

AN UNDERGRADUATE THESIS

**A STUDY ON THE STUDENTS PARAPHRASING ABILITY
IN ARGUMENTATIVE WRITING TEXT AT THE SEVENTH
SEMESTER OF STAIN JURAI SIWO METRO
IN THE ACADEMIC YEAR OF
2015/2016**

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English Education Study Program**



**STATE ISLAMIC COLLEGE
(STAIN) JURAI SIWO OF METRO
1437 H / 2016 M**

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In English Education Study Program

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ABSTRACT

A STUDY ON THE STUDENTS PARAPHRASING ABILITY IN ARGUMENTATIVE WRITING TEXT AT THE SEVENTH SEMESTER OF STAIN JURAI SIWO METRO IN THE ACADEMIC YEAR OF 2015/2016

By: Widy Astuti Ningsih

Writing is an inseparable part of learning language including English. One of indicators shows that someone has a good ability in English is a good at writing. But, somebody cannot write well when the intention of someone's writing is difficult to understand. Therefore, paying more attention to write is very useful for English learner. There are ways to develop students writing ability such as mastering paraphrase and argumentative text. Sedhu suggests that paraphrasing can be defined as rephrasing sentences but without modifying the meaning of the source. Mastering paraphrase is important for students because to avoid the risk of students' plagiarism. Meanwhile, mastering argumentative text is key succes for writing skill. Because argumentative text can help students to build and make their opinion or statement.

This research is qualitative research by using case study approach. It is used to describe student's paraphrasing ability in argumentative writing text. In the data collecting tehcnique, this study applies observation and documentation. The participants of this research are twelve students in the seventh semester of English Education Study Program of STAIN Jurai Siwo Metro in Academic Year 2015/2016.

The result of this research shows that there are three levels of paraphrasing ability. It can be classified as follows: 33, 3% are in nearing proficiency levels, and 50 % are in proficient levels, meanwhile 16,6 % are in advanced levels. The conclusion of this research is student's paraphrasing ability in proficient levels. Most of them understood about paraphrasing. Students wrote their paraphrasing accuracy of information almost all of the key pieces of information are correct and original thought most of sentences are in the student's words then sentence structure most sentences show correct grammar and structure.

ABSTRAK

A STUDY ON THE STUDENTS PARAPHRASING ABILITY IN ARGUMENTATIVE WRITING TEXT AT THE SEVENTH SEMESTER OF STAIN JURAI SIWO METRO IN THE ACADEMIC YEAR OF 2015/2016

Oleh: Widy Astuti Ningsih

Menulis merupakan bagian yang tidak dapat dipisahkan dalam pembelajaran bahasa termasuk Bahasa Inggris. Salah satu indikator menunjukkan bahwa seseorang yang mempunyai kemampuan yang baik dalam Bahasa Inggris akan baik pula dalam menulis. Tetapi, seseorang tidak dapat menulis dengan baik ketika tujuan dari penulisan seseorang itu sulit untuk dimengerti. Oleh sebab itu, memperhatikan aspek menulis itu sangat berguna untuk seorang pembelajar bahasa. Terdapat beberapa cara untuk mengembangkan kemampuan menulis diantaranya penguasaan parafrase dan teks argumentatif. Sedhu mengusulkan bahwa parafrase dapat di definisikan sebagai mengatakan kembali sebuah kalimat tetapi tidak merubah makna dari sumber aslinya. Penguasaan parafrase itu penting untuk siswa karena untuk menghindari resiko plagiat. Sedangkan, penguasaan teks argumentatif adalah kunci sukses dalam kemampuan menulis. Karena, teks argumentatif dapat membantu siswa untuk membangun suatu opini atau pernyataan.

Penelitian ini merupakan penelitian kualitatif dengan menggunakan pendekatan studi kasus. Hal itu digunakan untuk menggambarkan kemampuan parafrase siswa dalam teks argumentatif. Dalam teknik pengumpulan data, penelitian ini menggunakan observasi dan dokumentasi. Partisipan dari penelitian ini adalah dua belas mahasiswa yang berasal dari semester tujuh Program Studi Pendidikan Bahasa Inggris, STAIN Jurai Siwo Metro pada Tahun Akademik 2015/2016.

