CHAPTER I

INTRODUCTION

A. Background of Study

Reading is a process performed and used to obtain the message, which would be conveyed by author thorough writing form (Tarigan, 2008). By reading, we can keep up with the development of science and technology. Pang et al., (2003: 6) state that reading is about understanding written text. A complex activity involves both perception and thought. Further Pang, et al. (2003: 6) state there are many purposes of reading, and one of them is reading to find out the information.

A reader reads a text to understand its meaning, as well as to put that understanding to use. A person reads a text to learn, to find out information, to be entertained, to reflect or as religious practice. The purpose of reading is closely connected to a person's motivation for reading. It will also affect the way a book is read. One reads dictionary in a different way from the way one reads a novel. In the classroom, teachers need to be aware of their students' learning needs, including their motivation for reading, and purpose that reading has in their lives.

In the curriculum of SMK, there are four components to consider and to be mastered by the students. They are reading, speaking, listening, and writing. All of these are important, and none of those skills are superior to the other. However, reading becomes one essential skill for either educated or uneducated people.

Reading in SMK is very important because the students in SMK need to read some reading texts. The students in SMK are prepared to be ready to get job, so the reading material or kind of texts in SMK is more simple and applicative.

Teaching reading in SMK is different from teaching reading in senior High school. The texts in SMK are the texts which are used in the job activity, such as text in memo, letter, and procedure how to make something. Procedure text is the most familiar text for SMK student because many things in the job activity use procedure text to explain how to make thing.

Procedure text is a piece of text that gives the readers instructions to do something. The purpose of procedure text type is to explain how something can be done (Mark Anderson and Kathy Anderson, 1997: 50).

However, many researches show that the teachers do not use any effective strategy in reading. They found that the strategies of teacher in teaching reading are not effective because they read the text with a conventional way. The teacher gives the students a reading text from the book and asks them to read the text without using a reading strategy. As the result, the students are not able to comprehend the text because the teacher does not help the student with a good strategy in teaching reading.

Based on the problem above, the writer has high curiosity in analyzing the use of paraphrasing strategy to teach reading in the class that can make the students understand the text better. To make the student easy to understand the text, it is important to know the content of the text. When students use

paraphrasing strategy, they can understand a difficult word on their own word. Paraphrasing strategy that once mastered can enhance the understanding of the text. In theory, using paraphrasing can improve our memory to understand the main idea of a text

To give the real feedback to the assumption above, the writer concludes a study entitled THE EFFECTIVENESS OF PARAPHRASING STRATEGY ON SMK STUDENTS' READING COMPREHENSION.

B. Reason of Choosing the Topic

1. The writer is interested in this topic because teaching reading is an important thing in reading the procedure text.

2. Paraphrasing strategy is a good strategy in teaching reading to make the students comprehend the procedure text.

C. Problem of the Study

Based on the explanation above the title chosen the problem of research is "Is Paraphrasing technique effective to teach reading procedure text?"

D. The Objective of Study

In addition, the objective of this research is to find out the effectiveness of paraphrasing strategy to teach reading procedure text at SMK Diponegoro Majenang in academic year of 2012/2013.

E. Clarification of Terms

1. Effectiveness

   Tuckman (1985: 152) states that effectiveness occurs based not on the specific of interaction but rather on the simple fact that the experiment is being conducted.

2. Reading Comprehension

   Reading comes from the word "read" which means to look and understand the meaning of written or printed material (Hornby, 1995: 967) Comprehension is the power of understanding (Hornby, 1995: 235). Comprehension refers to the act of comprehending, including an embracing, a comprising, and capacity of the mind to understand and receive the ideas.

   So, reading comprehension is a capacity of the mind to understand the meaning of written words or symbols.

3. Paraphrasing

   Behrens (in Longman, 2009: 261-266) defines Paraphrasing as a summary, written in one's own words, briefly restating the writer's main points. Paraphrase, although written in one's own words, is used to relate the details or the progress quotation on of an idea in one's source. Quotation, used sparingly, can lend credibility to one's work or capture a memorable passage.

F. Contribution of the Study

Because the topic has very important implication in the teaching and learning achievement in English, the writer has a deep hope in mind that this research or this study can have meaningful contribution toward the improvement of English achievement. The followings are some specific contributions of this study:

1. The result of this study will be very useful for the students to improve their reading achievement in English through Paraphrasing technique.

2. This study can improve the writers' professionalism both in the theoretical and practical levels, particularly in the implication the teaching learning process

3. The result of this study will be very useful for the teachers to increase their knowledge about reading strategy.

4. This study is expected as the starting point for other researchers to devise various learning activities that encourage the sense of cooperation among English learners.