

Students' Responses To The Implementation of Paragraph Shrinking Strategy in Improving Reading Comprehension

Zurina Zora¹, Tri Putri Utami²

Universitas Islam Kebangsaan Indonesia

E-mail : zurinazora@gmail.com¹, triputriutami19@gmail.com²

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Abstract: *This research aimed to find out students' responses to the activities presented in the classroom after the implementation of Paragraph Shrinking Strategy to improve reading comprehension. This research was carried out to the first grade students in one of junior high school in Aceh. The data collected by questionnaire, then tabulated in Microsoft Excel and analyzed descriptively. The results showed that students' responses to the implementation of Paragraph Shrinking Strategy were positive, as Paragraph Shrinking Strategy is effective in improving reading comprehension.*

INTRODUCTION

Reading is one of the essential skills that is important to be learned and mastered by students in learning English. Reading is crucial for the students, because it is assumed that the success of students in learning depends on their ability to read and understand the text in reading materials. Wong (2009) defined reading as an active process of inputting information, encoding meaning, and creating associations that help students in receiving information from the text. Snow (2002) added that in the process of reading, students are expected to be careful in decoding the text and learn every sentence and word slowly to ensure if they understand every word and details of the text.

Reading comprehension is an interactive process of finding meanings from a text (Meniado, 2016). It is a process of transferring knowledge through the ability of mind in thinking and understanding the information. Comprehension means understanding, reading without understanding or comprehending is empty (Damanik & Herman, 2021). Reading comprehension is the process of receiving information between the readers and the text where the readers can understand the information asserted in the text by connecting it with their knowledge. The readers can understand the information, know the situation they faced, and the fact they got based on their prior knowledge (Nurdianti et al., 2019). Therefore, students should improve their reading comprehension to be successful in the learning process.

Teachers should use an appropriate strategy in teaching reading to make the students understand the texts easily. Paragraph Shrinking Strategy can be considered by the teachers to be implemented in teaching reading. Paragraph Shrinking is a simple strategy to identify the main idea of a paragraph or short section of text. Paragraph Shrinking involves sifting through information, identifying what is important, then synthesizing and restating information of text (Estebo, 2012). It requires reading additional text, paragraph by paragraph, and identify the main idea. Westwood (2008) added that the use of Paragraph Shrinking Strategy is intended to help students in improving their reading comprehension abilities and comprehend what they read.

Paragraph Shrinking Strategy aimed to improve students' reading comprehension by identifying the main idea of the text. In the process of reading a text, students should stop at the end of each paragraph to find out the main idea of the paragraph they read (Melekoğlu, 2019). Students are instructed to read the text and then summarize a paragraph after 5 minutes of reading process. Students should know the "who or what" the paragraph is about, then students should mention the most important thing about "who or what" of the paragraph. At the end of each paragraph, students conclude the main idea in 10 words or less (Harris & Graham, 2015). Teachers should consider to implement Paragraph Shrinking Strategy in teaching reading, as it is claimed to be an effective strategy to improve students' reading comprehension. Therefore, this research aimed to find out students' responses to the implementation of Paragraph Shrinking Strategy in the process of learning.

METHOD

The method of this research is quantitative. The instrument used in collecting the data of the research is a questionnaire. Questionnaire was distributed to the class VII A which consist of 30 students as the sample of the research. Random sampling was employed to select the sample. Class VII A was chosen out of seven classes as population of the research. The results of questionnaire is tabulated in Microsoft Excel and analyzed descriptively. This research aimed to find out students' responses to the implementation of Paragraph Shrinking Strategy. Therefore, the questionnaire is translated into Indonesian language to ease the students in responding each statement in order to avoid misinterpretation. The questionnaire consists of 10 items with five positive statements and five negative statements. The questionnaire was adapted from the study of Sari (2021).

The Likert Scale Questionnaire employed in this study because it is an easy, adaptable, and dependable tool (Dornyei, 2003). The Likert scale, according to Dornyei (2003), is made up of a number of statements that are all related to a single topic, and respondents are asked to indicate how much they agree or disagree with each statement by selecting one of the options, from the range of "strongly agree" to "strongly disagree." Then, after the scale has been applied, a number is given to each response option for scoring reasons; this number is typically 1-5 for negative statements and 5-5 for positive statements.