Hasil penelitian ini menunjukkan bahwa terdapat tiga level kempuan parafrase yang dapat diklasifikasikan sebagai berikut: 33, 3% berada pada level mendekati mahir, sedangkan 50% berada pada level mahir. Sedangkan, 16, 6% berada pada level sangat mahir. Kesimpulan dari penelitian ini adalah kemampuan parafrase siswa berada pada level mahir. Sebagian besar mahasiswa memahami tentang parafrase. Hal itu disebabkan karena, mahasiswa menulis parafrase mereka dengan keakuratan informasinya hampir semua informasi itu benar dan keaslian pemikiran menunjukkan bahwa sebagian besar kalimat ditulis dengan bahasa mereka sendiri. Kemudian, sebagian besar menjukan bahwa tata bahasa dan struktur kalimatnya benar.

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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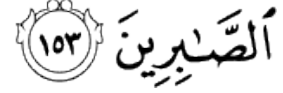
States that this undergraduate thesis is originally the result of the writer's research, in exception the certain parts which are excerpted from the bibliographies mentioned. The paraphrases which refer to the bibliography mentioned.

Metro, 8 Desember 2015
The Writer

Widy Astuti Ningsih
St.ID 1177517

MOTTO

يَتَأْتِيهَا الَّذِينَ ءَامَنُوا اسْتَعِينُوا بِالصَّبْرِ وَالصَّلَاةِ إِنَّ اللَّهَ مَعَ
الصَّابِرِينَ



“O you who have believed, seek help through patience and prayer. Indeed, Allah is with the patient”. (Al-Baqarah: 153)

“Don’t think that someone else is more blessed than you, because actually you are blessed in different ways.”

(Prestigeholic)

“There are no secrets to success. It is the result of preparation, hard work, and learning from failure.”

(Collin Powell)

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:
My beloved family Mr. Ngadenan, Mrs. Tri Ningsih,
Nanda Rahmad Hidayatulloh, and
My best friends D'8.

ACKNOWLEDGEMENTS

To start with, I would like to extend my gratitude to Allah SWT for blessing, health, and also mercy because I can finally accomplish this undergraduate thesis. *Shalawat* is also sent to Prophet Muhammad SAW who had delivered the truth to human beings in general and Muslim in particular.

In the second place, my unlimited gratitude goes to my parents who never stop encouraging and understanding me during the completion of this undergraduate thesis and always prays for me to be a successful person someday. (Aamiin...). Furthermore, I would like express my deepest thanks to both of my advisors, Dra. Umi Yawisah, M. Hum and Trisna Dinillah Harya, M.Pd for their patience, careful supervision during the accomplishment of undergraduate thesis.

Finally, my greatest also goes to EUREKA brothers as my tutors, my classmates, all people in STAIN Jurai Siwo Metro who involved directly and indirectly in making this writing. I hope that this writing will become source of good for others.

Metro, 8 December 2015

The writer,

Widy Astuti Ningsih
St.Number: 1177517

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CHAPTER I

INTRODUCTION

A. Background of Study

English is very important to be mastered by the students because English is one of foreign languages in Indonesia. Moreover, English has become an international language. As an international language, English plays a very important role in today's era as a mean of transferring science, technology, art, culture, and also to maintain good relationship with foreign countries.

Meanwhile, English has four basic skills such as listening, speaking, reading and writing. Talking and detail, writing is an inseparable part of learning language including English. One of indicators shows that someone has a good ability in English is a good at writing. But, somebody cannot write well when the intention of someone's writing is difficult to understand. Therefore, paying more attention to write is very useful for English learner.

