Enhancing Reading Comprehension by Using Aldiko Book Through Paraphrase Method

Sitti Aisa [1], Rustam Efendy Rasyid [2*], Aswadi[3], Suleha Ecca[4], Buhari[5]

[1]English Language Departemen, Universitas Muhammadiyah Parepare, Indonesia

[2,3,4] Indonesian Language Departemen,Universitas Muhammadiyah Sidenreng Rappang, Indonesia,

[5] English Language Departemen, Universitas Muhammadiyah Parepare, Indonesia

ABSTRACT

Reading comprehension was the ability to read a text, process it and try to comprehend the meaning. Through reading, students can obtain plenty of information which can expand their knowledge more and more. When the teacher given text for the students to answer some questions, they possibly cannot answer it well if they do not comprehend reading passage well. It was like two aspects which cannot be separated. This research was use a quantitative and qualitative study, the research applied mixed method in the form of nonequivalent control group design because of there was possibility for the research to randomize the groups as the sample of This research. The reseacher devided the research object into two groups, experimental group who was given treatment, and the control group without treatment. This division was intended to test the hypotesis to know the condition after treatment. The pre-test will administratered students prior knowledge and the post-test will given to find out provement of the students reading comprehension using Aldiko book through paraphrase method. After giving the treatment, the researcher stated that the students in experimental group which were given treatment by using Aldiko Book as a media and paraphrase as method was effective in teaching reading than the students in control group by PDF Reader. The showed by the Mean score and standard Deviation of Students' in Post-test score which is experimental with 20 sample had a mean score 65.25 and 11.64 higher then the control group 58.00 and 8.013. It means that there was a significance different between the experiental and control group.

Keywords: article, reading, reading comprehension, aldiko book, paraphrase

INTRODUCTION

Reading comprehension was the ability to read a text, process it and try to comprehend the meaning. Reading was an important skill in our daily life because it can give so many advantages for us. Through reading, students can obtain plenty of information which can expand their knowledge more and more. Besides, in learning English, being able to comprehend reading passage was a must. When the teacher given text for the students to answer some questions, they possibly cannot answer it well if they do not comprehend reading passage well. It was like two aspects which cannot be separated. It was like fire and fume, two things that was inseparable. That was a fact in comprehending text that was absolutely needed.
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Related with the present study, reading comprehension was not as simple as people imagination to achieve it. There are many aspects that must be considered if the teacher wants to successfully conduct the teaching learning process. One of the important aspects was giving the students a chance to read during the lesson and also make sure that they completely understand what they read.

Most of the students only read the text without thinking and paying attention to every single sentence that they read. Besides, a lot of the students do not have much time to read because when teachers give a text an\d get the students to answer the questions of the text, they only focus on how to answer these questions quickly. They ignore the important part of being able to answer the question and they finally fail. This statement was based on the fact that the teachers still little bit underestimate about the problem. Teachers mostly concern on material discussed and speak a lot of the time without giving a chance to the students how to read well and understand the meaning of what they read. In This case, teachers must try to make the students like to read first and then give chances as many as possible to read the text well and then try to find the meaning of the text. In This way, the students will have more time to practice reading.

Reading comprehension was important, not just for understanding text, but for broader learning, success in education, and employment (Jane Oakhill, Kate Cain, Carsten Elbro: 2015). It was very important to be mustered by the students because in reading comprehension, the students are expected to get the main ideas and the detail information from the text. Moreover, reading skill was used in the final examination as a assessment for move to the next semester, therefore the students must have a good reading comprehension to pass the exam.

Reading focuses on five literacy domains as essential to successful reading development, phonemes, awareness, phonics, vocabulary, fluency and comprehension. Students can get many vocabularies that they need by reading. Moreover, it can be applied in speaking and writing as well; however, reading was not simply a process of getting the meaning of what the readers read because the readers have to interpret what they have read and comprehended. The students must concentrate on it.

Reading was not wasolated procces, four language procces work together to enhance the development of each ofthe others (Johnson 2008:7). Reading help the students become better writers, through reading students have incidental contact with the rule of the grammar. Students develop a sense for the structure of the language and grammar and increase their vocabulary.

In addition, Johnson (2008:109) states that reading was the act of creating meaning with the text. This process will require the use of background knowledge, vocabulary, experiences of the readers to help them in comprehending the written text. In reading comprehension, almost all of the students have difficulties in comprehending the contents and the components in reading such as topic of the material was really new for the students and they do not know what actually the text tells about such as: finding main idea, finding the meaning of word, phrase or sentence, and textual reference in the text.

The most important resource that any potential reader prossesses, whether reading in a first or any other language, was an awareness of the way in which we use language. For reading was above all to do withe language. There are two things which we all know about language; first that we use it for a purpose; third that it only makes sense in context that was a part of a large text or in a situation. (Catherine Wallace :1)

In This study, the paraphrase method was believed as a technique which was expected to give significant impact for the students in comprehending a text. Paraphrasing represents the preservation of meaning using different words in the same language this technique should

be interactive and more effective for students. Paraphrasing was a practical method used when wanting to rephrase the content of a source. This technique was useful in preventing plagiarism and excessive quotations. These guidelines might be helpful in simplifying this process.

Thoroughly read the original source until the main idea or content was clearly identified. Once the message was understood, the text should be put away to avoid an exact replica. Begin paraphrasing by putting the general idea into your own words. It helps to use note cards that can be designated for This specific purpose.

Besides parapharase method, the research also using an Aldiko Book media in teaching reading, it will be more effective on the learning process. the students will be provided an interesting classroom atmosphere in the process of teaching and learning. Moreover, by using this media and method the students can easing understand it because they will do it easly. It means that if they find problem, they can ask and share the problem with their friends or ask the lecturer. The objective of this technique was to increase the students intersted to reding and make their vocabulary more good, becouse of this paraphrase and more know about many book on this Aldiko Book media. Therefore the students not just study by using book in real but also study by using a book like electronic book, and can enjoy to read more book.

By applying this technique, all of the students will read more books on Aldiko Books and can increase the vocabulary through paraphrase the reading text. This media and method can help the student to find new way on process of learning . Therefore, based on the fact above, the researcher was interested to apply paraphrase method to enhancing reading comprehension by using Aldiko Book media at the third semeter of English education program at University Muhammadiyah Of Sidenreng Rappang.

Based on the background of the study above, it was important to identify the research problem. Therefore, This present study conducted in order to answer the research problem which was formulated as follows:
a. Can the use of Aldiko Book media enhancie the reading comprehension of the third semester students' of English education program at University Muhammadiyah Of Sidenreng Rappang?
b. Does the Aldiko Book media through paraphrase method interest the students at the third semester of University Muhammadiyah Of Sidenreng Rappang?

REVIEW OF RELATED LITERATURE

a. The Concept of Reading

Reading knowledge was broadened and well-informed by reading. Reading was really crucial our knowledge was usually broadened and informed by reading activities, and the activity of reading can be found in the internet, book, etc. Reading was one of the four skills that are taught in schools. Reading was complicated act that involves much more than decoding symbols as quoted in Eyres's opinion that says reading was a complex process in which the readers actively construct meaning from the text, or not just a passive process of receiving information (Eyres, 2007). This opinion shows the nature of reading, meaning that when someone looks at written or printed words, she/he will try to understand the meaning of those words. Reading was, therefore, called as a thinking process involving word recognition, literal comprehension, interpretation and critical/creative thinking skills. Reading was the process constructing meaning from written texts. It was a complex skills requiring the coordination of a number of interrelated sources of information (Anderson et al., 1984).

Reading was the process of constructing meaning through the dynamic interaction among:

(1) the reader's exwasting knowledge; (2) the information suggested by the text being read; and (3) the context of the reading situation (Wixson, Peters, Weber, & Roeber, 1987, citing the new definition of reading for Michigan). Among the many definitions of reading that have arwasen in recent decades, three prominent ideas emerge as most critical for understanding what "learning to read" means:

1) Reading was a process undertaken to reduce uncertainly about meanings a text conveys.
2) The process results from a negotiation of meaning between the text and its reader.
3) The knowledge, expectation, and strategies a reader uses to uncover textual meaning all play decwasive roles way the reader negotiates with the text's meaning.

Students should practice their reading more and more, so that their reading ability and their reading experience should be improved. Another thing should be remembered in reading that students should not open sense of English and would help them to grasp the total meaning of the words. A dictionary too often because it will slow down their reading rate and can make them bored. If they find new words, they should try to guess the make them bored. If they find new words, they should try to guess the passages.

There are a lot of definitions of reading. Linguistics give definitions about reading, their opinions about reading vary. Some of them say reading was the process to get, to understand, to catch the content of the reading. And also reading was a process to understand a written text which means extracting the required information from it as efficiently as poossible.

According to Walter R. Hill (1979) "Reading was what he reader dose to get the meaning he needs from textual sources". Meanwhile Guy L. Bond and Eva Bond Wagner (1969) explained the meaning of reading as "the process of acquiring and author's meaning and of interpreting, evaluating, and effecting upon thos meanings. F. Dubin (1986) explained the meaning of reading as reading was primarily a cognitive process, which means that the brain does most of the work.

Those statements above show the various definitions of reading, they mean generally. Reading means a complex process of thinking in assigning meaning from printed materials which involve most of the reader's intellectual act such as pronunciation and comprehension in order to receive ideas or information extended by the text. It can be seen that reading was not only looking at word in the form of graphic symbols but also getting meaning from word or line to line to understand what we read. It means that reading was a process to understand the text content and to get information.

We know a great deal about what good readers do when they read (Pressley & Afflebach, 1995 and Block &Pressley 2001):
1) Good readers are *active* readers.
2) From the outset they have clear *goals* in mind for their reading. They constantly *evaluate* whether the text, and their reading of it, was meeting their goals.
3) Good readers typically *look over* the text before they read, nothing such things as the *structure* of the text and text sections that might be most relevanto their reading goals.
4) As they read, good readers frequently *make predictions* about what was to come.
5) They read *selectively,* continually making decwasions about their reading – what to read carefully, what to read quickly, what not to read, what to reread, and so on.
6) Good readers *construct, revwase, and question* the meaning they make as they read.
7) Good readers try to determine the meaning of *unfamiliarwords and concepts* in the text, and they deal with inconswastencies or gaps asneeded.
8) They draw form, compare, and *integrate their prior knowledge* with material in the text.
9) They think about the *authors* of the text, their style, beliefs, intentions, hwastorical milieu, and so on.

10) They *monitor their understanding* of the text, making adjustments in their reading as necessary.
11) They *evaluate the text's quality and value,* and react to the text in a range of ways, both intellectually and emotionally. Good readers *read different kinds of text differently.*
12) When reading narrative, good readers attend closely to the setting and characters.
13) When reading expository text, these readers frequently construct and revwase summaries of what they have read.
14) For good readers, text processing occurs not only during "reading" as we have traditionally defined it, but also during short breaks taken during reading, even after the "reading" itself has commenced, even after the "reading" has ceased.
15) Comprehension was a consuming, continuous, and complex activity, but one that, for good readers, was both *satwasfying and productive.*

Based on the definition of reading above the researcher concluded that definition of reading was a one skills of language and reading was a process to understand the text and can translate the text into personal language or simple explanation.

b.   The Concept of Aldiko Book Reader

There are many aplication can be used in learning process, Aldiko book reader was one of them. Aldiko book reader was Seamlessly browse and download thousands of books to your Smartphone or tablets right from the app. No computer, no cable, no subscription. Tens of thousands of titles available for free. In learning process. This aplication was most suitable for Senior High School. Beside for help the student to read more book, This aplication make a student enjoyable and active in learning process. Aldiko book reader was one of many aplication than can make a student active in learning process

Aldiko Book Reader, a free android eBook reader to make you read eBooks happily. Aldiko Book Reader was not strange to most ebook enthusiasts, especially to those who incline to read ebooks on android tablets or smartphones. However, if you are new to android eBook readers and have been persecuted by various eBook stores and proprietary apps for them as well as the ubiquitous dram protection, Aldiko Book Reader, a free android eBook reader, might be an optimal choice for you. It's convenient and versatile.

Aldiko book reader was suitable to Browse extensive book catalogs, from new releases, best-sellers to classics,View what're featured on the online book catalogs, read detailed description before you download, and Quickly find the book that you are looking for with our powerful search tool.

c. How to read using Aldiko book reader

Comfortable reading experience with full screen view. Rich color, crwasp and sharp text makes reading a pleasure. Turning pages by using intuitive swipe.
1) **Fully customizable**
Personalize your reading experience. Adjust font size, font type, font and background colors, margin as well as alignment to best suit your preference.
2) **Brightness**
Adjust the brightness of your device's dwasplay by sliding your finger along the left edge of the touch dwasplay.
3) **Night time reading**
Easily switch to night mode when reading in low-luminosity areas.
4) **Easy navigation**
Create your own bookmarks, highlights and notes anywhere in the book. Rapidly jump to a different section of the book through the table of content.
5) **Search & dictionary**
Touch and hold any word to search for it throughout the entire book, or look it up in dictionary.

d. How to organize Aldiko book reader?

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1) **Get started quickly**

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2) **Tags and Collections**

Every book that you download was automatically tagged and made searchable; of course you can always add your own. You can also group your books in your own collections.

e. Borrow and import file

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f. Advantages of Aldiko Book Reader?

Similar to kindle for android, Nook for android, Sony reader for android, Kobo eReader for android etc, Aldiko Book Reader was also a free app for android tablet/smartphone to help you read, purchase and manage you ebooks. Then, what're the advantages and why do we choose Aldiko Book Reader?

1) One app was enough. It supports both Adobe drm protected ebooks and drm free books from different ebook stores (nook, sony, kobo etc, exclude kindle) via the sole app.
2) Several book stores are provied and thousands of titles available for free.
3) Easy to use:
a) All functions are lwasted on the home screen. Simple and straightaway.
b) Easily switch to night mode when reading in low luminosity areas.
c) A few steps to import files. It supports the most popular eBook format epub and pdf, as well as the Adobe eBook DRM technology. You can put your own books and documents to Aldiko in just a few steps.

g. Dissadvantages of Aldiko Book Reader

Disadvantages of Aldiko book reader than other aplication of ebook was Aldiko book reader It's not same with google play book, where you can upload your collection book with format PDF or EPUB to server of play book. So you can read our collection book anywhere on other device with login used the same google email. This Aldiko have a function just for reader with format EPUB or PDF. Aldiko was not designed for rapid turnover of books. It's aimed more at people who store all their ebooks on device, add books ocasionally, and don't delete any books. That's dealbreaker since you have lots of ebooks.

h. Functions of Aldiko Book Reader

Tap "home" icon at the left corner on the top of screen, 4 function icons will be lwasted.

1) Shelf view: For This part, you can read ebooks, search ebooks, arrange ebooks on customized request, operate on specified ebooks, communicate with your friends of facebook and so on,
2) Store: You can purchasing ebooks on Aldiko directly. Several book stores are provide depending on your geological location. Thousands of titles available for free.
3) List view: This part allows you to manage your library. You can settle your ebooks on the baswas of authors, tags, collection and so forth.
4) Files: This part allows you to import EPUB/PDF files from your SD card.

i. How to install Aldiko Book Reader on Kindle Fire:

1) Step 1. Tap on the settings icon located at the top right corner of the home screen, select "More…"/"Device". This makes Kindle Fire accept the installation of apps outside of the Amazon Appstore.
2) Step 2. Set "Allow installation of Application From Unknown Sources" to "On".
3) Step 3. Lauch browser on Kindle Fire and search for "Aldiko Download" to download the APK file to Kindle Fire.
4) Step4. Tap on the APK file to install Aldiko.

The APK file you downloaded from the web might not be version 2.1.0 and the dwasplay will be a bit different. Anyway, the primary functions of various versions are nearly the same and it's easy to get started.

j. Paraphrase

We had known that Reading was one of the four necessary important language skills for thoselearning English as a third or foreign language, for academic success,and for professional development. Paraphrasing was a practical method used when wanting to rephrase the content of a source. This method was useful in preventing plagiarism and excessive quotations. These guidelines might be helpful in simplifying This process. Paraphrasing was saying something someone else has said in your own words. You still express the same ideas, just in a different way. It can be a useful skill to have, especially if you are trying to write an essay or article by reading text. Paraphrasing may sound suspiciously like summarizing, but they are actually two different methods of a rewriting a text. In both methods, you are putting the text in your own words, though summarizing sometimes uses some of the same phrases as the original, depending on your end goals.

Paraphrases are sentences or phrases that convey the same meaning using different wording. Although the logical definition of paraphrases requires strict semantic equivalence, linguwastics accepts a broader, approximate, equivalence there by allowing far more examples of "quasiparaphrase." But approximate equivalence was hard to define. Thus, the phenomenon of paraphrases, as understood in linguwastics, was difficult to characterize. In This article, we lwast a set of 25 operations that generate quasi-paraphrases. We then empirically validate the scope and accuracy of this list by manually analyzing random samples of two publicly available paraphrase corpora. We provide the dwastribution of naturally occurring quasi-paraphrases in English text.

De Beaugrande and Dressler (1981) define paraphrases as "Approximate conceptual equivalence among outwardly different material". Hirst (2003) defines paraphrases as "Talk(ing) about the same situation in a different way". He argues that paraphrases aren't fully synonymous: There are pragmatic differences in paraphrases, i.e., difference of evaluation, connotation, viewpoint etc. According to Mel'cuk (2012) "For two sentences to be considered paraphrases, they need not be fully synonymous: it was sufficient for them to be quasi-synonymous, that was, to be mutually replaceable salva significatione at least in some contexts". He further adds that approximate paraphrases include implications (not in the logical sense, but in the everyday sense).

As we know that Paraphrase was a verb which means to re-write a phrase or sentence with the same meaning but using different words. Paraphrasing was a very important skill for most English tests, including TOEFL iBT, IELTS and TOEIC Speaking and Writing. In TOEFL iBT, for instance, paraphrasing was an important skill in the reading section, in the lwastening section and, above all, in the speaking and writing sections of the test. And also effective paraphrasing was vital in academic writing to avoid the rwask of plagiarwasm.

Paraphrasing also can be a useful skill to have especially if we are trying to write an essay or article. Sometimes people say thea paraphrasing and summarizing was same, but they are actually two different methods of a rewriting a text. In both methods, you are putting the text in your own words, though summarizing sometimes uses some of the same phrases as the original, depending on your end goals. Understand that paraphrasing doesn't necessarily mean making the text shorter. When you summarize, you are trying to take a longer text and make it into a shorter, succinct text using your own words. This was not the case with paraphrasing. In fact, sometimes your paraphrased paragraph might be slightly longer than the original, depending on the words you choose.

Some of article say that paraphrase was: (1) Your own rendition of essential information and ideas expressed by someone else, presented in a new form. (2) One legitimate way (when accompanied by accurate documentation) to borrow from a source. (3) A more detailed restatement than a summary, which focuses concwasely on a single main idea.

