

ENGLISH PARAPHRASING THROUGH INITIAL STAGE TECHNIQUE TO DEVELOP WRITING SKILL

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui apakah tahap awal dapat meningkatkan keterampilan menulis, untuk mengetahui bagaimana hasil kemampuan parafrase mereka menggunakan tahap awal dan untuk mengetahui kemampuan menulis siswa. Penelitian ini menggunakan desain eksperimen semu. Variabel bebas dalam penelitian ini adalah penggunaan teknik tahap awal dan variabel terikat adalah keterampilan menulis siswa. Populasi penelitian ini adalah siswa kelas sebelas MAN 1 Luwuk Banggai tahun ajaran 2020/2021. Cara pengambilan sampelnya adalah dengan menggunakan purposive sampling. Sampel penelitian ini adalah kelas XI IPA 1 sebagai kelompok eksperimen dan Kelas XI IPA 2 sebagai kelompok control. Tes terdiri dari pre-test dan post-test. Data dianalisis secara statistik. Setelah dianalisis, hasilnya menunjukkan bahwa hasil t-hitung adalah 14,38 dengan derajat kebebasan 70 dan tingkat signifikansi 0,05, hasil t-tabel adalah 1,666. Oleh karena itu, t-hitung lebih tinggi dari t-tabel. Hal itu berarti bahwa hipotesis dari penelitian ini dapat diterima. Kesimpulannya adalah hasil penelitian menunjukkan bahwa teknik parafrase tahap awal dapat mengembangkan keterampilan menulis siswa kelas XI MAN 1 Luwuk Banggai.

Kata kunci: Mengembangkan; Kemampuan Menulis; Teknik Tahap Awal.

Abstract

The purpose of this research is to know whether the initial stage can improve writing skill, to find out how their paraphrase capabilities result using the initial stage, and to know the students' writing skill. This research employed quasi experimental design. Independent variable of this research was the initial stage technique and the dependent variable was the students' writing skill. The population of this research was the eleventh grade students of MAN 1 Luwuk Banggai in 2020/2021 academic year. The way of taking the sample was by using purposive sampling. The samples were class XI IPA 1 as the experimental group and class XI IPA 2 as the control group. The test consisted of pre-test and post-test. Data were analyzed statistically. After analyzed the data, the result revealed that the t-counted was 14.38 with a degree of freedom 70 and a significance level of 0.05, t-table was 1.666. Therefore, the t-test result was higher than the t-table. It means that the hypothesis was accepted. In conclusion, the result showed that the initial stage technique of paraphrasing can develop writing skill of the eleventh grade students' of MAN 1 Luwuk Banggai.

Keywords: Develop; Writing skill; Initial Stage Technique.

Introduction

English becomes a Foreign Language in Indonesia because in Indonesia does not use English as daily communication. English is important to learn. Not only supports Indonesia in globalization era, but also support to compete with other countries. In Indonesia, learning English starts from secondary school levels. Generally, students get English in Secondary schools levels. To master English in learning, students need to be proficient in four competences of English. They are writing, reading, speaking, and listening.

Mastering those competences need one of components of language, it is vocabularies. Vocabulary has important role as an element of language which students should be mastered. Hackman (2008) stated that as a list of words, vocabulary matters even if it is only one, but more than that, the most essential about it is knowing the way to use it. Furthermore, as stated by Neuman and Dwyer in Bintz (2011) about the definition of vocabulary that has to be known and to get effectively communicated: as expressive vocabulary is to speak and as receptive vocabulary is to listen. The definition shows that both speakers and listeners have to understand the words so that the communication between them can go effectively (p384-392). Vocabularies are important to express idea and thinking. Therefore, students must improve their vocabularies to master the four English skills.

