STUDENTS' ABILITY IN PARAPHRASING PARAGRAPHS OF ENGLISH STUDY PROGRAM FKIP UNRI

Gusparia
guspariaemzet@gmail.com
STKIP Insan Madani Airmolek

ABSTRACT

The purpose of this research is to describe the result of the study: the ability of the fifth yearstudents of English Study Program in writing. This study is a descriptive research that has only one variable that is the students' ability in paraphrasing paragraphs is evaluated by giving the students a test in form of writing a paraphrase. This research was conducted at English Study Program FKIP-UNRI. The participants of the research were the students of the fifth semester of English Study Program of FKIP-UNRI. The researcher gathered the data in form of writing test (writing paraphrase).

Keywords: writing, paraphrasing paragraph.

INTRODUCTION

In English Study Program of FKIP UNRI, writing is a compulsory subject. However, acquiring this skill, the students have a lot of difficulties. The difficulties may be lack of vocabulary, lack of ability to arrange sentences into a paragraph, and also get difficulty to express their idea clearly and efficiently.

There are some writing skills that students have to master such as: writing an essay,writing the letter, writing précis, writing a paraphrase, summarizing, quoting source, referencing, footnoting and so many others. Paraphrasing is considered by many to be an important skill for academic writing, and some have argued that the teaching of paraphrasing might help students avoid copying from source texts. Leki (1993: 195) says that

paraphrasing is using your own words to report someone else's material or ideas. A paraphrase is also a detailed restatement in our own words of a written or sometimes spoken passage. So, in writing a paraphrase, the organization, wording, and sentence structure should be changed, but the meaning should be nearly identical to the original passage.

For all research paper, paraphrasing is very useful in many situations. When reading reference sources for information for a research paper, for example, of course, paraphrasing is as means of recording information from each source in note forms for later use of writing in our research paper. Paraphrasing is also useful when dealing with material, for which exact, detailed comprehension

required. For instance, we may paraphrase the steps in solving a math problem or the procedures for a lab set-up in chemistry.

Based on the advantages of writing paraphrase above, the researcher interest to describe students' ability in paraphrasing. The fifth year students of English Study Program have learned how to integrate ideas from sources into their own writing in Writing IV. In this regard, they often have difficulty putting these ideas into their own words. When students paraphrase a passage, they use too many of the words from the original passage and it also follows the same order or structure of ideas. Finally, they still pick up the original word and do not change the sentence structure from thetext.

Based on the explanation above, the purpose of this this research is to find out thefifth semester students' ability in paraphrasing Paragraphs.

REVIEW OF RELATED LITERARATURE

Paraphrasing is the process of changing an author's words into our own words. In the same view, Reid (1988: 8) states that the paraphrase is as the act of extracting or capturing the author's idea or statements- a sentence or a paragraph to the writer's own words, but it is still in the corridor of the author's idea/s. Remembering, paraphrasing does not contain the writer's idea/s. Therefore, the authors should be credited or appreciated for their brilliant idea/s quoted or extracted.

Furthermore, pertaining to the term of paraphrase above, Ramazani (2006) also states her notion on it. She views paraphrase as an act restating a passage's ideas in your own words. The author's meaning is retained but your own wording, instead of the author's, is used. In speech, for example, we can paraphrase frequently. Say for example when we relay a message from one person to another. In this case, we can convey the meaning only but not using the exact words of the person. A paraphrase can often make a passage's meaning clearer and often more concise. Here some common of method in paraphrasing:

Paraphrasing Method 1: Use Different Vocabulary with the Same Meaning

Most students try to use this method, but actually it can be difficult to use. The reason isthat although English has many **synonyms** such as 'large' or 'big', it is unusual for these words to have exactly the same meaning. So, if you try to use a lot of synonyms when you paraphrase, you might produce sentences that are not natural English. For example, look at this original sentence and two paraphrased **equivalents**:

1. "It can be difficult to choose a suitable place to study English."
2. "It is often a challenge to pick up (x) a relevant (x) school to learn English."
3. "It is sometimes hard to select an appropriate place to learn English."

For non-native speakers, these three sentences might look like they have the samemeaning. For native speakers, however, sentence 2 is unnatural. The first problem is "pick up". This expression does NOT have the same meaning as "choose", so this part of the paraphrased sentence is actually wrong. The second problem is the word "relevant". In some cases, "relevant" and "suitable" are good synonyms but in

this example they are not close in meaning at all. Sentence 3 is a much better paraphrase of sentence 1 because all of the words have the same meaning.