RESULT AND DISCUSSION

The results of questionnaire distribution of students' responses to the implementation of Paragraph Shrinking Strategy were summarizing into ten points that represent the number of questionnaires. The results described by the percentage of each statement. The scale used is Likert's Scale; strongly agree (score 5); agree (score 4); neutral (score 3); disagree (score 2); and strongly disagree (score 1) for positive statements and vice versa, strongly disagree (score 5); disagree (score 4); neutral (score 3); agree (score 2); and strongly agree (score 1) for negative statements. The details interpretation can be seen in the following part.

a) The implementation of PSS is understandable for the students

The first statement intended to find out students' response to the instruction of Paragraph Shrinking Strategy used by the teacher in teaching reading process is easy to be followed or not, so that the strategy can help them in comprehending the reading material provided by the teacher. The result of students' response is shown in the following figure.

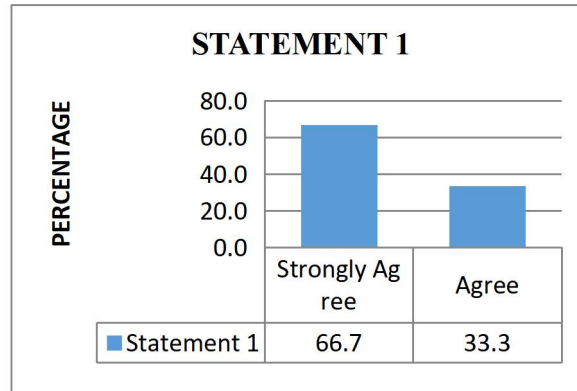


Figure 1. The Result of Statement 1

It can be concluded from the figure above that the statement has 20 students (66.7%) who respond strongly agree and the rest of students (33.3%) agree. It means that the instruction of Paragraph Shrinking Strategy implemented by the teacher in teaching reading is very clear, so that it can help students in understanding the reading material provided by the teacher.

b) The implementation of PSS does not help students in understanding the reading material

The second statement aimed to find out students' response to the implementation of Paragraph Shrinking Strategy in helping them to understand reading material given by the teacher in learning process.

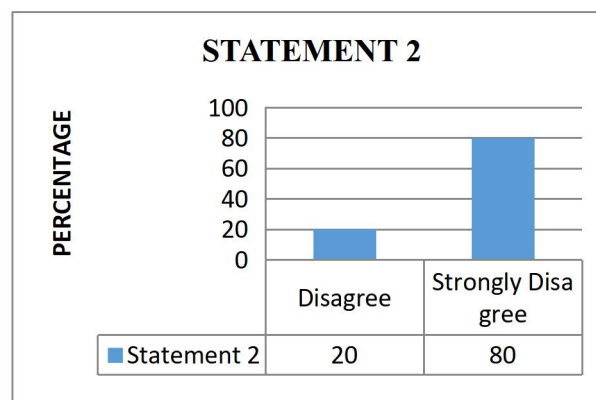


Figure 2. The Result of Statement 2

The results of the second statement provided two kinds of responses, disagree and strongly disagree. It was found that 6 students (20%) respond disagree to the statement, while the remaining 24 students (80%) strongly disagree. It can be concluded that the majority of the students confirmed that the implementation of Paragraph Shrinking Strategy can help them in understanding the reading material.

c) The implementation of PSS is helpful in understanding the reading material

The third statement aimed to know if the use of Paragraph Shrinking Strategy helps the students in understanding reading material or not. The percentage of the response can be seen in the following figure.

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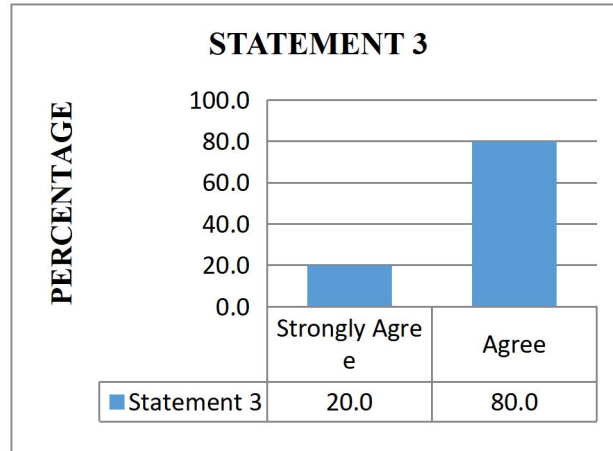


Figure 3. The Result of Statement 3

The result of this statement set a high score for the option agree by the total of 24 students (80%). The response to the option strongly agreed is in the percentage of 20% by students in total. In conclusion, the majority of the students find out that the implementation of Paragraph Shrinking strategy help them in understanding the reading material.

d) The implementation of PSS is enjoyable for the students

In the fourth statement, it is stated that the students find it enjoyable to study with the implementation of Paragraph Shrinking Strategy. The result of students' response is shown in the figure below.