In relation to those skills, the fourth language skills may acquire in learning English is writing. According to Harmer (2004: 12), the writing has process as an act to watch someone when he composes a text in a written form. Nation (2009) gave an opinion, other than to read, speak, and listen, the act of writing can also be functioned to do another works (p.93). Writing is important in learning. Proficient in writing is also the requirements for students to master. To write means to explore ideas or opinions and change them into the written language. Byrne (1997) explained about the meaning that writing is like shaping marks on any media that has flat surface to form the symbols. The shape of symbols consists of letters or the combination related to how it sounds when people produce voices. If we have ideas, opinion and everything to explain, writing can be used as an instrument which make someone else understands what we want to explain. Furthermore, writing is a way or process of giving information that involve in generating the letters, words and sentences. According to Brown (2001), writing is as a sequence activities including exploring thoughts, arranging them, and editing in a written product which involves specific abilities in generating ideas, coherently organizing them, and revising the texts in a sense of understanding, editing them based on the best grammar, and producing the fixed product.

In relation to the statement about writing, then researcher discussed about writing which was a problem of students in the class, as in the descriptive text that students did. Based on the observation, the eleventh grade students found the difficulties to paraphrase word by word in writing based on the existing text. Paraphrasing is an important step in academic writing. Alice and Ann (2010) argue that paraphrasing means to "rephrase" or citing the opinion of a writer to extract the meaningful statement in another sentence but maintain its original ideas. While according to Keck (2014), there are two benefits of paraphrasing. First, it prevents students from plagiarizing as experienced second language writers who are familiar with paraphrasing have been found to rely less on source texts than their novice peers. Alred et all (2009: 21) underline that paraphrasing is intended to rewrite or to restate the primary arguments of writer. Furthermore, to change the ideas of the text, the one who paraphrases must cite the essential information using the words arranged originally. The categories of paraphrasing methods are classified by McGinley (1992) into three categories: to change the ideas' organization or structure, semantic paraphrasing or word changing, syntactic paraphrasing or paraphrase the grammar, and structure changing.

Refers to the definition explained above, it is assumed by linguists that in teaching paraphrasing is the step to develop writing skill. Therefore, the researcher used the strategy of paraphrasing especially the initial stage technique. Initial stage is the first way to be able to develop the writing of changing the vocabulary to formulate the sentences at students own way without changing the meaning of sentence. Paraphrasing can serve a variety of purposes. First, paraphrasing can assist students for understanding the passages easily that they consider hard to paraphrase. Second, it is to provide expert evidence for points made by students in their argumentative essays, or to present some words that are appropriate for their meaning, or can also quote indirect quotations.

There several methods applied for doing paraphrase, they are changing the order of the words, the class of the words, and the vocabularies itself. But for the high school level, the researcher focused on the technique of changing vocabulary. For example, the students can learn the initial stage technique. Initial stage of paraphrasing is a new term created by the researcher to refer to the simplest way of paraphrasing technique: changing word of the original forms without changing the real meaning in a purpose to make the meaning catched by the reader. Initial stage is the first way to be able to increase the paraphrase of changing the vocabulary to change the sentences in their own way without changing the meaning of sentence. It is declare by Kagan (2001) that students are required to engage through discussion in a group and then paraphrasing the statements said by others. Like change the vocabulary into different words without changes its meaning. The researcher applied initial stage technique by giving the text then asks the students to change the other words but still the same meaning. The "initial stage" term is used by the researcher to refer to the simplest way of paraphrasing techniques themselves.

This technique could be applied in different ways and adjusted to the level of ability of the students themselves. The benefit of this technique is the students can develop their writing skill. It also be a plus point for them before they enter to university.

Based on the background above the researcher interested in taking research on the title "English Paraphrasing Trough Inial Stage Technique to Develop Writing Skill at the Eleventh Grade Students of MAN 1 Luwuk Banggai".

Research Method

This research employed quasi experimental design; namely a design of non-equivalent controlled group which involved two class groups. The population of this research was the eleventh grade students of MAN 1 Luwuk Banggai in 2020/2021 academic year. The way of taking the sample was by using purposive sampling. Singh (2006: 81) argued that without sampling, the observation cannot be conducted, and it is used as indispensable method of behavioral study. The samples were class XI IPA 1 as the experimental group and class XI IPA 2 as the control group. Independent variable of this research was the initial stage technique and the dependent variable was the students' writing skill.

