unacceptable.

Data Analysis

The Pre Test and Post Test Analysis

In examining the pre test homogeneity, the researcher gave the pre test to both of the groups. The students' score of pre test is shown in appendix 17 (table 10) and appendix 19 (table 12), the students' score of post test is shown in appendix 18 (table 11) and appendix 20 (table 13). Based on the appendices, the researcher counted the mean score, the standard deviation, and the Variance.

The Mean Score

The mean score in the appendix 25, in table 25 of experimental group pre test was **57.50** and classified enough. While the appendix 16 in table 16, the mean of post test in experimental group was **76.61** was classied good. In appendix 17 in table 17, the mean of control group pre test was **52.50** while in the appendix 18 in table 18, the mean of post test on control group was 61.47.

The Standard Deviation

In the appendix 19, table 19, it shown the standard deviation computation of experimental' pre test was **10.30** while in appendix 20 in table 20, the standard deviation computation of experimental post test was **10.12**. In appendix 21 in table 21, that is shown the standard deviation computation of control' pre test was **10.09** while the in appendix 22 in table 22, the standard deviation computation of control' post test was **9.58**.

1) The Variance

In the appendix 20, table 20, it shown the variance computation of experimental' pre test was 106.19 while in appendix 21 in table 21, the experimental' post test was 102.52. Based in appendix 18 in table 18, it shown the variance control' pre test was 101.09 while in appendix 19 in table 19, the control' post test was 9.58.

The Normality Test

In the appendix 23a, table 23, it shown the normality test was $L_{count} = 0.1268$ with $L_{table} = 0.1519$ at the significant level 0.05, it means $0.1268 < 0.1519$ Because $L_{count} < L_{table}$ so the pre test result of experimental group was stated having the Normal Distribution.

In the appendix 23b, table 24, it shown the normality test was $L_{count} = 0.1269$ with $L_{table} = 0.1519$ at the significant level 0.05, it means $0.1269 < 0.1519$ Because $L_{count} < L_{table}$ so the pre test result of control group was stated having the Normal Distribution.

The Homogeneity of Sample

In the appendix 24 shown that the result of the homogeneity pre test computations indicated $F_{table} = 1.42$, was consulted to the score F_{count} . To $dk = n_1 - 1, n_2 - 1$ at the significant level 5% was gotten $F_{count} = 1.04$, it means that $F_{table} > F_{count}$. It can be concluded that both of the groups was stated Homogenous.

The Testing Hypothesis

The testing hypothesis in the appendix 25, the table value of t-table $dk = 2(n-1) = 2(34-1) = 66$ and the significance level is 5% ($\alpha = 0.05$), Because t_{table} to $dk = 66$ is not be found in the critic distribution t of value table, so t_{table} is interpolated to $dk = 60$ is 2.000 with t_{table} to $dk = 120$ is 1.9880 so, $t_{table} = t_{1/2\alpha}(dk) = t_{0.025 \times 66} = 1.943$. Since $T_{count} (6.3347) > t_{table} (1.943)$ it can be concluded that H_a is accepted and H_0 is rejected.

Table 5

The Result of Pre Test and Post Test in Control Group and Experimental Group

Group	Pre test	Post test
Control Group	52.50	61.47
Experimental Group	57.50	76.61

Based on the result computation on the table above, it shown the students mean score both groups that were pre test and post test in control group and pre test and post test in experimental group. Based on the result computation in experimental group after did the treatment by using Paraphrasing Strategy. The researcher gave evaluate to the students by using post test, the result that it has a very good effect on the students' ability in reading comprehension especially in narrative text. In this research, especially from the computations of the obtained data either experimental group and control group, it proved that there was the different students' learning outcome. When taking the pre-test namely the students' ability test to both of groups was stated low. And then, the researcher gave the treatment in experimental group by using Paraphrasing Strategy. By applying Paraphrasing Strategy especially in narrative text, the students had shown their ability in reading comprehension. After doing the treatment, the researcher gave the post-test namely the students' ability in reading comprehension test both of groups. The researcher stated that the students' post-test score was higher than students' pre-test score. Then, when comparing to the post-test result of control group without the treatment, it showed that the result of experimental group was higher than control group. It means that there is a

significant effect on the students' ability in reading comprehension by using Paraphrasing Strategy.

From the result of hypothesis computation above, it can be concluded that the research hypotheses as written in Chapter I is H_0 is rejected and H_a accepted.

The Analysis of the Research Findings

After doing the learning activity in the both of classrooms, control group and experimental group, the researcher asked the students to comprehend and find the purpose the reading text based on the text that has been provided. Based on the data analysis of the students' ability in reading comprehension, it indicated that result of experimental group in the pretest was less. After calculating the score, the students' mean score was 57.50.

After taking the pre test, the students were introduced about how to comprehend the reading text in form of narrative text. The researcher used Paraphrasing Strategy when doing teaching learning process in the class room. After the researcher had done it, the researcher gave the students post test to find out whether there's a significant effect or not. Based on the data analysis of post test, the students' mean score was 76.61 stated good. The post test average was higher than pre test average. In the control group, the researcher taught the student by using conventional teaching, the result of post test was 61.47 stated adequate.

Based on the description above, the students were active and able to comprehend the meaning of text especially narrative text by using Paraphrasing Strategy. It means that, this strategy gave a significant effect to the students' ability in reading comprehension such as the students achieved reading comprehension, added the students' vocabulary, it was easy to find the main idea in the reading text, this strategy was suitable to apply in teaching reading especially in narrative text. When doing teaching and learning process in the classroom by using Paraphrasing Strategy, the students had been able to convey what the sequence of events of the text because the students knew what things should be done to analyze and comprehend the content of the reading text. When discussed the topic with their friends, they had a brave to ask some confusing things in reading text to the researcher so the students were not doubtful to determine the ideas, passage, and purpose of the text. And also this strategy made the students more cooperative and creative to get the main point from the reading text and it was a way to help the students to build their ability in reading comprehension.

The Research Findings versus the Late Related Research

Paraphrasing Strategy in reading comprehension had been ever investigated by Utami (2014) but about the effect of using Paraphrasing Strategy in reading at the tenth grade of SMA 1 Pembangunan Bogor. The aim of the study is to find out whether strategies of paraphrasing can help students to increase their reading skill, but also their general language skill. In this process the writer give the students some exercises and drills to encourage and familiarize them with new form in a language.

While in this research, the researcher found out the significant effect of using Paraphrasing Strategy on student's ability in reading comprehension at the eighth grade of SMP Negeri 1 Mandrehe in 2015/2016. The researcher applied this strategy when teaching reading especially narrative text that had a significant effect on students' ability in reading comprehension. The researcher used quantitative research, the type was quasi experimental design.

So, regarding the explanation of both researches above, it has been differentiated by purpose of each other. In her research, strategy of paraphrasing can help students to increase their reading skill, and also their general language skill. The result that has been effect to the students, but in this research, the researcher applied Paraphrasing Strategy in reading comprehension at the eighth grade of SMP Negeri 1 Mandrehe in 2015/2016. The strategy

was effect and appropriate in teaching reading especially narrative text. It means that there was a significant effect of using Paraphrasing Strategy on Students' Ability in reading comprehension at the eighth grade of SMP Negeri 1 Mandrehe in 2015/2016.

The Research Findings Implication

From the research result finding, this research gives advantages and implication to the students to build and develop their ability in reading comprehension and also for the readers give some significant things in education, as follows:

1. Paraphrasing strategy helped and created the students' motivation in reading comprehension to comprehend narrative text.
2. As the comparison and the emphasis of the expert's theory of reading and Paraphrasing Strategy in teaching and learning.
3. For the researchers, as a source of information to compare the relevant researches.
4. In using Paraphrasing Strategy gave the effect to simulate the students in learning to analyze and comprehend the reading text especially narrative text in the subject of the research at the eighth grade of SMP Negeri 1 **Mandrehe**.
5. To the English teachers, Paraphrasing strategy as one of the alternatives of teaching strategy in teaching reading comprehension to simulate the students' interest in comprehending the text well.

The Analysis and Research Findings Limitation

In the research, the researcher had chosen the research location as possible and gotten the result of this research. Because that the researcher had some limitations that research finding as follows:

1. The researcher as a beginner research realized that there were many weaknesses in doing the research.
2. The researcher did not have many sources of literature about Paraphrasing Strategy. It made the researcher cannot result a perfect research about the effect of Paraphrasing Strategy on students' ability in reading comprehension et the eighth grade of SMP Negeri 1 **Mandrehe** in 2015/2016.
3. The subject of the research was the eighth grade of SMP Negeri 1 **Mandrehe** which consisted of 103 students with 3 classes. The population was very large, so this research limited the population by taking only two classes as the sample. One class was as experimental group which consisted of 34 students and the other as control group which consisted of 34 students.
4. In this research finding, the variable was only specified to comprehend the meaning of the text especially narrative text. The result of the research was not as constant result because some of the students were not serious to do the test, the capability of the students to comprehend the text that was not equal, and it was only searched in the classroom with certain allotted time. Based on the result that they were different score and found higher and lower.

4. Conclusion

Paraphrasing is a reading comprehension strategy that focuses on the areas of reading a paragraph, asking the main idea and put the main ideas and details in own word. Paraphrasing was implemented at the eighth grade of SMP Negeri 1 Mandrehe in 2015/2016. It had positive effect, created a good interaction between teacher and students during teaching learning process, and gave approach that could help the students to understand better and made the classroom atmosphere more interesting. The students also known what things must do to comprehend in reading text. So, the students were easy to find the main point from the reading text. It shown the result hypothesis testing, it was $t_{count} > t_{table}$ ($6.3347 > 1.943$). So, H_a is accepted and H_o is rejected. In other word, there was a significant effect of using Paraphrasing Strategy on the students' ability in reading comprehension at the eighth grade of SMP Negeri 1 Mandrehe in 2015/2016.

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