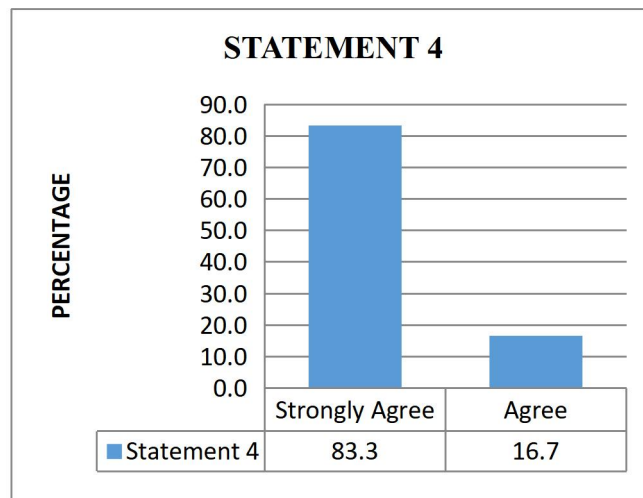


Figure 4. The Result of Statement 4

The above figure revealed that the majority of students respond positively to the statement. The percentage hits highest score, 83.3% of 25 students. The remaining 5 students (16.7%) agreed to the statement. It can be concluded that the implementation of Paragraph Shrinking Strategy is enjoyable for the students.

e) The PSS is very important in improving reading comprehension

The fifth statement showed that the Paragraph Shrinking Strategy is necessary and very

important in improving reading comprehension of a text. This is also a positive statement in responding to the necessity of Paragraph Shrinking Strategy as a teaching strategy.

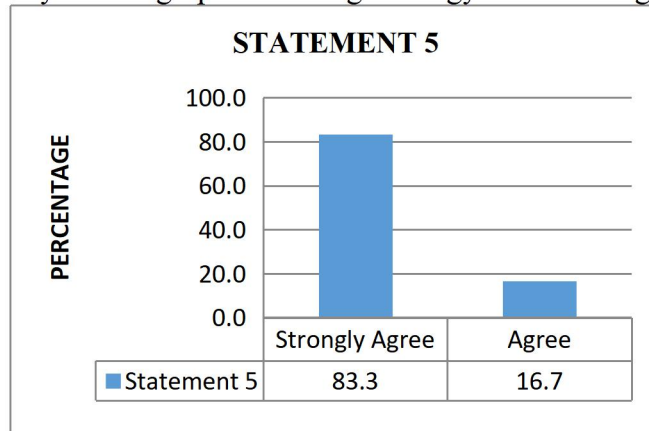


Figure 5. The Result of Statement 5

The majority of students were strongly agreed to the statement that Paragraph Shrinking is necessary and very important in improving reading comprehension of a text. The percentage of option strongly agree is 83.3% chosen by 25 students, and the remaining 5 students agree to the statement by the percentage 16.7%.

f) Students is not enthusiast to the implementation of PSS

This statement aimed to find out the response of the students who agree with the statement if learning reading is less enthusiastic when the teacher implement the Paragraph Shrinking Strategy. The results can be seen in the figure below.

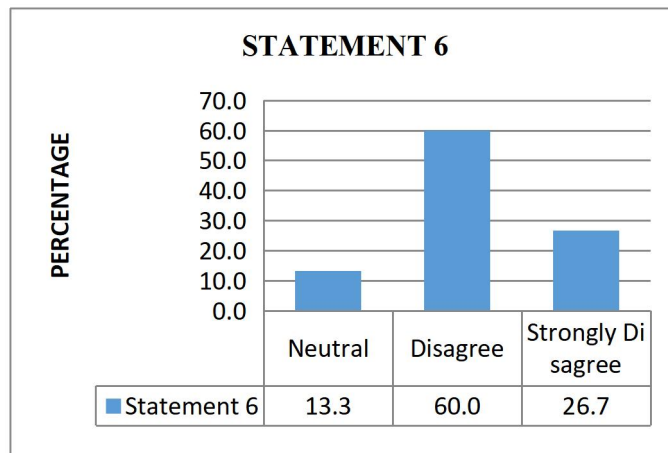


Figure 6. The Results of Statement 6

Unlike the previous statements, in this statement, there are three options were chosen by the students. The percentage of each statement showed that 60% of students disagree with the statement, 13.3% decided to be neutral, and the remaining 26.7% of students strongly disagree to the statement. In conclusion, it can be said that the students are enthusiast with the implementation of Paragraph Shrinking Strategy in the process of learning.

g) PSS is the variation used by the teacher in teaching reading

The seventh statement is “The purpose of implementing Paragraph Shrinking Strategy is only as a variation to prevent students not to get easily bored in learning process, but the learning

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material is the same as the process of learning without implementing teaching strategy”. The result of this statement interpreted as follows.

