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The Effect of RAP Paraphrasing Strategy and Semantic Map Strategy on Reading Comprehension

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A B S T R A C T

This causal comparative research design aims (1) to investigate whether there is any significant difference on students' reading comprehension between using RAP Paraphrasing and Semantic Map strategy in comprehending reading text, (2) to determine which one is more effective of the two strategies. The research design used in this study was Pre-test and Post-test Comparison Group Design. The writer took the sample as cluster sampling. The total sample was 50 students. The form of the test were essay test. The research findings; first the writer found that significant probabilities was higher than 0.05 (sig > 0.05) in multiple comparison one way ANOVA. The level of significance of students' reading comprehension post-test mean score between experimental class and experimental group II in sig (2-tailed) is 0.017 means that Ha is accepted. The second finding is that the value of sig (2-tailed) is 0.000 and it is lower than significant probabilities 5% (P < 0.05. The third finding that the value of sig (2-tailed) is 0.00 and it is lower than significant probabilities. The fourth finding that the value of eta square is 0,74. it is higher than 0,20 (0,74 > 0,20). The value 0,74 is included in Moderate Effect (0,51 – 1,00). The result of the fifth hypothesis testing shows that Ha is accepted. The last finding, by using RAP Paraphrasing strategy gave better result than using Semantic Map strategy which can be proven from the result value of eta square is 0,74 and 0,71.

Keywords: *RAP Paraphrasing, Reading Comprehension, Semantic Map Strategy*

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INTRODUCTION

Reading is an interactive process that takes place between the text and the reader's processing strategies and background knowledge (Lems, Miller and Soro,2010:33) It means that reading is a process that can make the readers use some strategies and also combines with their knowledge to comprehend something they are reading. The Indonesian government has made an effort in English mastery in Education curriculum by giving the English lesson from the elementary school until high level education. The mastery of English subject can be known through English standard of competence of listening, speaking, reading, and reading.

Mark Clarke and Sandra Silberstein (2008:136-37) claim that reading is only incidentally visual. More information is contributed by the readers than by the print on the page. Readers understand what they read because they are able to take the stimulus beyond its graphic representation and assign it membership to an appropriate group of concept

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already save in their memories. Reading skill depends on the efficient interaction between linguistic knowledge and knowledge of the world.

Reading has become one of the important language skills that learners need since the first time they start to study English. Through reading they can get much information they need either to the needs of mastering English itself or other things. Then, without information they will surely not know anything happeneither change in situation of education, economy, politics, or necessary information in reading texts of English lesson specifically. In line with it, English students need to be good in reading and get much information to increase their knowledge and ability from the any sources that they have and get. In addition, the students are expecting to develop their reading ability in understanding and comprehending the text.

Linse (2005:71) reading comprehension is an ability to understand a text by the readers. The readers do not only read the text but also understand what the readers read or what the text talks about. It needs their knowledge to provide the information so they know the message of the text itself. From those statements, it is conclude that reading and comprehension is two things unit to be one, they cannot be separate, and they are unity. When readers loose one of the elements, they do not do comprehending yet.

Grabe (2002: 9) says that Reading is the ability to draw meaning from the print page and interpret this information appropriately. Purposes for reading is : Reading to search for simple information, reading to skim quickly, reading to learn from texts, reading to integrate information, reading to write (or search for information need for writing), reading for critique texts, reading for general comprehension.

Pang (2003: 14) Reading is a skill that will empower everyone who learns it. They will be able to benefit from the store of knowledge in print materials and, ultimately, to contribute to that knowledge. Good teaching enables students to learn to read and read to learn. Comprehension is the process of deriving meaning from connects to the text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one. The reader actively engages with the text to construct meaning. This active engagement includes making use of prior knowledge. It involves drawing inferences from the words and expressions that a writer uses to communicate information, ideas and viewpoints.