There are ways to develop students writing ability such as mastering paraphrase and argumentative text. Sedhu suggests that paraphrasing can be defined as rephrasing sentences but without modifying the meaning of the source¹. Mastering paraphrase is important for students because to avoid the risk of students' plagiarism. Meanwhile, mastering argumentative text is key

¹Daljeet Singh Sedhu, "The Influence of Teaching Strategies on the Students' Paraphrasing Strategies", *Tunku Abdul Rahman University College Perak Branch Campus*. July, 2013.

skill for writing success. Because argumentative text can help students to build and make their opinion or statement.

Based on the pre survey on 7 April 2015, the writer inquires some questions about paraphrasing for 12 students of STAIN Jurai Siwo Metro, when ask about paraphrasing, almost of the students of STAIN Jurai Siwo Metro face difficulties to paraphrase, it is caused of 1) The students do not know the meaning of the passage 2) The students are lack of grammar and vocabulary 3) The students do not know the strategies of paraphrasing.

It can be seen from the first problem the students have difficulties to get the meaning of the passage from each paragraph, so they cannot understand the passage. The second problem is the students are lack of grammar and vocabulary, the students do not master grammar and vocabulary, so they confuse to write a paraphrase. The last problem is the students do not know the strategies of paraphrasing, so that they confuse to apply the strategies to paraphrase.

In line with the problems above, the writer is interested in conducting the research about the students' paraphrasing ability. The writer wants to analyse the students' paraphrasing ability. In one hand, if the students know what the meaning of the passage and they have good ability in grammar and vocabulary, they probably can paraphrase well. In contrast, if the students' do not know what the meaning of the passage, and have low vocabulary and grammar, they probably cannot paraphrase well.

Based on the background above the writer would like to conduct the research entitle “ A Study on the Students’ Paraphrasing Ability in Argumentative Writing Text at The Seventh Semester of STAIN Jurai Siwo Metro in Academic Year of 2015/2016.

B. Focus Of the Study

1. Problem Limitation

In this research the writer focused on analyzing the students’ paraphrasing ability in argumentative writing text among the seventh semester students’ English study program STAIN Jurai Siwo Metro in the academic year of 2015/206.

2. Problem Formulation

The problem in this research is formulated in the following question: “How is the students’ paraphrasing ability in argumentative writing text at STAIN Jurai Siwo Metro in the Academic Year of 2015/2016?”

C. Objectives and Benefit of the study

1. Objectives of the Study

The objective of the study is to know about the students paraphrasing ability in argumentative writing text at the seventh semester of STAIN Jurai Siwo Metro.

2. Benefit of the Study

This research is expected to be helpful for the students STAIN Jurai Siwo Metro in paraphrasing. Specifically, it is expected to have the benefits as follows:

- a. Theoretically, it contributes an additional knowledge for the students and teachers about paraphrasing.
- b. Practically, the student, teacher and certainly the writer can create a good paraphrase.

D. Prior Research

In relation to this research some studies have been already done at different aspect of paraphrasing. Daljeet Singh Sedhu who had done *The Influence of Teaching Strategies on Students' Paraphrasing Strategies*.² This is a case study, this paper examines the influence of teaching strategies on students' paraphrasing skills of English as second language learners. In this study the teacher's observations of his students' performance and comments about summary writing were recorded in weekly journals and then analysed. The results showed that use of content-driven teaching strategies affected students' acquisition of the paraphrasing skills taught. Students were found to perform better on the summary writing tests when the teacher used content-driven teaching strategies.

Another researcher who had done a study on the paraphrasing was Beleven Khristawan and Utami Widiawati, who focused in the students' perceptions about paraphrasing and their cognitive processes in paraphrasing.³ This qualitative study investigates students' perceptions about paraphrasing and their cognitive and meta cognitive processes in paraphrasing. This study involved four subjects out of 16 students' taking Applied Linguistics Course.

²*Ibid*

³Beleven Khristawan and Utami Widiawati, "Students' Perceptions About Paraphrasing and their cognitive proceses in paraphrasing", *TEFLIN Journal*. 2 July, 2013.

These four subjects, assigned into upper group (subject 1 and subject 2) and lower group (subject 3 and subject 4). This four subjects did paraphrasing task requiring to do concurrent verbal reports while paraphrasing three sentences and one paragraph. The subjects' perceptions about paraphrasing appeared to be line with the widely accepted definiton and criteria of proper paraphrases.

The result of verbal reports show that the subject used 21 cognitive and seven meta cognitive strategies, reflecting the fact that most of the cognitive strategies used in the sentence level were applied in the paragraph level with some additions of strategies specific to paragraph development and synthesis such as finding the main idea.

CHAPTER II

REVIEW OF THE LITERATURE

A. General Description

This chapter contains the theories which support the research. It includes the concept of writing, the concept of argumentative writing and the concept of paraphrasing.

1. Concept of Writing

a. Writing

Calhoun argues that writing can be defined as the relationship between spoken and written; sharing general meaning through words; conveying the ideas for ourselves and others through composing sentences and paragraph.⁴

Moreover, writing is productive language skills. The skill which the writer used to communicate information in a group of readers.⁵ It means that, the writer used writing as tool of communication to a readers.

According to Richard, writing is the result of complex process from planning, drafting, revising, and some approaches in teaching

⁴Emili F. Calhoun. *Teaching Beginning Reading and Writing*, (Virginia USA: Association for Supervision and Curriculum Development Alexandria, 1999) p. 57.

⁵Sanggam Siahaan, *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2008) p. 2.

language.⁶ Additionally, Celce-Murcia suggests that writing is the final product from the written word which the result in a text.⁷

In the other hand, the important form of communication in daily life is writing, it is more generally done in senior high school and college. Furthermore, the most complicated skills that should be master by students as the first and second language is writing.⁸

From the quotation above it can be inferred that writing is the important way to communication directly. Writing is the final product from the writer that has purpose to conveys information for a readers. Writing is also way to express someone's feelings, ideas, emotions, thinks, attitude, etc.

b. Product of Writing

There are six kinds of writing product namely:⁹

1. Essay

Essay is academic formal composition that includes citation sometimes a bibliography. Furthermore, essay is a term used most often in the humanities and audiences are generally academic or professional.

2. Report

⁶J. Richards and Richard Schimdt. *Longman Dictionary Of Language Teaching And Applied Linguistics/ 3rd* (Pearson Education Limited, 2002) p. 592

⁷Marriane Celce-Murcia, *Discourse and Context in Language Teaching*, (USA: Cambridge University Press, 2003) p. 142.

⁸Dorothy E.Zemach and Carlos Islam, *Writing: Writing From Sentence to Paragraph*, (Oxford: Macmillan Education, 2005) p. 5.

⁹ <http://www.coloradoedinitiative.org/wp-content/uploads/2014/03/9.3-Writing-Products-as-Cues.pdf>

Report is an organized presentation of information. It can be either argumentative or informational/explanatory. Reports refers to their sources or references. Report also has term that used in the sciences, technical, and business. Lab report, memos, project report, and briefs are variations of the report.

3. Article

A journalistic product that follows the protocols of that field is article. Articles not usually formal composition. Memoirs, travel articles, feature articles, newspapers and magazines are the kinds of article.

4. Editorial

Editorial is a work that expresses an opinion or presumption. Writers of editorials generally back their positions up with some references to sources but in a less formal way than essays or reports.

5. Proposal

Proposal is a business or government document that identifies a problem. Proposals has spesific format for the writer. For example, in business proposal should included a cost-benefit analysis, and in government proposal should included a review of the literature. Besides that, using languages in making proposal must be formal language.

c. Types of Writing

There are four types of writing such as:¹⁰

1. Narration

Narration is the form of compositing that used to connect the story of an action or situations. Narrative places in occurences of time and tell what happened in the event in a serial.

2. Description

Description is one of types from paragraph that has function to describe an object, event, place, person, situation, and process. Also expresses and clarifies thought and emotion.

3. Exposition

Exposition is the form of writing that used to give the information and makes explanation. Additionally, it used to combine in narrative form, exposition supports and illustrate.

4. Argumentation

Form of writing that used to persuade and convince the reader is argumentative writing. It has closely related to the exposition and often found combined whit it. Argumentative is also used to make statement or suggestion from the case.

2. Concept of Argumentative Writing

a. Argumentative Writing

¹⁰George E. Wiston and Julia M. Burk, *Lets Write English*, (Canada: Van Nostrand Reinhold Ltd ,1980) p. 378.

Argumentative writing is one of essays that not only give information to a readers but also express an argument with the supporting ideas (PROS) and opposing ideas (CONS) of an issue or a case.¹¹ Besides that, Palau & Moens explains that argumentation is the process whereby arguments are constructed, exchanged and evaluated in sight of their interactions with other arguments.¹² To put more simply, argumentative writing is one of composition that consist of some ideas or opinions from the problem.

According to Karrin newspaper, blogs, essays, magazine advertisement are products of argumentative text. This product used to convince the reader to agree on political issue.¹³

b. Parts of Argumentative Writing

Endy explains the argumentative writing in outline form. Here's the argumentative outline.

- a. Title
- b. Introduction
- c. Body
 - Topic sentence
 - Specific examples to support the topic sentence
- d. Conclusion.¹⁴

The Title:

¹¹Oya Ozagac, *Argumentative Essay*, Bogazici University SFL, 2006, p. 1.

¹²Raquel Mhocalés Palau and Marine Francine Moens, "Argumentation Mining: The Detection, Classification and Structuring of Arguments in Text", 2009, p. 1

¹³Anna-Karin Anderson, *Is This an Argument? An Analysis of Two Argumentative Texts in a Textbook for Year Nine*, (Malmohongskola, 2012) p.14.

¹⁴Chris Endy, *The Argumentative Essay in Outline Form*, (Los Angeles: Department of History California State University, 2011) p. 1.

The most excellent titles in the argumentative essay should be concise, interesting and memorable.

The First Paragraph: The Introduction

- a. Begin with introduction that makes the readers curious. It means that, to make the readers interest, the strategy should be done by proposing some questions about the essay then determine it. Subsequently, makes argumentative essay simply and sure that introduction persuade the readers. Also avoid general statements which makes the reader unsupportable claims.
- b. One or two long sentences is requirement of argumentative essay in order to argumentative essay easy to understand for readers and makes reader interest to read the essay. In other hand, conveys main reasons in argumentative essay as briefly.

The Body:

- a. Part of body of the essay should be created based on topic sentence in each paragraph. The topic sentence must be stated into argumentative paragraph and make a clear that proof statements can support the argumentative essays. Moreover, give details and conveys proof in the next paragraph, because it will support the topic sentence.
- b. Making one different idea to develop each paragraph. Because, if the paragraph has dissimilar ideas it will make the reader confuse to decide the topic sentence.

- c. In order that, to make argumentative essay, the supporting detail must be about a half-page in length of each paragraph.

The Last Paragraph: The Conclusion

A good essay should be finished by the good conclusion; it means that, the conclusion of the content is about the gist of argument.¹⁵ Besides that, used the conclusion to increase broader ideas that flow from the argument and evidence.

3. Concept of Paraphrasing

a. Paraphrasing

Paraphrase can be define as stating the idea or opinion, meaning and attitude from another author by using your own word.¹⁶ Also, Daljeet, Lee & Chou describes that rephrasing of sentences while basically saving their sense but still keep the original of the passage is called paraphrasing.¹⁷ Furthermore, Sutanto Leo states that paraphrase is rephrase in dissimilar word.¹⁸ In line with leo, paraphrase is using our own word to report someone's idea but maintaining an academic style.¹⁹

¹⁵*Ibid.* p. 3.

¹⁶Leonardo da Vinci, *Writing in English A Practical Handbook for Scientific and Technical Writer*, (European: Commission, 2000) p. 48.

¹⁷Daljeet Sigh Sedhu, S. Che Chou and Mun Ye Lee. "The Influence of Teaching Strategies On The Students' Paraphrasing Strategies",Tunku Abdul Rahman University College Perak Branch Campus, *International Journal of Independent Research and Studies – IJIRS*, 2013. Vol. 2, No.3. p 131.