Paraphrasing Method 2: Change the Order of Words

Changing the word order of a phrase or sentence is usually safer than using synonymsbecause the words are the same, so the meaning must be the same. However, it is not always easy to decide which words to move or to decide to which position the words should be moved also, when you move a word you might need to change some other words, add some other words or cut some other words to **ensure** that the new sentence is grammatically correct. Here are two suggestions for how to change the word order without making errors: a). If the original sentence has two or more clauses, change the order of the **clauses**.

1. "If they have some help, most people can paraphrase effectively. However, practice is important because paraphrasing is difficult."
2. "Most people can paraphrase effectively, if they have some help. Paraphrasing is difficult, however, so practice is important."

b) If the original sentence has an adjective and noun, change the adjective into a relative clause.

1. "Writing essays can be a challenging task."
2. "Writing essays can be a task which is challenging."

Paraphrasing Method 3: Use Different Grammar

It sounds very difficult to use different grammar, but actually it is easier than changingvocabulary. In addition, if you change the grammar and make an error, usually the reader will understand what you mean. However, if you change the vocabulary and make an error, often the reader will not understand what you mean. So, although changing the grammar has some advantages, it is still not easy and you should practice it as often as possible. Here are two suggestions for how to change the grammar without making errors:

a) Change some of the words in the original sentence into different **parts of speech** (you will often need to change the word order and some other words, too).

1. "The most effective way to build your English skill is to study regularly."
2. "The most effective way of building your English skill is to do studying on a regular basis."

b) If the original sentence is in the active voice, change it to passive **or vice versa**.

1. "To improve English, you should learn new vocabulary on a dailybasis."
2. "To improve English, new vocabulary should be learned on a daily basis"

RESEARCH METHOD

The aim of this research is to describe the result of the study: the ability of the fifth year students of English Study Program in writing. This research is a descriptive research that has only one variable that is the students' ability in paraphrasing paragraphs is evaluated by giving the students a test in form of writing a paraphrase.This research was conducted

at English Study Program FKIP-UNRI. The population of this research was the students of the fifth semester of English Study Program of FKIP-UNRI. The writers choose them since they had learned about writing a paraphrase in writing IV subject. They consist of 76 populations. They are divided into two classes. The sample that is used in this research is cluster random sampling technique.

To get the data, the writer uses the writing test (writing paraphrase). In this regard, students paraphrased paragraphs as the instrument. The students are asked to paraphrase three paragraphs. Furthermore, the students needed to write a paraphrase which depended on the paragraph given.In analyzing the data, the first step is calculating the scores of each paraphrase which in written form adapted from Harris in Arthur Hughes (1986:93).

RESEARCH FINDINGS

The research was conducted to find out how good is the ability of the fifth year students of Riau University in paraphrasing paragraphs. The writer used three raters to score the students' task. The students paraphrased three paragraphs and three raters scored them using analytic method which was quoted from Hughes (1993: 91-93). The aspects which were evaluated were: Meaning and Grammar.

After getting the score of the students from each rater, the final results of the table and graph, we can see that the highest score was got by the students is in grammar and the lowest score is in meaning. It means that students have good ability in grammar but still have difficulty in meaning.

The Average Score of Each Aspect of Writing based on 3 Raters:

The Aspects Writing	Rater 1	Rater 2	Rater 3	The Average Score of the Three Raters
Meaning	51.5	45.0	58.3	51.6
Grammar	54.8	86.3	56.7	65.9

From the table above, we can see the average score of each aspects of writing based on the three raters. On the meaning aspect, the average score is 51.6 and for Grammar aspect, the average score is 65.9. To make it clear, see the following graph:
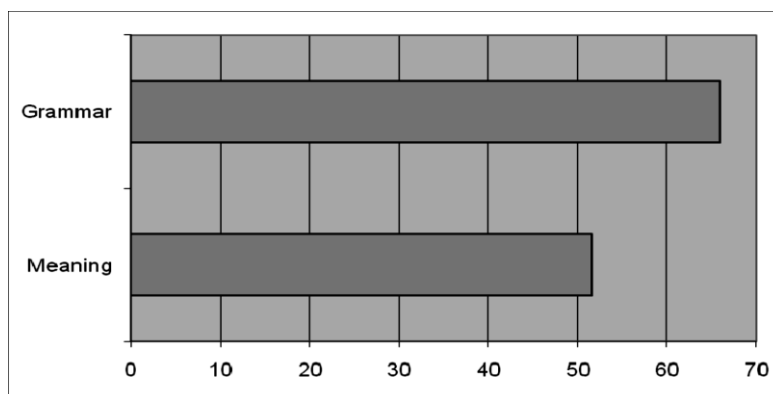
From the table and graph above, it can be seen that the aspect of writing that is the mostdifficult for students is meaning. Then, for the easiest one for students to do is the aspect of grammar, of which the average score is 65. 9. In this aspect, students made error in agreement used significant words without quotation, and mistake in sentence structure such as changing active into passive, using noun clause and so on.

