CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter focused on the result of the experimental research which was shown in the table of statistic. Then, there were two items which were explained in this chapter. They are research finding and discussions.

4.1 Research Findings

It focuses on the result of the test and the result after giving treatment. In this part of study, researcher explained about the result of post – test score. So, T – test computation means she must show the result of post – test of control and experimental groups. In addition, she needed T – test to analyze it. After that, she must decide the setting of significance level. It is 0.05. The result of post test can be seen in the following statistic table.

The Mean of Post – Test Score in Control and Experimental Group

Group Statistics

	GROUP	N	Mean	Std. Deviation	Std. Error Mean
SCORE	CONTROL GROUP	27	50,74	7,714	1,485
	EXPERIMENTAL GROUP	27	76,37	10,142	1,952

In addition, the table 1 showed that the mean of experimental group is higher than control group. It indicated that treatment which used paraphrasing strategy was working well. However, in order to see the significance of the mean difference, we must conduct independent t-test computation. It was used to find out the comparison of two means between control and experimental group.

Then, researcher needed a significance level which was related to hypotheses test. There were two hypotheses in this research. They were:

H0   : There is no significance difference between group which was taught by using paraphrasing strategy and group which was not taught by using paraphrasing strategy in improving students' reading comprehension.

H1   : There is significance difference between group which was taught by using paraphrasing strategy and group which was not taught by using paraphrasing strategy in improving students' reading comprehension.

Here is the result of significance level in the post – test.

T – Test of Post – Test Score in Control and Experimental Groups

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
SCORE	Equal variances assumed	2,758	,103	-10,451	52	,000	-25,630	2,452	-30,550	-20,709
	Equal variances not assumed			-10,451	48,540	,000	-25,630	2,452	-30,559	-20,700

Based on the table above, it showed that probability value (sig. 2 tailed) was 0.000. It means that the probability value was lower than 0.05 ($0.000 \leq 0.05$). Therefore, there was significant difference between control and experimental group. So, null hypothesis must be rejected but alternative hypothesis will be accepted. It could be stated that paraphrasing strategy influences students' reading comprehension in 8th grade of Nurul Huda junior high school.

4.2 Discussions

The result of this study has been shown by some tables above. Therefore, the finding was shown like the researcher's expectation toward reading comprehension. As expected, the result shown that there was significant difference on the use of paraphrasing strategy between experimental and control group. It is proven in the result of probability value of both of groups was 0.000. It means that it is lower than 0.05.

In addition, there were some impacts to the students who were in experimental group after being taught by using paraphrasing strategy. First, their vocabulary was increase because they were trained by looking for the synonym of certain words. It was given because it is one of steps to paraphrase sentences. Second, they were able to find out main idea of a passage. Third, they could write a sentence by using different pattern by replacing some words into the synonym, transforming into passive form, etc. The findings in this study were supported by the previous study which has been done by Alireza Karbalaei and Fatemeh Azimi Amoli (2011) in Iran.

Their research was coming up about paraphrasing strategy too but they have different way with this study for implementing it. Even both of them are different but they have same findings that paraphrasing strategy has good influence to students' reading comprehension. Other wise, Alireza and Fatemeh's study was shown that there was no significant difference between the groups after implementing paraphrasing strategy because the standard deviations of two groups were equal (0.803=lower group, 0.751=higher group). It was different with

this study because the previous study was true research but this study was quasi experiment.

According to Schumaker, Denton, and Deshler (1984), paraphrase is reading comprehension strategy which can be implemented by the teacher to measure/monitor students' understanding what they are reading. Therefore, teacher must know some strategies for teaching comprehensions. In order, the students can be able to paraphrase a passage appropriately. Duke (2003) says that there are five essentials components for effective teaching of comprehension strategies, those are: (1) Explain to the students how and when they should comprehend the content of a text. (2) Teacher should give a model of strategy. (3) Teacher asks the students to have exercise in a group. (4) Guide them to practice by using the strategy with responsibility. (5) Independent use of the strategy. In addition, paraphrasing helps students to improve their comprehension by using or connecting their knowledge and questioning.

According to Kletzein, S.B. (2009) paraphrasing is a good thing to make students or readers easier to catch the point from the sources which they have been read. It is also as monitor to comprehend what they are reading. Then, paraphrasing helps them to remember what they have written after reading. Paraphrase will not be successful if they do not comprehend each sentence or the whole text. Paraphrasing has high importance because it has some good impacts, such as:

a. It helps the students to monitor their comprehension in reading,

b. It encourages readers to make connections with prior knowledge,

c. It makes easier the readers to remember what they have read.

Finally, the researcher finds opportunity to the further study which wants to have similar study which focuses on reading comprehension. Paraphrasing strategy can be an alternative strategy for doing research. In short, students can improve their reading comprehension by using paraphrasing strategy.