Mikulecky (2008:1) Reading is a conscious and unconscious thinking process. The reader applies many strategies to reconstruct the meaning that the author is assumes to have intend. The reader does this by comparing information in the text to his or her background knowledge and prior experience. Effective reading is essential for success in acquiring a second language. After all, reading is the basis of instruction in all aspects of language learning: using textbooks for language courses, writing, revising, developing vocabulary, acquiring grammar, editing, and using computer-assist language learning programs. Reading instruction, therefore, is an essential component of every second-language curriculum. Understanding some important facts about reading, literacy, and teaching methods is essential for providing effective instruction in reading.

In reading comprehension, the reader involves some process to understand and comprehend the text more. Anderson (2003:109) states that in reading comprehension, a reader must have the following understanding; in identifying the main idea, following the procedure of the text, getting the impact, drawing the inferences, and seeing the writer's intention. If the students can understand information of the text that they read, so they will success to comprehend the text as whole because they are actively engaged and interactive with the meaning of the text.King and Stanley (2004:8) explain that there are five aspects in processing of reading comprehension. They are; finding factual information, finding main idea, finding the meaning of vocabulary in context, identifying reference, and making reference."

The theory above can be described as follow; 1) Finding main idea. Reading concerns with meaning to a greater extend that it is with form. An efficient reader understands not

only the ideas but also their relative significance as expressed by author, in order words, some of ideas are super ordinate while other subordinate. 2) Finding factual information/ details. Factual information requires readers to scan specific details. There are many types of question of factual information such as; question type of reason, purpose, result, comparison, means, identify, time, and amount. In which most of the answer can be found in the text. 3) Finding the meaning of vocabulary in context. It means that the readers could develop they guessing ability to the word which is unfamiliar with them, by relating the close meaning or unfamiliar words to the text and the topic of the text that is read. The words have the same meaning as another word. 4) Identifying references. Recognizing references words or phrases to which they refer will help readers understand the reading passage. Students of English might learn many rules for the sentences. Reference words are ussualy short and are frequently pronouns, such it, she, he, this, those, and so on. 5) Making inference. The importance of reading is to understand what the writer wrote; it expected that reader can infer the writer wrote. In order words, a good reader is able to draw inference logically and make accurate prediction.

It means that factual information requires reader to scan specific detail, recognition of the main idea of a paragraph is very important because it help the reader understands the paragraph and contents of reading text, when the students find the meaning of vocabulary in the context, it can develop his or her guessing ability to the word which is unfamiliar with him or her by relating the close meaning of unfamiliar words. In identifying of reference the words or phrase, the students are able to identify the word which they refer to will help the students understand the reading passage. In making inference,it is a skill where the students are able to read between lines. It devides into main attention, draw logical inferences and make accurate predictions.

Many students have read different sources in English to support their academic projects. Reading sources are provided in textbooks at any level of education including the second semester of the English Students of FKIP-UIR Pekanbaru. In other words, reading is an integral part of English skills. Because it is importance, students' reading improvement should become a priority. Both lecturers and students have to understand the rationale of this skill to improve their teaching and learning reading comprehension.

Furthermore, the aim of this study is to compare between RAP Paraphrasing Strategy and Semantic Map Strategy towards students reading comprehension in descriptive text. Rupp (2008: 57) mentions that reading comprehension is complex, interactive and integrative and requires the effective interaction of multiple mental components for the creation of multiple mental representation of text.

Burke (2002: 188) cited that paraphrase strategy is recalling the information of the text and putting it into own words. It aids students to learn much reading and recall the information of the text that they read, then put the information into students own words. It means that there are two strategies that students have to do. They are; first, the students work with short passages in identifying the main idea; second, the students reword them. These strategies build students' confidence in their ability to remember details accurately and state the meaning of new terms.

According to Social Studies Department SAISD (2005:1) paraphrase strategy is a strategy to understand information gaven in a text. It is about putting another person's ideas into the reader's or listener's own words. This involves thinking about meaning of the text. To do this well, the student must have at least a general purpose for reading the text, so that they can understand what the information means.