¹⁸Sutanto Leo, *English for Academic Purpose: essay writing*, (Yogyakarta: Penerbit Andi, 2007) p. 176.

¹⁹ R.R. Jordan, *Academic Writing Course: Study Skills In English*, (England: Longman Third Edition, 2003) p. 93.

A good paraphrase is importantly different from the word which the original but, without changing a whole meaning.²⁰ Effectively, paraphrase is very important in academic writing because to avoid the risk of plagiarism. Moreover, Oshima & Hogue explains that paraphrase included in writing skills that used to rewrite information from other source by using your own word but without altering its meaning.²¹

It has been widely accepted that paraphrase is a resume from the passage that rewrite by someone in term:

- a. Contains all or the main points of the original text.
- b. The text is around the same length as the original.
- c. Includes a citation²².

Besides that, Maulidya Hans describes that paraphrasing strategy approve of the writer to rephrase the main point from the passage by using their own word. Consequently, this is a good opportunity for the writer because it used to improve their writing skill.²³

In other word, paraphrase defined as restating part of source by using our own style. However, still maintain the gist that we found in

²⁰Stephen Bailey, *Academic writing: A hand book for international students*, (London & New York: Routledge 2nd Edition, 2008) p. 29.

²¹Alice Oshima & Ana Hogue. *Introduction to Academic Writing*, (New York: Longman 3rd Edition, 1997) p. 90.

²²Tim Beaumont, *Paraphrasing and Summarizing*, (University of Melbourne: Teaching And Learning Unit, 2012) p. 3.

²³Diah Maulidya Hans, "The Effectiveness of Paraphrasing Strategy in Increasing University Students' Reading Comprehension and Writing Achievement", *Paedagogy Journal of English Language Teaching*, 2014, vol 2 no 1. p. 13.

the source of the text.²⁴ Exactly, paraphrase is saving meaning from the text, but an expressing is changed.

From the quotation above it can be inferred that paraphrasing is taking someone's idea that replaced by using your own word. However, still maintain the original meaning of the text.

b. Technique of Paraphrasing

Bailey describes that there are three techniques that can be done in paraphrasing as follows:

1. Changing vocabulary:

studies > research society > civilisation

accept > approve

Notice that not all words and phrases can be paraphrased. For instance economics, socialism or global warming has no effective synonym.

2. Changing word class:

Egypt (n.) > Egyptian (adj.)

mountainous regions (adj + n) > in the mountains (n.)

3. Changing word order:

Ancient Egypt collapsed > the collapse of Egyptian society began.²⁵

²⁴Erika Devie, "Paraphrasing in Academic Writing", *Ragam Jurnal Pengembangan Humaniora*, (Semarang: Politeknik Negeri Semarang) Vol. 12 No. 1, April 2012. p. 15.

²⁵Stephen Bailey, *Academic writing*, p. 29-30

Moreover, Maulidya Hans states that three techniques used in paraphrasing namely:²⁶

1. Use of synonym way if it is possibly.
2. Modifying sentences from active to passive one.
3. Modifying quotation from direct to indirect.

While, Tim Beaumont describes the fifth techniques can be used in paraphrasing such as:²⁷

1. Applying Synonyms

- a. A word that has same or similar meaning is synonyms.
- b. Applying synonyms is important way in paraphrase.
- c. Using synonyms besides all techniques are inadequate.
- d. Using good thesaurus or dictionary.
- e. Remember that not all synonyms have same meaning or are used in the same process.
- f. Avoid using word that not popular.
- g. Avoid using synonyms for exceptional word. Example:
microeconomics, Porter's Five Forces, Aluminium.

2. Applying Different Part of Speech

- a. Part of speech is the word class. Example: noun, verb, adjectives.
- b. The sentence structure will change while available alteration in part of speech.

²⁶Diah Maulidya Hans, "The Effectiveness of Paraphrasing Strategy in Increasing University Students' Reading Comprehension and Writing Achievement", 2014. Vol 2 No. p. 10.