The instrument of this study is a test. Richard and Scmidt (2002) a test is defined as any method to measure the performance, knowledge, and ability (p.546). The test consisted of pre-test and post-test. Pre-test in the first meeting, it is done to know the students' writing skill before researcher use initial stage technique as the method to develop the students' writing skill. While post-test is done to know whether there was a significant development on the writing skill especially in initial stage technique of English paraphrasing.

Findings and Discussion

In this section presents the findings and discussion. It can be supplemented by tables, graphs (figures), and/or chart. In the discussion presents the result of the data that establishing at the finding, and linking with relevant sources.

In analyzing data, the researcher used writing skill tests consist of pre-test and post-test, the result of data analysis indicated significant different result of students writing skill. The explanation of research findings would be described as follows.

Before giving treatment, the researcher gave a pre-test to the experimental and control class to see the students' prior knowledge. The results showed that the previous competencies of the experimental and control class were almost similar in the pre-test. This is consistent with the results from both classes, the average score of the experimental class in the pre-test was 51.66 while the control class was 42.77. After giving a pre-test, it is time for researcher to give treatment. The researcher taught by using Initial Stage Technique of Paraphrasing for the experimental class, while for the control class the researcher taught without using the Initial Stage Technique of Paraphrasing. The researcher did the treatment to the experimental class in four meetings. For the clear information, there were actually six meetings but four meetings were for applying the treatment while the rest meetings (first meeting and sixth meeting) are for the pre-test and the post-test. So, in simply, the researcher applied the treatment starting from the second meeting, and every material was conducted in one meeting. Because on the conditions of the pandemic Covid-19 teaching and learning activities were carried out online, so the researcher conducted research online.

At the second meeting or (the first meeting in applying the treatment), the teacher started the lesson by greeted and checked the students attendance list, and their condition. Beginning the activity, the researcher explained in detail the material about the initial stage technique and give them one text . After that, the students were given 3 minutes to think about the topic of the conversation. Then, 30 minutes time in mention vocabulary based they own in whatsapp group. The third treatment meeting, the researcher continued the material for the groups that was not performed last meeting. In the fourth treatment meeting, the researcher continued the new material that was about descriptive text (animal). The teacher explained about the definition of descriptive text. After that, the teacher gave them a test and asked the students to rewrite the sentence based on the original sentence. Then after they finished, the students shared their result in whatsapp group. The fifth treatment meeting, researcher continued for the other group that not shared their result in last meeting. Finally, the researcher continued each group who did not send task in last meeting.

After giving treatment, the researcher gave a post-test to the two classes to find out the comparison of results before and after treatment. The post-test results showed that there was a development in students' writing skill of both classes. The average value of the experimental class was 84.02 and the control class was 71.94. This is indicated by the post-test average score, but there was a more significant increase in the experimental class than in the control class. This shows that the application of the initial stage technique of paraphrasing is a good technique for teaching English, especially in writing.

The following tables reveal the mean score of pre-test and post-test, the deviation of pre-test and post-test in experimental class and the deviation of pre-test and post-test in control class.

Table 1
Deviation Scores of the Pre-test and Post-test of the Experimental Class

No.	Name of Students (Initial)	Pre-test 0-1	Post-test 0-2	Deviation(X_1) (02 – 01)	Squared Deviation (X_1) ²
1	AJ	60	90	30	900
2	DM	40	80	40	1600
3	LTF	60	80	20	400
4	DR	40	80	40	1600
5	SZ	60	80	20	400
6	MD	60	80	20	400