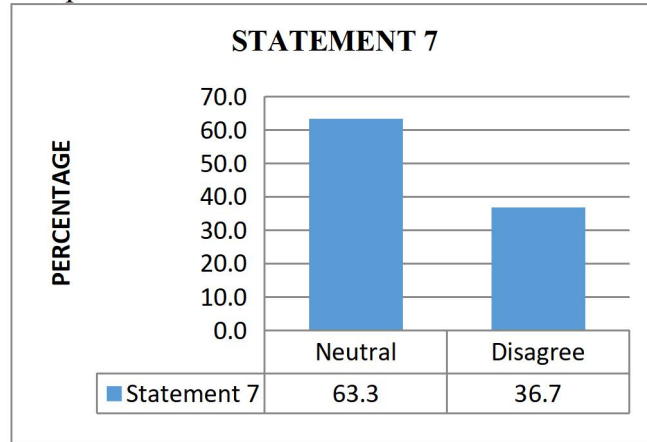


Figure 7. The Results of Statement 7

The majority of students decided to be neutral (63.3%), while the percentage of 36.7% students disagree with the statement. It can be concluded that the students think if the implementation of Paragraph Shrinking Strategy is not only as a variation to prevent their boredom, but also as a variation of strategy to help them in learning process.

h) PSS does not help students in comprehend the text

This statement intended to know if the implementation of Paragraph Shrinking Strategy can help students in comprehending the text. The percentage of the response can be seen in the figure below.

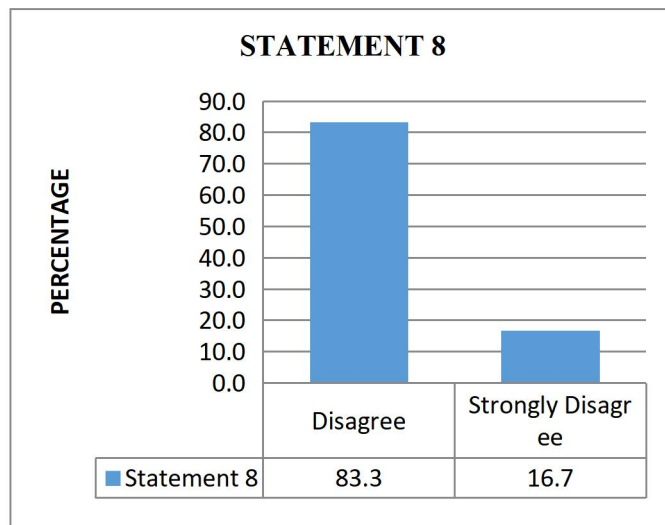


Figure 8. The Results of Statement 8

The table showed that 25 (83.3%) respondents were disagree with the statement, and the remaining 5 respondents (16.7%) were strongly disagreed. From the percentage of students’ response, it can be concluded that the use of Paragraph Shrinking Strategy can help students in comprehending the reading material.

i) The use of PSS is suitable for the reading material

This statement aimed to find out students' response to the statement if the implementation of Paragraph Shrinking Strategy is suitable to the type of text presented in learning process. The result of students' response can be seen in the following figure.

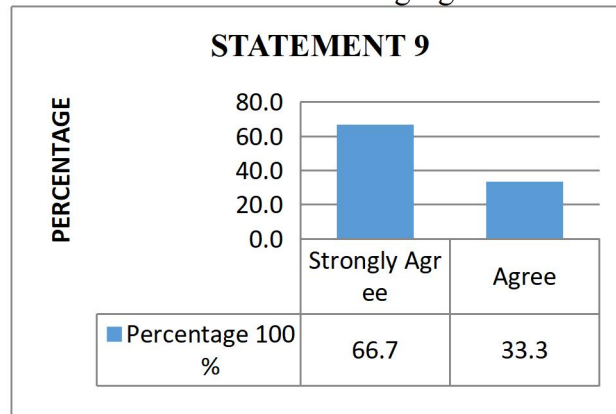


Figure 9. The Results of Statement 9

The majority of students were strongly agreed with the statement. The percentage is at the point of 66.7% by the total 20 students. The remaining 10 students agree with the statement. The percentage of students who respond agree is 33.3%. The result showed that the implementation of Paragraph Shrinking strategy is very suitable to the type of text presented in learning process.

j) The use of PSS can cause the difficulty in understanding reading material

The last statement of the questionnaire was to find out if the students face the difficulty in understanding the text after the implementation of Paragraph Shrinking Strategy. The students' response described as follows.