²⁷Tim Beaumont. *Paraphrasing and Summarizing*. p. 5

Example:

There is an expectation that accountants are knowledgeable about taxation laws.	Accountants are expected to know taxation laws.
---	---

3. Replace Types of Sentence

Change sentence can be done by modifying such matter as:

- a. Word order
- b. The number of clauses in the sentence
- c. The kinds of clauses in the sentence
- d. Linking words

Example:

The government raised the excise On tobacco to deter people from smoking.	To discourage smoking, the excise On tobacco was increased.
Technology can improve the quality of life if we plan carefully for the future.	Careful forward planning can ensure that technology will meet future our future needs.

4. It Is Commonly More Good to Make Long Becomes Short

Sentence.

Compare:

This model provides a microeconomic theoretic rationale for why researchers have failed to find consistent evidence of the superiority of one teaching technique over another in the production of learning in economics. (Becker, 1997, p. 9).	This model provides a microeconomic theoretic rationale. It explains why researchers have failed to find consistent evidence. They have not found the superiority of one teaching technique over another. These techniques have not led to better production of learning in economics. (Becker, 1997, p. 9). (Better but still plagiarism)
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Or:

This accounts for why theorists working in the area found the following: a student that is taught with Method A is no better prepared than if he is taught with Method B. The evidence does not show that either A or B is better in terms of learning outcomes (Becker, 1997, p. 9).

5. Change Sentences from Active to Passive.

Paraphrase can be done by changing sentences in the active to passive when it is possible.

- a. Active Voice = subject + verb
- b. Passive Voice = to be + past participle

Example :

- a. She presented the report.

The report was presented by her.

- b. McDonalds is implementing a diversification strategy.

A diversification strategy is being implemented by McDonalds.

- c. An audit needs to be undertaken.

(Someone) needs to undertake an audit.

According to Devie four forms techniques that can be applied in paraphrasing such as:²⁸

1. Changing Grammatical Structure.

It means the grammatical structure should be modifying by changing active to passive sentence, but without changing the meaning of the source. Then connect them by using sentence connectors.

²⁸Erika Devie, *Paraphrasing in Academic Writing*, Vol. 12 No. 1, April 2012. p. 15.

example a:

- a. “Trained scientists *performed*” this research becomes “This research was *performed* by trained scientists”.

example b:

- b. “*Although* there is a lot of evidence to support theory Y, not all scientists believe it” becomes “There is a lot of evidence to support theory Y; however, not all scientists believe it”.

2. Changing the Word Classes.

Changing word classes for instance from noun becomes adjective or verb, or vice versa. Also it can be done by utilizing simple and complex phrase.

For instance:

- a. “When we look at a comparison between A and B” becomes “When we compare A and B”.
- b. “There are varieties of solutions to plastic problem” becomes “There are various solutions to plastic problem”.

3. Substitute Word or Phrase by Synonyms

Substitute different vocabularies when it is possible. Generally using synonyms often used in paraphrasing. From the original source may show up several words while paraphrase is doing. To put more simply, paraphrase can be done by using synonyms. Nevertheless, there are excepting word that has no synonyms for

example theory, calcium, plastic, neutron, Europe, World Health Organization, numbers and formula.

Example: “X is not allowed” becomes “X is not permitted”

4. Replace Direct Quotations Becomes Indirect Quotations

One of paraphrasing techniques which can be done by replacing direct becomes indirect quotation or vice versa.

Example:

He said, “The temperature in many desert regions is cold at night.”

He said that the temperature in many desert regions was cold at night.

c. Strategy of Paraphrasing

According to Richard, strategy that can be used in teaching paraphrase is RAP strategy. It is three-step strategy, which is divided into three as follows:²⁹

1. Read the text.
2. Ask your self questions about the main idea and details.
3. Put it into my own words or paraphrase.

To paraphrase, firstly the students must read a text and identify the main idea. If the main idea appears in the first sentence, identifying it relatively easy. But, it can be difficult for the students when the main idea appears later. After the students identifying the

²⁹Richard J. Morris and Nancy Mather. *Evidence-Based Interventions For Students With Learning and Behavioral Challenges*. (New York: Routledge. 2008) p. 289

main idea, students need distinguish important idea and details. Finally, the last step students have to make a good sentence with their own word.