7	ALF	60	90	30	900
8	UFM	40	80	40	1600
9	NAA	60	90	30	900
10	CP	60	80	20	400
11	AR	80	90	10	100
12	MND	60	80	20	400
13	SBM	20	80	60	3600
14	RA	40	85	45	2025
15	ATR	80	80	0	0
16	SFA	60	90	30	900
17	NSD	40	85	45	2025
18	DMR	60	80	20	400
19	STI	40	90	50	2500
20	BDU	40	85	45	2025
21	MIK	40	85	45	2025
22	MRR	40	80	40	1600
23	NVS	60	90	30	900
24	AGN	60	90	30	900
25	FTR	60	80	20	400
26	AG	40	85	45	2025
27	MIA	40	80	40	1600
28	TR	60	85	25	625
29	CH	60	85	25	625
30	CTR	60	80	20	400
31	BTH	40	85	45	2025
32	TC	40	80	40	1600
33	BHN	40	80	40	1600
34	ITD	40	85	45	2025
35	POI	60	90	30	900
36	NMB	60	90	30	900
Total Score		1860	3205	1165	43225
Average		51.66	84.02	32.36	1.200,69

The above table aims at showed the range score or the deviation scores of the pre-test and post-test in the experimental class. The main deviation score of the pre-test and post-test data of the experimental group then being computed by using the following formula:

$$n_1 = 36$$

$$\begin{aligned}\bar{x}_1 &= \frac{\sum x_1}{n_1} \\ &= \frac{43225}{36} \\ &= 1.200\end{aligned}$$

The mean deviation scores of the pre-test and post-test of the experimental class was 1.200. It indicates that there was a significant change dealing with the pre-test score to the post-test score in the experimental class. In this table, students with initial names SBM show the greatest significant achievement where they can reach 60 deviation score. While the lowest one was the student with initial name ATR who can only reach 0 deviations score.

Table 2

Deviation Scores of the Pre-test and Post-test of the Control Class

No.	Name of Students (Initial)	Pre-test 0-1	Post-test 0-2	Deviation (X ₁) (02 – 01)	Squared Deviation (X ₂) ²
1	AT	40	80	40	1600
2	AS	40	70	30	900
3	IRS	40	70	30	900
4	MJ	60	80	20	400
5	AIM	60	80	20	400
6	SNA	60	80	20	400
7	SRM	40	70	30	900
8	HRD	40	70	30	900
9	WRY	40	70	30	900
10	NM	60	80	20	400
11	NHS	60	80	20	400
12	IRA	60	80	20	400
13	NK	40	70	30	900
14	ASH	40	70	30	900
15	NFD	40	70	30	900
16	AB	20	60	40	1600
17	RH	20	60	40	1600
18	WP	60	80	20	400
19	HY	60	80	20	400
20	FTR	20	60	40	1600
21	NGH	20	60	40	1600
22	MFT	20	70	50	2500
23	MFDL	40	70	30	900
24	MRD	20	60	40	1600
25	ML	60	80	20	400
26	EKP	60	80	20	400
27	YTL	40	70	30	900
28	IDM	40	70	30	900
29	SPL	40	70	30	900
30	CTR	40	70	30	900
31	BTH	40	70	30	900
32	TC	20	60	40	1600
33	BHN	20	60	40	1600
34	ITD	60	80	20	400
35	POI	60	80	20	400
36	NMB	60	80	20	400
Total Score		1540	2590	1060	33.100
Average		42.77	71,94	29.44	919.44

This above table showed and describe about students' both pre-test and post-test scores achievements, the deviation score, and the squared deviation of the control class in its columns.

The main deviation score of the pre-test and post-test data of the control class then being computed by using the following formula.

$$n_2 = 36$$

$$\bar{x}_2 = \frac{\sum x_2}{n_2}$$

$$= \frac{33100}{36}$$

$$= 919.44$$

The mean deviation scores from the pre-test and post-test from the control class were 22.22. This shows that there is also a change related to the pre-test score to the post-test score even though the score obtained in the control class is not too significant. In this table, students with the initial name MFT show the greatest achievement of the deviation score which can reach 50 deviation scores. The researcher computes the variance of both the experimental and control groups and it can be seen in the following ways:

a. The variance of experimental class.

$$S_1^2 = \frac{n \cdot \sum X1^2 - (\sum X1)^2}{n(n-1)}$$

$$S_1^2 = \frac{36 \cdot 1.200 - (32.36)^2}{36(36-1)}$$

$$S_1^2 = \frac{43.200 - 1.047}{36(35)}$$

$$S_1^2 = \frac{42.153}{1260}$$

$$S_1^2 = 33.454$$

b. The variance of control class

$$S_2^2 = \frac{n \cdot \sum X2^2 - (\sum X2)^2}{n(n-1)}$$

$$S_2^2 = \frac{36 \cdot 33100 - (1060)^2}{36(36-1)}$$

$$S_2^2 = \frac{1.191.600 - 1.123.600}{36(35)}$$

$$S_2^2 = \frac{68}{1260}$$

$$S_2^2 = 1.888$$

Here is the following procedure to applied the t-test :

$$df = n_1 + n_2 - 2$$

$$= 36 + 36 - 2$$

$$= 70$$

The t-table with the level of significance of **0.05** is **1.666** or t-table (70/0.05) = 1.666. In applying the t-test formula, researcher tested the alternative hypothesis (Ha) that the initial stage technique has an impact on the achievement of students' Writing skill in English subjects. The null hypothesis (Ho) of this research that the initial stage technique did not have an impact on students' writing skill in English subjects. Statistically, the hypothesis can be formulated as Ha (Alternative Hypothesis): $\mu_1 \neq \mu_2$. Statistically, the hypothesis can be formulated as Ho (Null Hypothesis): $\mu_1 = \mu_2$. If the tcount is smaller than tt (ttable) or tcount < tt, Ho is accepted. Conversely, if tcount is higher than tt (ttable) or tcount > tt, Ho is rejected. T-test calculations can be seen below:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

$$t = \frac{84.02 - 71.94}{\sqrt{\frac{(36-1)33.454 + (36-1)1.888}{36 + 36 - 2} \left(\frac{1}{36} + \frac{1}{36} \right)}}$$

$$t = \frac{12.08}{\sqrt{\frac{35.33.454 + 35.1.888}{70} (0.02 + 0.02)}}$$

$$t = \frac{12.08}{\sqrt{\frac{1.170+65.8}{70}(0.04)}}$$

$$t = \frac{12.08}{\sqrt{\frac{1.235.8}{70}(0.04)}}$$

$$t = \frac{12.08}{\sqrt{17.654(0.04)}}$$

$$t = \frac{12.08}{\sqrt{0.706}}$$

$$t = \frac{12.08}{0.84}$$

$$t = 14.380952381$$

The result of the t-computation indicates that the t-counted is 14.38 while the t-table (tt) for degree of freedom 70 and the level of significance = 0.05 was 1.666. So, the t-counted is greater than the t-table. It means that H_0 is rejected and H_a is accepted. The result indicates that there is a significant development of the writing skill of the students after they were taught using Initial Stage Technique of Paraphrasing.

Conclusion

Based on the result and the discussion, the researcher concluded that the Initial Stage Technique of Paraphrasing can develop the writing skill of the eleventh grade students of MAN 1 Luwuk Banggai significantly. Both the experimental and the control class have been calculated. The result in pre-test shows that the mean score of experimental class is 51.66 while the mean score of control class is 42.77 and the result in post-test shows that the mean score of experimental class is 84.02 while the mean score of control class is 71.94. The calculation of the t-counted was 14.38 is higher than the t-table was 1.666. It means that hypothesis is accepted.

Considering the result of the research, the researcher would like to give some suggestions for the teachers and the students namely the teacher should manage time as good as possible, the teacher should give students more activities or practices to make them rewrite better, the students should be more active and creative in learning English especially in learning writing through Initial Stage Technique of Paraphrasing, the students should expand vocabulary that can be easily to write through Initial Stage Technique of Paraphrasing and the students should be motivated and self-confidence to write through Initial Stage Technique of Paraphrasing.

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