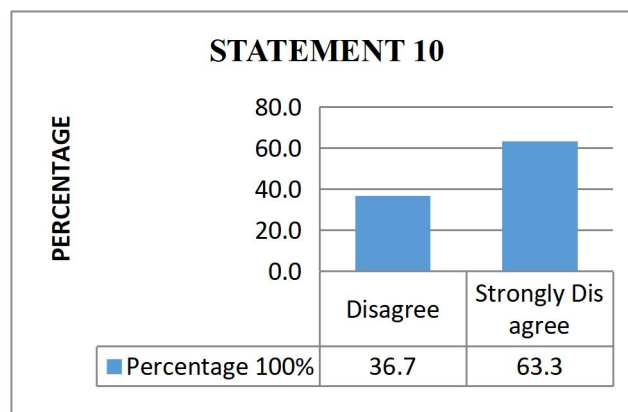


Figure 10. The Results of Statement 10

From the figure above, it can be interpreted that the majority of students were strongly disagree with the statement. The result of percentage to the option strongly disagree is 63.3% out of 19 students. The rest of 11 students chose the option disagree by the percentage 36.7%. In conclusion, the implementation of Paragraph Shrinking strategy does not make students facing the difficulty in understanding the text presented in the classroom.

The results of the questionnaire showed the positive responses of students to the implementation of Paragraph Shrinking Strategy in learning process. Students respond positively

to each statement given. The most frequently option chosen by the students were strongly agree and agree for positive statements and vice versa, disagree and strongly disagree for negative statements. This clearly showed that the students find a significant improvement in their reading comprehension of reading material after the implementation of Paragraph Shrinking Strategy.

From the results of the questionnaire, it can be proven that Paragraph Shrinking strategy is effective in improving students' reading comprehension. The implementation of Paragraph Shrinking strategy resulted in improving students' understanding in reading a text, as it is said that Paragraph Shrinking is a simple strategy that can assist students in practicing reading through a variety of enjoyable activities. Students may have a better understanding of reading than they did previously.

The result of this study is in line with the results of research conducted by Dewi (2016) who found Paragraph Shrinking is significantly effective to improve reading comprehension of the students. Students' respond positively to the implementation of Paragraph Shrinking strategy. Students enjoyed the learning process because the atmosphere of the classroom was very good, it was very fun that the students feel happy in the process of teaching and learning. Therefore, the strategy may help students to be more motivated in reading activity. This is in line to the statement of Mardhaty (2018), which says that Paragraph Shrinking Strategy can improve students' reading comprehension and motivated the students to learn reading. She added "Paragraph Shrinking is a suitable method to teach reading comprehension since it provides opportunities for students' initiation, for face to face, give and take, for practice in negotiation of meaning for extended conversation exchanges".

Novika (2012) also found similar results on her research. She conducted the research at the second years students of junior high school to find out the effect of Paragraph Shrinking Strategy toward students' reading comprehension. The result of her research showed that Paragraph Shrinking strategy able to increase students' understanding in reading the text. Another research was done by Ridianto (2018) who intended to find the effectiveness of Paragraph Shrinking Strategy toward students' reading comprehension. He concluded that teaching reading by implementing Paragraph Shrinking strategy gave significant effect toward students' reading comprehension. He also added that Paragraph Shrinking strategy is one of strategy in teaching reading that train the ability of students to understand the paragraph of a text.

The findings of previous research above were similar to the findings of this research. The results showed the effectiveness of Paragraph Shrinking as a teaching strategy in improving students' reading comprehension. After the implementation of Paragraph Shrinking strategy, students' reading comprehension were increasing than before the implementation of the strategy. Estebo (2012) added that Paragraph Shrinking strategy is effective for students who have difficulties with working memory because it includes brief pieces of text. This strategy helps students who find the difficulty in identifying the connections between ideas. Paragraph Shrinking Strategy also can help students who lose track of what they have read before. Students can study a short piece, retain it in their memory, and then continue to the next section by decreasing the paragraphs.

CONCLUSION

This research aimed to find out students' responses to the implementation of Paragraph Shrinking Strategy in improving reading comprehension. Based on the research findings, it can be concluded that students' responses to the implementation of Paragraph Shrinking Strategy were very good. Students respond positively to the statements presented in the questionnaire. The positive responses were the results of the effectiveness of Paragraph Shrinking Strategy

implemented in the learning process. Paragraph Shrinking Strategy has proven to be an effective teaching strategy, as it is effective in improving students' reading comprehension. The implementation of Paragraph Shrinking strategy helps the students in understanding the reading material, as it is defined as a simple strategy that can assist students in practicing reading through a variety of enjoyable activities.

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