The number of students' score and ability level also can be seen based on the followinggraph:
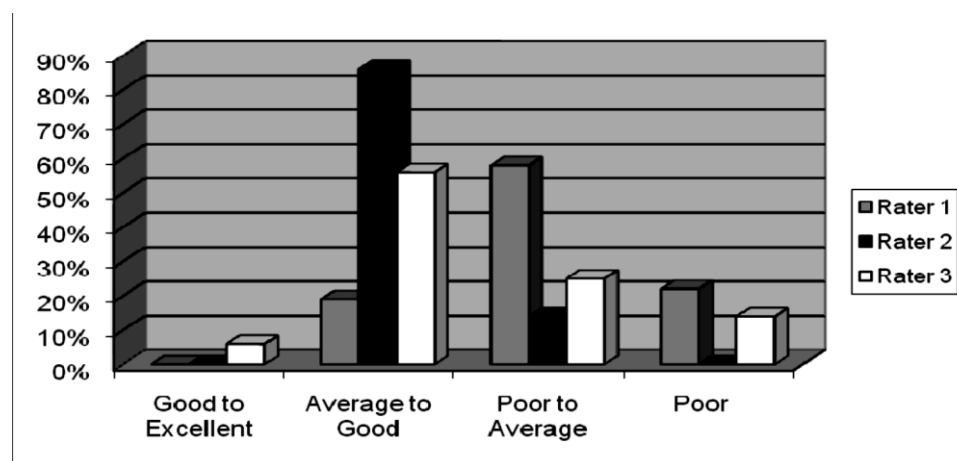
From the graph above, it can be seen that, none of the students based on rater 1 and 2 who got good to excellent. According to rater 1, there were 7 students who got average to good, 21students who got poor to average and 8 students who got poor level. According to rater 2, there were 31 students who got average to good, 5 students who got poor to average and none of students who got poor level. According to rater 3, there were 2 students who got good to excellent, 20 students who got average to poor, 9 students who got poor to average and 5 students who got poor level.

The Students' Score and their Categories in Paraphrasing paragraphs

Rater	Average	Ability in Level
I	53.1	Poor to Average
II	65.6	Average to Good
III	57.5	Poor to Average
Total	176.2	
Average	58.7	Poor to Average

From the table above it can be seen that the students' score and ability level in writing based on the three raters. In the table, it is shown that the average score of the students based on the first rater is 53. 1, which is considered as poor to average level. Next, the average score of the students based on the second rater is 65. 6, which is classified into the average to good level. And the average score from the third rater is 57. 5 which is considered as poor to average level. The average score of the three raters is 58. 7 which is considered as poor to average level. To make it clear, see the following graph:
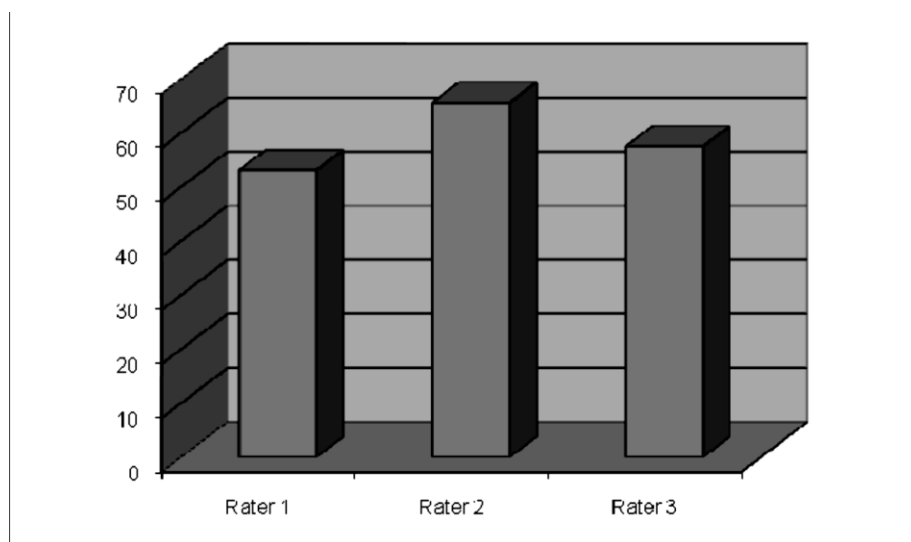
After calculating the average score of the three raters from the table and graph above, thewriter found the mean score of the students, which is 58. 7 and considered to be **poor to average.**