In another statement say that paraphrasing was a valuable skill because, It was better than quoting information from an undwastinguwashed passage, It helps you control the temptation to quote too much, and The mental process required for successful paraphrasing helps you to grasp the full meaning of the original.

METHODS

In This section, the researcher presented the research design, the research variables, operational definition of variables, population and sample of the research, instrument of the research, procedure of collecting data, treatment and techniques of data analysis.

a.   **Research Design**

The research was a quantitative and qualitative study, the research applied mixed method in the form of nonequivalent control group design because of there was possibility for the research to randomize the groups as the sample of This research. Ag Gay et al. (2006: 257-258) stated that sometimes it was just not poswasible to ramdomly assign individual participant to groups. When random ssigmnment was not possible, a research still may choose from a number a mixed method thet privide adequate control of sources of invalidity. The reseacher devided the research object into two groups, experimental group who was given treatment, and the control group without treatment. This division was intended to test the hypotesis to know the condition after treatment. The pre-test will administratered students prior knowledge and the post-test will given to find out provement of the students reading comprehension using Aldiko book through paraphrase method.

$$E = O_1 \quad X_1 O_2$$
$$C = O_1 \quad X_2 O_2$$

Figure III.1. Design of the Research (adapted from Gay, 2006: 255)

Where :

E   : The Exprerimental Group
C   : The Control Group
O_1 : Pretest
O_2 : Postest

X_1 : Teaching using Aldiko book through paraphrase method.
X_2 : Teaching without using Aldiko book through paraphrase method

b.   Research Variables

This research consists of two variables; namely independent variable and dependent variable as defined as follows:

a.   The independet variable of this research was the using Aldiko book through paraphrase method. It was method of teaching reading. It was applying in the prosedure reading comprehension as one of the using Aldiko book through paraphrase method. In teaching method use facilitate the students to read English in extensive reading classroom, particularly in their English reading class.
b.   The dependent variables were the improvement of the students achievement in reading comprehension using Aldiko book through paraphrase method.
c.   Students' interest in learning English reading comprehension using Aldiko book through paraphrase method.

c.   Population and Sample of the Research

The population of this research was the thrid semester students of English Departement of Muhammadiyah University of Sidenreng Rappang in 2017/2018 academic year. There were two classes conswasted of fourty students which meant that there were 40 students as the

The population was absolutely big in number, then not all of them can be involved as the subject of this case. In this case a individual random sampling tecnique was use. The researcher use this technique because all the members of the selected group have similar characterictic. It means that from two classes of population, the research chose two classes to representents the experimental and control group. Class A.1 (X1) would be taken as experimental groups; the are 20 students and Class A.2 (X2) would be taken take as control group; the are 20 students. As a consideration, the students of both classer had the same ability. Besides that studentsalso had the same backgound knowledge in learing English.

d.   Instrument of the Research

Based on the information needed in this research, the researcher was use two kinds of instrument as follows:

1)   English Reading Test

The instrument of this research was reading test. The test were intended for pretest and posttest. The test conswasted of 20 items of multiple choices. The test was conswasted of pretest and posttest. The pretest was use to know the students' reading comprehension in reading materials before research give the treatment. Posttest was giving after treatment and use to see the improvement of the students; reading comprehension. Beside that, the function of this English reading test was to know the enhancing the students' reading comprehention in English reading.

2)   Questionnaire

The instrument of questionnaire was constructed based on the items coming from checlwast and upon the data deeded that was primary data. The researcher distributed the questionnaire to the students to know ther motivation the using Aldiko book through paraphrase method. In conswasted of some items and consisted of some items for positive statements and some items for negative statements. The questionnaire was giving to the experimental group after treatment.

e.   Prosedure of Colleting Data

To collect data of the students' reading comprehension in teaching reading, both

experimental and control groups, the researcher presented in chronological order as follows :

1) Pretest

Both experimental and control groups were given postest of reading material with the procedures as follow:

a. The researcher explaned how to work on the test
b. The researcher distributed the test
c. The researcher monitored the students' activity
d. The researcher checked the students' answer
e. The researcher collected the students' aswer sheet

2) Treatment

The next step was treatment on the experimental group. Firstly, the researcher determined which of the two groups. The experimental group was treated by using Aldiko book through paraphrase method and control group followed the conventional way (PDF Reader). In This research, the reading classes were handled by researcher herself and the teaching the materials were presented throught the following steps:

a) Experimental Group

The students were given treatment by the application by using Aldiko book through paraphrase method as a teaching in their reading class. For experimental group was taught by using Aldiko book through paraphrase method for experimental group and control group was taught conventional way for four meetings, time allocation was 90 minutes and there activities (pre-activity, whilst-activity, and post-activity) for each meetings.

b) Control Group

The control group received with conventional way (PDF Reader). This group learned by using the same topic of materials as experimental group.

3) Post-test

After giving the treatment, a post-test was conducted to find out the students achivement and their progress. The test was just the same with the pre-test.

The students were giving a posttest in the determining whether or not there was enhancing of the students' reading comprehension by using Aldiko book through paraphrase method in the students' reading class.

In order to get information about the students' interest in learning reading comprehension the using Aldiko book through paraphrase method, the research collected data through questionnaire and accumulated it by using Likert-scale. Researcher distrbuted the questionnaire to the students in experimental group after conduting the posttest.

f. **Technique of Data Analysis**

1) English Reading Test

To analyze the data, the researcher the formula as follow:

a. Scoring the students' answer and posttest

$$Score = \frac{Total\ correct\ answer}{Total\ test\ item} \times 100$$

(Gay et al, 2006:302)

b. Tabulating the score of the students test both experimental group and control group.
c. Converting and classifying the test of scores the students the both pretest and posttest into five levels as follows:

TABLE 1/ Scoring Classification of Enhancing Students Learning Outcomes on English Reading

No (1)	Internal Score (2)	Classification (3)
1	81 – 100	Excellent
2	61 – 80	Good
3	41 – 60	Fairly Good
4	21 – 40	Fair
5	0 – 21	Poor

(Depdiknas, 2008 : 15)

d. Calculating the means score, standard deviation and t-test using SPSS 19.0 program for windows to gain accurate quantification.

2) Questionnaire

a) Scoring Classification

The data from questionnaire will be accumulated by Likert Scale and then analyzed in percentage to see the students' interest in learning reading comprehension. In this case, the students' interest would be categorized into positive and the negative statements scores as shown in the following table.

TABLE 2/ Likert Scale

No	Category	Negative Statement Score
(1)	(2)	(3)
1	Strongly agree	4
2	Agree	3
3	Disagree	2
4	Strongly disagree	1

Source: (Adaped from Sugiono, 2013: 94)

b) Tabulating the Score of Students' Questionnaire

The data collected through questionnare was analyswas by using SPSS 19,0 program for windows to give accurate quantification.

c) The interval score on the questionnaire

The interval rating score of the students' responses can be shown in the table as follows:

TABLE 3/ Scoring Classification of The Students' Interested

No	Internal Score	Classification
(1)	(2)	(3)
1	85 - 100	Very High Interest
2	69 – 84	High Interest
3	52 – 68	Medium
4	36 – 51	Low Interest
5	20 – 35	Very Low Interest

(Sugiono, 2011 : 184)

d) Calculating the percentage, mean score and standard deviation by using SPSS 19.0 program for Windows to give accurate quantification.

RESULTS AND DISCUSSION

1. Students' Reading Score

a) Students' score of pre-test

The researcher calculated percentage and frequency of students' score of pre-test in experimental and control group by using inferential analysis in SPSS 21.0 program for windows evaluation person. The results of rate percentage and frequency of students' score of pre-test in experimental and control group were shown on the following table.

TABLE 4/ The Rate Percentage and Frequency of Students' Score of Pre-test in Experimental and Control Group

Classification	Score	Experimental Group		Control Group	
		f	%	f	%
Very Good	80- 100	0	0	0	0
Good	70 – 79	0	0	0	0
Average	50 – 69	10	50.0	8	40.0
Poor	30 – 49	9	40.0	12	60.0
Very Poor	0 – 29	1	5.0	0	0
Total		20	100.0	20	100.0

Tabel 4 showed that the students' score of pre-test in experimental group divided into three classifications. There were, 10 student (50 %) were classified into average, 9 students (40 %)

got poor, 1 students (5.0 %) got very poor. It could be said that nothing student was success in English Reading. In control group, there were 8 students (20 %) was classified in average category, 12 students (60 %) were classified in poor. It could be said that nothing student was success in speaking English. After giving pretest to the experimental and control groups, the reseacher gave them treatment. The experimental group was taught using Aldiko Book through paraphrase method and control group was taught by using PDF Reader. The treatment was held for eight meeting, the reseacher gave them post-test to know whether there would be the students score improvement the both group from pre-test to post-test.

b) Mean score and standard deviation in pre-test

Mean score and standard deviation of students' pre-test score in experimental and control group were calculated by the researcher through inferential analysis in SPSS 21.0 program for windows evaluation person. The data was analyzed as the following table:

TABLE 5/ The Mean Score and Standard Deviation of Students' Pre-Test Score

Group	Sample	Mean Score	Standar Deviation
Experimental	20	47.75	12.19
Control	20	45.25	8.025

From the data on the table 5, the researcher stated that mean score of pre-test in experimental group with 20 students was 47.75 classified in poor, while mean score of pre-test in control group with 20 students was 45.25 classified in poor too. And standard deviation of pre-test in experimental group with 20 students was 12.19, while standard deviation in control group with 20 students was 8.025.

c) The Independent Sample T-Test Value Of The Students Pre-test

The Independent sapmle t-test of the students pre-test of both experimental and control group was calculated by the researcher through inferential analysis in SPSS 21.0 program for windows evaluation person. The data was analyzed as the following table:

TABLE 6/ The Independent Sample T-Test Value Of The Students Pre-test for experimental and control groups

Variable	T-Test Value	df	Sig (2-tailed)	
Pre-test	.766	38	.448	0.05

Based on the result of data analysis as summarized in a table 6 above on pre-test of experimental and control group, the reseacher found that the t-test value .766, the degree of freedom was .38 and sig (2-tailed) was .448 of 0.05. Sig (2-tailed) in relation to the finding of pre-test, .448 was greater than 0.05 or .448 > 0.05. This mean that H_0 was acceptable or H_1 was rejected in significant level of 0.05. It implied that there's not any significant different between the Reading comprehension of the students who are taught by using Aldiko Book through Paraphrase method and the students who are taught by using PDF Reader.

d) Students' score of post test

The researcher calculated the rate percentage and frequency of students' score of post-test same with the pre-test by used inferential analysis in SPSS 21.0 program for windows evaluation person. The data had calculated in post-test by the researcher in the following table:

TABLE 7/ The Rate Percentage and Frequency of Students' Scores of Post-test in Experimental and Control Group

Classification	Score	Experimental Group		Control Group	
		f	%	f	%
Very Good	80- 100	3	15.0	0	0
Good	70 – 79	5	25.0	2	10.0
Average	50 – 69	12	60.0	15	75.0
Poor	30 – 49	0	0	3	15.0
Very Poor	0 – 29	0	0	0	0
	Total	20	100.0	20	100.0

Based on the table IV.4, it could be seen that students' Reading Comprehension in experimental group who were using Aldiko Book through paraphrase method at the thrid semester of English Education Program at STKIP Muhammadiyah Rappang consisted of three classifications according to the result in the table above. The specifications were 3 (15.0 %) students got very good, 5 (25.0 %) students got good and 12 (60.0 %) got average. So, it could be said that there were 8 (40.0 %) students were considered successful in English Reading test.

While, in control group without using Aldiko Book through Paraphrase method also divided into three classifications. The specification were 2 (10.0 %) students in good, 15 (75.0 %) students in average, 3 (15.0 %) student in poor. So, it could be said that there were 10.0 % with 2 students were considered successful in English Reading test.

e)   Mean score and standard deviation in post-test

Mean score and standard deviation of students' post-test score in experimental and control group were calculated by the researcher through inferential analysis in SPSS 21.0 program for windows evaluation person. The data was analyzed as the following table:

TABLE 8/ The Mean Score and Standard Deviation of Students' Post-Test Score

Group	Sample	Mean Score	Standar Deviation
Experimental	20	65.25	11.64
Control	20	58.00	8.013

From the data on the table IV.5, the researcher stated that mean score of post-test in experimental group with 20 students was 65.25 classified in good with standard deviation was 11.64, while mean score of post-test in control group with 20 students was 58.00 classified in average with standard deviation was 8.013.

f)   The Independent Sample T-Test Value Of The Students Post-test

The Independent sapmle t-test of the students post-test of both experimental and control group was calculated by the researcher through inferential analysis in SPSS 21.0 program for windows evaluation person. With the fisrt group (experimental groups) who are taught by using Aldiko Book through Paraphrase method, and the second group (control groups) was taught by using PDF Reader in English Reading test. The data was analyzed as the following table:

TABLE 9/ The Independent Sample T-Test Value Of The Students Post-test for experimental and control groups.

Variable	T-Test Value	df	Sig (2-tailed)	
Post-test	2.295	38	0.027	0.05

After calculting the students score of the post-test the final result into the t-test formula of independent sample test in table IV.6 above, the researcher found that the t-test value was 2.295, the degree of freedom was .38 and sig (2-tailed) was 0.027 of   0.05. Therefore, the sig (2-tailed) in the relation to the finding of post-test, 0.027 was smaller than 0.05 or 0.027 < 0.05. This mean that H_1 was acceptable and of course H_0 is rejected. It can be explain that there's any significant different between the reading comprehension of the students who are taught by using Aldiko Book through Paraphrase method and the students who are taught by using PDF Reader.

g)   The Students' Interest
1)   Scoring classification of students' interest
The researcher calculated percentage and frequency of students' score of questionnaire in experimental by using inferential analysis in SPSS 21.0 program for windows evaluation person. The results of rate percentage and frequency of students' score of questionnaire in experimental group were shown on the following table.

TABLE 10/ The Rate Percentage and Frequency of Students' Scores of Questionnaire in Experimental Group

Category	Interval Score	Experimental Group	
		F	**%**
Very High Interest	85 – 100	7	35.0
High Interested	69 – 84	13	65.0
Medium	52 – 68	0	0
Low Interest	36 – 51	0	0
Very Low Interest	20 – 35	0	0
	Total	20	100

Based on the table 10, it could be seen that students' interest in experimental group who are taught by using Aldiko book as a media and the Paraphrase as a method at the third semester students' of english education program at Muhammadiyah university of Sidenreng Rappang, consisted of two classifications according to the result in the table above. The specifications were 7 students (35.0 %) were classified in very high interest category, 13 students (65.0 %) were classified in very interested category. It could be said that there were 20 students (100%) were interested in teaching English Reading by using Aldiko book as a media and the Paraphrase as a method.

2) Mean score and standard deviation in questionnaire

Mean score and standard deviation of students' score of questionnaire in experimental were calculated by the researcher through inferential analysis in SPSS 21.0 program for windows evaluation person. The data was analyzed as the following table:

TABLE 11/ The Mean Score and Standard Deviation of Students' Questionnaire Score

Group	Sample	Mean Score	Standard Deviation
Experimental	20	83.75	5.54

From the data on table IV.8, the researcher stated that mean score of questionnaire in experimental group with 20 students was 83.75 with standard deviation was 5.54 classified in high interested category. So, it means that the third semester of english educational program were interested in learning English Reading Comprehension by using Aldiko book as a media and the Paraphrase as a method.

2. Discussion

Made Adnyana (2004: 13) Stated that reading comprehension was an important skill as some of the expert say so we need to be understanding part of the content that we want to read. Dentwasak Dorkchandra (2010: 10) say that knowledge about vocabulary was an one of important component in reading beside the other, the more unknown words there are, the less

comprehension occurs. Rebecca j. Baier (2005: 1) on research title reading comprehension and reading strategies stated that reading comprehension was a skill that critical in the educational success of all indiviuals. Margaret Elizabeth Middleton, B.A. (2011) Reading Motivation and Reading Comprehension say that Comprehension was highly interactive, such that readers use a variety of skills and processes when encountering text.

Nadirah (2012) in her research about using PQ4R technique to improve reading comprehension, state that students need comprehension method/technique to improve their reading comprehension.

Based on this research studies above, it seems that there are many method, strategy and tehnique to improve students reading comprehension. The difference of This research with the previews research above was the use of Aldiko Book as a media through Paraphrase method to enhance the students reading comprehension. Using Aldiko Book media to help students know more and download many books for enhance their reading comprehension because for making students interest to read

more we have to give them some of book that they can interest, and the paraphrase method can help the students to read more for know how to identify the main idea, make their vocabulary more good and know more about how to make paraphrase by read a book first.

The researcher found that the existence of Aldiko Book as a media and paraphrase as a method in teaching reading, made easy the students in Reading Comprehension. Based on the collected data, the researcher found it enhance the students in reading.

After giving the treatment, the researcher stated that the students in experimental group which were given treatment by using Aldiko Book as a media and paraphrase as method was effective in teaching reading than the students in control group by PDF Reader. The t-test value was .766 and sig (2-tailed) was .448 of level significace. It means that there was a significance different between the experiental and control group.

From the eplanation above, the reseracher think that the use of conventional way in teaching Englsh reading comprehension could not enhance the students achievement. And based on the questionnaire, researcher found that the students were interested to use aldiko book as a media and paraphrase as method in English Reading. It was proved by the mean score of questionnaire in experimental group was 83.75 and it were classified in high interested category. So, H0 was rejected and H1 was accepted, where the students at third semester of English Education program at Muhammadiyah University of Sidenreng Rappang were interested in learning English Reading through this media and method.

CONCLUSION

This research is aimed at enhance the reading comprehension of the third semseter students' of Muhammadiyah University of Sidenreng Rappang through Paraphrase method and AldikoBook media. The subjects ofthe research were the students in thrid semester morning and afternoon class. The research was begin on November andended on December 2017. After the implementation of the method and media, there were some improvements in the teaching and learning process of reading as well as the students' reading comprehension.

After giving the treatment, the researcher stated that the students in experimental group which were given treatment by using Aldiko Book as a media and paraphrase as method was effective in teaching reading than the students in control group by PDF Reader. The showed by the Mean score and standard Deviation of Students' in Post-test score which is experimental with 20 sample had a mean score 65.25 and 11.64 higher then the control group 58.00 and 8.013. It means that there was a significance different between the experiental and control group.

From the eplanation above, the reseracher can say that the use of conventional way in teaching Englsh reading comprehension could not enhance the students achievement. And based on the questionnaire, researcher found that the students were interested to use aldiko book as a media and paraphrase as method in English Reading. It was proved by the mean score of questionnaire in experimental group was 83.75 and it were classified in high interested category. So, H0 was rejected and H1 was accepted, where the students at third semester of English Education program at Muhammadiyah University of Sidenreng Rappang were interested in learning English Reading through this media and method.

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