CHAPTER I
INTRODUCTION

A. Research Background

This research intends to find the correlation between Indonesian students’ EFL reading comprehension and paraphrasing writing ability. In English learning, reading is the basic language skill (Hansen 2016). Through reading, English learner could learn other language skills and knowledge. For example, reading is used to teach and to learn paraphrase by both students and teachers, and sometimes this process is more natural for teaching and learning paraphrasing. On the other hand, according to Uemlianin (2010), through paraphrasing, the reader can be easier to understand the text that will be written in their own words, because paraphrasing is an essential component to provide an adequate interpretation in a text to be understood.

Supported by Patel (2008; as cited in Riawanti, 2013), “Reading is one way to improve abilities and knowledge English learner. Because through reading, the English learner will be able to understand what they read”. For some students, reading is such a difficult skill to improve because in reading students do not only learn the text but also read with care to comprehend the text. According to Liu (2010), besides the readers have to read carefully, they have to analyze what the genre of the text and the idea relationship which must be comprehended by the readers.
In reading learning, it is not easy to get an efficient and effective way to comprehend the text. The English learner has to require the skill of reading. The English learners practice is still lacking in comprehending the text find ideas in the text and the meaning of the text. In addition, the English learner also has difficulties in finding ideas contained in paragraphs, and using vocabulary (Sutarsyah 2014).

To find ideas in text easier, students must have an appropriate strategy. One of the strategies is paraphrasing. According to Clark (2010), “to demonstrate the students’ understanding of the material is using paraphrasing strategy by pulling the ideas and meanings into their analysis and argument.” Moreover, Shields (1998; as cited in Masniyah, 2017), said that paraphrasing strategy has the added advantage in students’ style of understanding, and it can demonstrate that they do understand what the author writes. It means paraphrasing considered as an appropriate strategy to increase students’ understanding, and paraphrasing also an essential strategy to increase the ability of students’ reading comprehension. It can conclude that paraphrasing strategy deal with reading.

From the understanding of reading and writing connection, students’ reading comprehension and their paraphrasing skills are mutually related. According to Durukan (2011), among the four language skills, reading were the first skill to be learned. It was known that, in the learning process, there is a high correlation between reading comprehension and writing. Reading and writing could be used together; there is a positive impact on students’ academic success
(Fowler, 2017). Moreover, Fowler said that reading and writing played a complementary role. If characteristics were missed in methods of reading, it can be adequately addressed in the writing process and vice versa. Kraemer (2013), explains that reading can be used as an effective method to teach or learn writing effectively in high schools and colleges.

Many types of research are related to this research. The first research was conducted by Maula in 2015. This research aimed to identify the relationship between students’ reading habit and their ability to write narrative text in senior high school students in the eleventh grade. The second research was by Yoshimura in 2009. She investigated the connection effect between reading and writing in process on EFL learners was conducted in this research. The third research is by Swarini, Anggani, and Sutopo in 2018. The research aimed to identify the correlation between students’ reading comprehension and students' paraphrasing ability in narrative text. The fourth was done in 2014 by Zsigmond. The purpose of the research is to identify the writing strategy for fostering reading comprehension. The fifth research was conducted in 2008 by Hagaman and Reid. This research aimed to determine the effects of the paraphrasing strategy on the reading comprehension of middle school students.

However, this research is different from those previous researches. The target of this research is to correlate reading comprehension and paraphrasing writing in undergraduate students of English students. This research entitles “The
Correlation between Students’ Reading Comprehension and Paraphrasing Writing Ability.”

B. Research Question

Based on the background above, there are some problems which can be identified as follows:

1. What is the students’ reading comprehension?
2. What is the students’ paraphrasing writing ability?
3. Is there any correlation between students’ reading comprehension and paraphrasing writing ability?

C. Research Purpose

Based on the background of the research above, the research is supposed:

1. To find out the students’ reading comprehension
2. To find out the students’ paraphrasing writing ability
3. To find out the correlation between students’ reading comprehension and paraphrasing writing ability.

D. The Significances of the Research

This research at least gives two significances including theoretical and practical contribution. Theoretically, this research can be helpful to make a deep understanding of students’ reading comprehension and to give information about
the correlation between students’ reading comprehension and paraphrasing writing ability. Practically, this research gives significance to:

1. Students

   The research result is expected to help students recognize their reading comprehension and paraphrasing writing ability.

2. Teachers

   This research could contribute to all teachers to consider students’ reading comprehension and determine the best strategy in the teaching-learning process to minimize students’ gap and maximize their potential in learning English, especially in paraphrasing writing ability.

3. Further research

   The research result is expected to be used as a preview for the next researcher in doing the same field of the research.

E. Research Framework

   As stated in the previous section, this research aims to find out the correlation between students’ reading comprehension and their paraphrasing writing ability. Therefore, there are two variables in this research; they are students’ reading comprehension and students’ paraphrasing writing ability.