Based on the findings and the presentation of the data above, the writer found that the ability of the fifth year students of Riau University in paraphrasing paragraphs of is at **Poor to Average** level. It is proven by the mean score of the students' ability on the real score of thethree raters, that is 58.7, which is considered as **Poor to Average.**

In addition, for the each aspect of writing, the writer found that the highest score got by the students in paraphrasing paragraphs is in grammar aspect, which is 65. 9. While, the students got the lowest score in meaning aspect, that is 51.6. It means that most students faced difficulties in interpreting meaning. This finding seemed to support the research done by Choy and Lee (202:84). They say that when students considered any paraphrasing necessary to emphasize the same meaning in some way, they were confused about how to use the skills because of the complexity involved in the process of paraphrasing. It needs more a complex process and it could be a straightforward task for students. Moreover, Perin et al (2003: 28) in their study on summary writing in college found that students had difficulty finding the main points in the text. Students tended to look for certain repeated words or phrases as indicator of importance which is often misleading. A majority of the students reproduced sentences that were from the source text. There was no significant paraphrasing of the sentences. However, paraphrasing is not an easy way in academic writing. This would explain why teaching paraphrasing skills may only be effective for some students when it comes to actual performance of the task .It need more practice and stepwise when teaching paraphrase.

CONCLUSIONS AND SUGGESTIONS

The purpose of this study is to measure the ability of the fifth year students of English Study Program in Paraphrasing paragraphs.Calculating the data of this research, the writer found that the students'ability in paraphrasing is poor to average (58. 7). The writing aspect that is the mostdifficult to the students is meaning aspect where the students got 51.6 which is the lowest

score.And the easiest aspect for the students is grammar, which is 65. 9. It can be conclude that theability of the fifth semester students of English Study Program of FKIP UNRI in ParaphrasingParagraphs is in poor to average because it reaches the average (58.7).

From the research results and conclusions, the writer would like to give somesuggestions. It is presented in the following:

1. The students have to pay more attention to develop their skill in meaning as it is thelowest score in paraphrasing paragraphs based on research finding.

2. The students should motivate themselves to comprehend more paragraphs to improve their knowledge about paraphrasing. It can be formed in narrative, report, descriptive, etc.

3. They also have to keep practicing in writing frequently in order to produce a goodparaphrasing. They can paraphrase journal, article, factual information, etc.

4. The lecturers need to encourage and motivate the students to practice their skill in writinga paraphrase.

REFERENCES

Harris, D. 1982. *Testing English as a second language.* New York McGraw Hill BookCompany.

Hughes, Donna M. 1981. *Glencoe English*. California: Gleonce Publishing Co, Inc.

_____1989. *Testing for Language Teachers*. Cambridge University press.

Hughey, Jane B., et al. 1983.*Teaching ESL Composition: Principles and Techniques.*

Jacobs, Holly L., et al. 1981. *Testing ESL Composition: A Practical Approach*. RowleyMassachusetts: Newbury House Publishers, Inc.

Leki, I.1993. *Academic Writing: exploring Processes and Strategies*. University ofTennessee, Knoxville. New York: ST. Martin Press.

Nunan, D. 1995. *Language Teaching Methodology*. U. K: Phoenix ELT.

Oshima, A. and Hogue. A. 1988. *Writing Academic English*. Addison- Wesley PublishingCompany. London

Ramazani Christine, B. 2006. *Writing a Paraphrase.* Saint Michael's College. Retrieved on April 21, 2009. From http://academics.smcvt.edu/cbauer ramazani/ AEP/EN104/paraphrase.htm.

Reid, Joy M. 1988. *The Process of Composition*. Englewood Cliffs, New Jersey: Prentice HallRegents.

Syafi'i, M., et al. 2007. *The Effective Paragraph Development: The Process of Writing forClassroom Settingsrom*. Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive

Syafi'I, M. 2007. *From Paragraph to A Research Report: A Writing of English forAcademic Purpose.* Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive.