IMPROVING SPEAKING ABILITY OF THE THIRD SEMESTER STUDENTS OF ENGLISH DEPARTMENT OF FKIP UKI TORAJA THROUGH PARAPHRASING

Selvi Panggua, S.Pd, M.Pd*
chelvytrj@yahoo.com

Pendidikan Bahasa Inggris
Universitas Kristen Indonesia Toraja
Jl. Nusantara, No 12 Makale

ABSTRACT

The objective of this research is to find out whether or not the paraphrasing improves speaking ability of the third semester students of English Department of FKIP UKI Toraja. This research used an experimental design that applied Experimental and control group. The population of this research was the third semester students of English Department of FKIP UKI Toraja, academic year 2012/2013. The number of this population was 320 students which consist of nine classes. Because the number of the population was big in number, so the writers took out 16 students as the sample of this research. The sample took randomly from all classes. The result of data analysis shows that paraphrasing improves speaking skill of the third semester students of English Department of FKIP UKI Toraja. This believe is based on the fact that the mean score of the experimental group was 6.2 and the control group was 5.7. It shows that the mean score of the experimental group is greater than the control group. The different between experimental and control group is 0.5. Based on the result of data analysis, the writers concludes that paraphrasing improves speaking skill of the third semester students of English Department of FKIP UKI Toraja academic year 2012/2013

INTRODUCTION

A. Background of the Study

On a daily basis, we all find ourselves in situations when we can't find the correct word to say. You know what you want to say, but it just won't come out. Many people refer to **the phenomenon as being 'tongue-tied'.** For foreign English speakers, this problem can be even more pronounced. You might have heard some news or read an article in a newspaper, and you want to tell the story to others. The problem arises when you just can't remember the news word-for-word. The solution is paraphrase the statement.

Paraphrasing is defined as verb: express the meaning of something using different words.

As noun: a rewording of a passage. Paraphrasing means you don't have to be tongue-tied. You won't have the feeling of knowing what you want to say, of having a word on the tip of your tongue, and not being able to say what you want.

Paraphrasing deserves more attention in speaking activities. For a long time it was assumed that the ability to speak fluently followed naturally from the grammar and vocabulary, with bit of pronunciation thrown in. We now know that speaking is much more complex than this and it involves both a command of certain skills and several different types of knowledge. The ability to paraphrase gives language the flexibility of articulation. It is hard to imagine a language

without this facility : it'll become monotonous.

If English students can use paraphrase accurately, they can actively participate in common conversations and classroom discussions. Many English teachers underestimate the importance of this skill, and assume students understand more than they might. Once the English students have the confidence to paraphrase, they will be amazed at the difference it makes to their spoken English.

It is for that reason, the writer interested in conducting a research entitled "Improving Speaking Ability of the Third Semester Students of English Department of FKIP UKI Toraja through Paraphrasing".

B. Research Problem

The problem statement of this research is:

Does the paraphrasing improve speaking ability of the third semester students of English Department of FKIP UKI Toraja?

C. Objective of the Study

The objective of this research is :

To find out whether or not the paraphrasing improves speaking ability of the third semester students of English Department of FKIP UKI Toraja.

D. Significances of the Study

The outcomes of the research would be expected provide useful and meaningful information in improving speaking through paraphrasing of the third semester students of English Department of FKIP UKI Toraja. Beside that, it is as one important input to the teachers or lecturers to find out another strategies in improving speaking of their students.

E. Research Method

In this research, the writer used quantitative experimental research, where the writer wants to research whether paraphrasing improves students' speaking ability.

F. Key Words Definition

1. Improve is to raise to amore desireable or more excellent quality or condition; make better.
2. Speaking is capable of speech; involving speaking or talking; expressive or tellings.
3. Ability means power or skill required to do something.
4. Paraphrase means to express the meaning of something using different words.
   So, improving speaking ability through paraphrasing means the power to expressive the meaning of something using different words.

FINDING AND DISCUSSION

This chapter consist of two parts. They are finding and discussion.

A. Finding

In this section, the researcher presents the data analysis which is obtained through oral test. The writer used a mini autobiography of Kate Middleton as a test for the experimental and control group. In scoring, the writer used criteria according to Heaton that focused in accuracy, fluency, and comprehensibility.

TABLE 1

No	Student 's Score of the Experimental Group				
	Scoring			Total	Score
	Accuracy	Fluently	Comprehensibility		
1	5	5	5	15	6.7
2	4	4	4	12	5.3
3	4	4	4	12	5.3
4	4	4	4	12	5.3
5	4	4	4	12	5.3
6	5	5	5	15	6.7
7	5	5	6	16	7.1
8	6	6	6	18	8
Total Score					49.7

To get the mean score of the student's score in Experimental and Control Group, the writer used the formula :

$$\overline{X} = \frac{\sum X}{N}$$

Where : $\sum X$ = 49.7

N = 8

So, the mean score of the Experimental Group is 6.2. It means that the students' score falls into good classification score.

TABLE 2

The Classification, Frequency and Percentage of the Student's Score in Experimental Group

No	Classification	Score	Frequency	Percentage
1	Very Good	7.2 -8.0	2	25 %
2	Good	6.3 - 7.1	2	25 %
3	Fair	5.4 - 6.2	-	-
4	Poor	4.5 - 5.3	4	50 %
5	Very Poor	0 - 3.6	-	-
	Total		8	100 %

Table 2 shows that out 8 students, there were 2 (25 %) students who got Very Good score, 2 (25%) students who got good score, 4 (50%) students who got poor score, and no one student got fair and very poor score.

TABLE 3

Student's Score of the Control Group Score

No	Accuraccy	Fluency	Comprehensibility	Total	Score
1	4	5	6	15	6.7
2	4	4	5	13	5.8
3	3	4	4	11	4.9
4	4	5	5	14	6.2
5	4	4	4	12	5.3
6	3	3	4	10	4.4
7	4	4	4	12	5.3
8	5	5	6	16	7.1
	Total Score				45.7

Where : $\sum X$ = 45.7

N = 8

So, the mean score of control group is 5.7, it means that the students' score falls into fair classifications score.

TABLE 4

The Classification, Frequency and Percentage of the Student's Score in Control Group

No	Classification	Score	Frequency	Percentage
1	Very Good	7.2 -8.0	-	-
2	Good	6.3 - 7.1	2	25 %
3	Fair	5.4 - 6.2	2	25 %
4	Poor	4.5 - 5.3	3	37.5 %
5	Very Poor	0 - 3.6	1	12.5 %
	Total		8	100

Table 4 shows that out 8 students, there were 2 (25%) students who got good score, 2 (25%) students who got fair score, 2 (37.5%) students who got fair score, 3 (12.5%) student who got poor score and one student got very poor score and no one students got very good score.

B. DISCUSSION

The mean score of the experimental group was 6.2 which is fall into good score classification and the control group was 5.7, which is fall into fair score classification. It is shows that the mean score of the experimental group is greater than the control group. The different between experimental and control group is 0.5.

The description of the data collected through retell the mini autobiography of Kate Middleton explained in the previous section shows that paraphrasing improves speaking ability of the third semester students of FKIP of UKI Toraja. It means the hypothesis is accepted.

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the finding and the discussion on previous chapter, the writer concludes that paraphrasing improves speaking ability of the third semester students of FKIP of UKI Toraja academic year 2012/2013.

It can be proven by the gain of the mean score of experimental and control group. The mean score of experimental group is 6.2 and the control group is 5.7. The gain of mean score between experimental and control group is 0.5. It is mean that paraphrasing improve speaking ability of the third semester students of FKIP of UKI Toraja academic year 2012/2013.

B. Suggestion

Based on the result of the data analysis and conclusion, the writer would like to give some suggestion as in the following:
1. For English students should learn more to paraphrase something.
2. For English lecturers should incorporate and try to elaborate technique of paraphasing in speaking activities.
3. For the reader to aware that paraphrasing can help to improve our speaking and more practical vocabulary.

BIBLIOGRAPHY

Barzilay, R., & Lee, L. 2003. *Learning to Paraphrase*: Edmonton, Canada.

Bhagat, Rahul. 2009. *Learning Paraphrases from Text*. Doctoral Dissertation, University of Southern California.

Haris, David P. 1969. *Testing English as a Second Language*. New York : Mc. Graw Hill Book Company.

Heaton, J.B. 1991. Writing English Language Test. Longman Group UK Limited.

http://www.cal.org/caela/esl_resources/digests/Speak.html. Retrieved/ Accesed, November 12, 2013

Nunan, David . 2001. *Research Methods in Language Learning*. Cambridge University. United States of Amerika.

Press, Chimayo. *Paraphrasing is an Essential Conversation Skill*. Retrieved January 17, 2009 from compellingconversations.com/blog/2009/01/17/paraphrasing-is-an-essential-conversation-skill Retrieved/ Accessed, November 7, 2013

Robby. *Paraphrasing – A Brilliant Method Of Improving Your Spoken English*. Retrieved March 14, 2010 from

englishharmony.com/paraphrasing-improving-your-spoken-english/ Retrieved/ Accesed, November 7, 2013

Shimohata, Mitsuo. 2004. *Acquiring Paraphrases from Corpora and Its Application to Machine Translation*. Doctoral Dissertation, Nara Institute of Science and Technology

Takahashi, Tetsuro. 2005. *Computation of Semantic Equivalence for Question Answering*. Doctoral Dissertation, Nara Institute of Science and Technology.

The American Heritage Dictionary. 2006. Houghton Mifflin Company. Boston, New York

www.higherscore.ca 2007. Retrieved/ Accessed, November 7, 2013.