Sue and Jin (2013:3) state that paraphrase strategy is putting the information from other sources into your own words. It means when you are doing paraphrase on reading text, you sould restate the information in a source in your own words, including not only the source's main ideas but most of its details as well. In most cases, your paraphrase is about the same length as the original passage. The readers can take one word and change it into another word that means the same thing. Take a phrase of several words and change it into

another phrase to mean the same thing. The readers also can take a whole sentence or a whole paragraph or even a whole page and change it or translate it into your own words.

Based on the theories above, the writer concludes that paraphrase strategy is restating the author's idea differently. It helps students realize that comprehension about the goal of reading. Paraphrase is a strategy that can assist reading comprehension. Successful paraphrase conveys the original meaning of the text but in the students' own words and phrasing; it externalizes the reader's understanding of the information contained in the text.

Semantic mapping involves brainstorm session in which students are to develop a map based on a topic before or after reading a text. It is effective for vocabulary development. In pre-reading and post reading activities, semantic mapping can be used in introducing the key vocabulary from the reading passage and also provides the lecturers with an assessment of the background knowledge. (Rasekh & Rajbary, 2003).

Bromley (1991) states that mapping develops schema by allowing new information to be related to prior knowledge. Bos and Anders (1992) used semantic mapping as one of the experimental conditions in a study of metacognitive strategies with learning disabled bilingual students. They found that because of their interactive nature, the use of semantic mapping was found to be an effective instructional tool in the learning of content area concepts. Armbuster and Anderson (1984) found that semantic mapping helps students to analyze the relationships between ideas in the text, thereby facilitating comprehension and the recall of ideas at a later time. In the Indonesian context, studies on metacognitive strategies in reading do exist, but the issue of the effects of semantic mapping on reading comprehension remains an unexplored area. As shown in past researches, semantic mapping is an effective teaching strategy in different areas of reading instruction. There are three components to a semantic map: Core question or concept: this is a key word or phrase that is the main focus of the map. Strands: Subordinate ideas that help explain or clarify the main concept. These can be generated by the students. Supporting information: details, inferences and generalization that are related to each strand. Supports clarify the strands and distinguish one strand from another.

From the theory above, the writer concludes that Semantic Map is an strategy that use by the Lecturer to evaluate the students' understanding, analysis, recall and synthesis about the material from the text that they have read. In this strategy, Lecturer allows students to make summarize about the material in the text based on their own words. If they have make a good summary, they have understood with the material.

METHOD

The design used was a causal-comparativestudy. The data was gathered quantitatively. The population of this research was the second semester English department students of FKIP UIR Pekanbaru in the academic 2014 – 2015 which consist of six classes which have the same capability, two classes were chosen as the sample. The sampling technique used in this study was cluster sampling. To collect the data, reading test was administered as the instrument of this study. The test applied for pretest and post-test.To score the student reading comprehension, scoring rubric was used that adapted from Florida Comprehensive Assessment Test.In analyzing the data, the researcher use scores of pre-test and post-test of experimental and Experimental Group IIs. This score is analyzing statistically for both descriptive and inferential statistic.

FINDINGS AND DISCUSSION

Some students displayed visible anxiety during the first three paraphrasing and semantic map teaching sessions, particularly when lecturer selected them to paraphrase adn to make the semantic map of the paragraph and record the response on the whiteboard. They still have difficulty in finding suitable words when paraphrase and semantic map activity. In the classroom, the students showed their enthusiasm for paraphrase activity.

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They are able to answer the lecturer's questions, but when lecturer gave them task, they scored low. This finding support by Beth Hurst (Candice Fisk and Beth Hurst: Paraphrasing for Comprehension The Reading Teacher October 2003 57 pg 182), they found paraphrasing for comprehension to be an excellent tool for reinforcing reading skills. Many students who read words accurately have difficulties comprehending. They need to know what to do to be able to make sense of what they read. They have difficulty finding the words to express the message of the author and are at a severe disadvantage.

The research findings shows that there was a statistically significant difference at (P. 0.05) in students' reading comprehension in descriptive text pre-test mean score between experimental class and experimental group II.

Table 1.

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
POST_Reading	Equal variances assumed	1.203	.278	2.479	48	.017	4.000	1.613	.756	7.244
	Equal variances not assumed			2.479	40.541	.017	4.000	1.613	.740	7.260

The result presented in table I the level of significance of students' reading comprehension between pre-test of both experimental class and experimental group II in sig (2-tailed) is 0.485 it is higher than significant probabilities 5% (P > 0.05).

There was a statistically significant difference at sig. 0.05 in students' reading comprehension in descriptive text between post-test of both experimental class and experimental group II.

Table 2.

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE_Reading - POST_Reading	-16.000	9.574	1.915	-19.952	-12.048	-8.356	24	.000

The result presented in table II the level of significance of students' reading comprehension post-test mean score between experimental class and experimental group II in sig (2-tailed) is 0.017 and it is lower than significant probabilities 5% (P < 0.05).

In addition, comparing the significant difference of students' reading comprehension between pre-test and post-test of experimental class, the research findings also showed that there was statistically significant difference between them.

Table 3.
Paired Samples Test

			Paired Differences						
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	PRE_Reading - POST_Reading	-10.200	6.532	1.306	-12.896	-7.504	-7.808	24	.000

The result presented in table III for the experimental group II revealed that the level of significance in sig (2-tailed) is 0.000 and it is lower than significant probabilities 5% (P < 0.05).

The research findings revealed that there is significant effect of using RAP Paraphrasing Strategy and Semantic Map Strategy toward students' reading comprehension in descriptive text from the result of effect size which shown that the value of eta square is 0,74 and 0,71. This value is on the moderate effect. By using RAP Paraphrasing, the lecturer can offer the students a chance to learn how to connect the text to the new thought. Futhermore, delivering them the manners to talk about ideas in the topic. Then, aiding students to remember ideas in short term memory. Last, helping readers' link new statement with they had known. It implies that many advantages that students receive from the paraphrase the text that they have read, it can make students really understand what the information the text try to the students to know. The students are able to make new statement when they have read a reading text. They can state the text that they have read by their own ways.

From the research finding by using independent sample t-test of post-test of SPSS 20 version, it proves that there is significant difference of the students' reading comprehension in descriptive text between post-test in both experimental class and experimental group II. Futhermore, by using paired sample t-test of SPSS 20 version, it can be seen that sig. (2-tailed) is 0.000 and it is lower than significant probabilities 5% or 0,05. It means that Ha is accepted. So, it proves that there is significant the difference of students' reading comprehension between pre-test and post-test of experimental class. Then, by using paired sample t-test of SPSS 20 version, it shows that sig. (2-tailed) is 0.000 and it is lower than significant probabilities 5% or 0,05. It means that Ha is accepted. So, it proves that there is significant the difference of students' reading comprehension between pre-test and post-test of experimental group II

The final finding of calculation of eta square for paired sample t-test for reading comprehension both experimental class and experimental group II are 0,74 and 0,71higher than 0.20. It proves that there is significant effect of usingRAP Paraphrasing Strategy and Semantic Map Strategy toward students' reading comprehension in descriptive text, and it is categorized in moderate effect.The finding shows that by using RAP Paraphrasing strategy gave better result than using Semantic Map strategy which can be proven from the result value of eta square is 0,74 and 0,71. These values are on the moderate effect.

CONCLUSIONS

RAP Paraphrasing and Semantic Map Strategy have a positive effect toward reading comprehension in descriptive text at the second semester English Department students of FKIP UIR Pekanbaru. In teaching learning process, the lecturer should find the suitable approach, methods, strategies and strategy to teach her / his students in teaching learning process. The researcher used RAP Paraphrasing Strategy and Semantic Map Strategy to

build the students team work to make them easier to do their tasktogether. Most of students had difficulties in found the content of reading comprehension text such as the topic, main ideas, and supporting details of the texts, so the lecturer used RAP Paraphrasing Strategy and Semantic Map Strategy and make to be come actively involved in their learning.

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