   In this research, reading comprehension means understanding a written text to extract the required information from it is efficiently as possible (Ariani,
It has the significant role in the language teaching to strengthen the skills which are acquired by the students in listening, speaking, and writing (Maxom, 2009; as cited in Nurhana, 2014). Moreover, reading is an interaction result between readers’ mind and writers’ mind (Nuttal, 2000; as cited in Shokrpour, 2012). In this process, the reader tries to comprehend the meanings intended by the writer to get the point from the writer. According to Kustaryo (2000; as cited in Nurainun, 2017), Comprehension is correlated among the elements of reading skill; they are competence, reading techniques, and good comprehension. It means that reading and comprehension is related. On the other hands, Hyland (2015) said reading comprehension can be a strategy to understand or to gain information from a text. Furthermore, reading defined reading comprehension as the understanding of a text that is read, or the process of constructing meaning from a text (Nurainun, 2017). It means that a reader has to be able to interpret or know what the meaning of the text about.

In this research, to assess students’ reading comprehension is using Norm-Referenced Test. Klingner, (2015) stated that there are any seven ways to assess the students’ reading comprehension, they are:

1. Norm-Referenced Test
2. Informal Reading Inventories
3. Interviews and Questionnaire
4. Observations
5. Retelling
6. Freewriting

7. Think-Aloud

Paraphrasing writing ability is defined as a summary of the author’s idea into their word Callison (2018). Moreover, he stated that "The paraphrase is a kind of report on reading that was required frequently in college work. Whereas a precise is a digest of the essential meaning of an original passage, a paraphrase is a full-length statement of that meaning. Meanwhile, Snyder (2011), defined a paraphrase is a kind of report on reading that was required frequently in college work. It is representing a free passage, fully and proportionally, but in words different from the original.

To examine students’ paraphrasing writing ability, the researcher used the paraphrase aspect by Oshima (2007); (1) Keep the same as the original length approximately, (2) Do not stress any single point more than another, (3) Do not change the meaning by adding your thoughts or views, and (4) Do not use the original sentences structure. That combined with the writing assessment by Douglas (2004); (1) Content, (2) Organization, (3) Vocabulary, (4) Language use, and (5) Mechanics

F. Hypothesis

According to Creswell (2012), the hypothesis is statements in quantitative research in which the writer predicts the outcome of the relationship
among characteristics. It means in the hypothesis; it predicts whether the research influences the issue or not.

Based on the explanation above, the hypothesis of this research are as follow:

**Ha:** There is a correlation between students’ reading comprehension and paraphrasing writing ability.

**Ho:** There is no correlation between students’ reading comprehension and paraphrasing writing ability.

**G. The Previous Studies**

There are some previous studies on students’ reading comprehension and the students’ paraphrasing writing ability. The researcher gets the idea to do these researches from those previous researches. Those related researches are explained as follows:

1. **The Correlation between Students’ Reading Habit and Their Ability of Writing Narrative Text by Inayatul Maula**

   This research was conducted in 2015. The purpose of this research to find out the correlation between students’ reading habit and their ability of writing narrative text. This research design is descriptive quantitative with the object focused on senior high school students in the eleventh grade. The results of this research showed there was a significant relationship between students’ reading habit and their ability of writing narrative text. Meanwhile,
the differences in the research are kind of reading and writing. In this research, the researcher investigated the reading comprehension not reading habit and the writing that more focused on paraphrasing.

2. Effects of Connecting Reading and Writing and a Checklist to Guide the Reading Process on EFL Learners’ Learning about English Writing by Fumiko Yoshimura.

This research was conducted in 2009. The purpose of this research to find out the connection effect of reading and writing. This research was focused on the university level in Japan with a quasi-experimental design. The result shows that connecting reading and writing has positive effects. Meanwhile, the differences in the research are the focus is not in connection effect, but only in correlation reading comprehension and paraphrasing writing.

3. The Correlation between Students’ Reading Comprehension and Students’ Paraphrasing Ability in Narrative Text by Swarini, Bharati, and Sutopo.

This research was conducted in senior high school students in 2019. This research aimed to investigate the correlation between reading comprehension and paraphrasing ability in narrative text in senior high school students. By using the Pearson correlation analysis, it indicated that there was a significant positive correlation between reading comprehension and paraphrasing ability in narrative text. The differences in this research are the used of the genre and the level of participants.
4. Writing Strategy for Fostering Reading Comprehension by Istvan Zsigmond

The research was conducted in elementary students in 2015. This research intended to determine the strategy for fostering reading comprehension is writing. This research using a quantitative method and collect the data with pre-test and post-test, and the eight-week treatment class. The result showed that there is a significant increase in using writing strategies for students' reading comprehension. It concludes that writing has any relation to reading. The differences in this research are the focus, this research doesn't tell that writing has a connection with reading directly, but it shows from the significant increase in using that strategy.

5. The Effect of The Paraphrasing Strategy on The Reading Comprehension of Middle School Students by Hagaman and Reid.

This research was conducted in 2008. The purpose of this research to find out the effect of paraphrasing strategy on the reading comprehension of middle school students. This research was focused on middle school students. The results of this research showed there was an effect of reading comprehension with paraphrasing strategy. Meanwhile, the differences in this research are the focus; this research tells about paraphrasing strategy on reading comprehension, not about the correlation between paraphrasing and reading comprehension.