Meanwhile, Khristawan & Widiati divided into nine pieces strategies that can be applied in paraphrasing namely:³⁰

1. Read The Chunk of Original Statement

To understand and comprehend the original statement, subject is needed special and careful attention. The chunks can consist of group of word, phrases or individual word.

2. Apply The Synonyms Form

Apparently, synonyms are one of the most productive procedures in the paraphrasing. A cognitive strategy may be taken by translator before having a decision to utilize a specific synonym of a word. The cognitive strategy includes several specific processes namely suitability of formality level, appropriateness in certain contexts and sometimes using word checker in MS office program.

3. Evaluate The Chunks of The Paraphrase

All the subjects of paraphrase should be evaluate as form attempt directly after writing words or clauses. It means that this should be done continuously and totally after certain decisions,

³⁰Beleven Khristawan and Utami Widiati, "Students Perceptions about Paraphrasing and their Cognitive Proseses in Paraphrasing", *TEFLIN Journal*, 2 july, 2013. p. 142

such as using synonyms or combining a new selected word with the phrase or complete word in the paraphrasing process.

4. Read The Full Sentence of The Original Text

Before starting to paraphrase the original text should be clearly and completely read. It should be done because to make subject easy to understand and comprehend the content.

5. Using Dictionary

Using dictionary for the subject is very useful. Because dictionary seem as important media for the subject when they are doing paraphrase. The important one, not only to find the meaning of word which unfamiliar, but also used to check their understanding of the meaning.

6. Using Thesaurus

The primary alternative which used to find the synonyms of the word is using of thesaurus. Therefore, the frequency using of thesaurus depend on the subjects.

7. Referring to Syntax

Changing of syntactical in paraphrasing seems to be one of natural strategies. Moreover process understanding the original source completely has been done by the subject with changing the syntactical structure. Occasionally, they change and adjust the structure during the task continuously.

8. Making inference

Making inference after reading the full sentence or reading the chunk carefully is the way that the subject tried to make sure that had understood the idea.

9. Evaluate Full Paraphrase

The last step that should be done by the subject is evaluates the full sentence totally. It can be done for checking grammar and resemblance of meaning accurately.

Although, Luis explains that, there are four strategies to prevent plagiarism namely:³¹

1. Read the original text actively and critically. Make sure that you really understand all the content of the text before trying to paraphrase it.
2. Then, do the best to find the main and supporting points without referring back the original.
3. Use short sentences to find the original meaning of the text, then combine them into longer.
4. Before writing a paraphrase, check your paraphrase indeed different with the original. if it is still the same as the original, try to paraphrase by using your own word. Repeat this way for several times gradually so that, your paraphrase different than the original. Then, make sure that you are retaining of the original.

³¹Luis A. Nazario, Deborah D. Borchers, and William F. Lewis. *Bridges to Better Writing*. (USA: Wadsworth, Cengage Learning Academic Resource Center. 2010) p. 392

c. Process of Paraphrasing

It is widely recognized that there are seven processes that can be done in paraphrase as follows:

1. Read carefully the original passage for several times until understanding the whole content of source.
2. Make brief outline that consist of topic sentence and supporting sentence or some relevant notes.
3. To make sure, reread the original passage until getting the all important point.
4. Find the synonyms from any word which not know or unfamiliar.
5. Start the paraphrase by combining the points from the outline into sentence structure properly. Moreover, used syntactical structure that suitable to make pieces of writing and used own word but without changing the essential ideas.
6. Reread the result of paraphrase then correct the syntactical structure if it is important.
7. Check the paraphrase with the original passage. Does the paraphrase still keep the original?³²

Meanwhile, Maulidya Hans describes there are four steps used to write a paraphrase such as:

1. Read the original text carefully for several times until understanding the content fully.

³²Erika Devie, *Paraphrasing in Academic Writing*, Vol. 12 No. 1, April 2012. p. 16

2. Look for any word that not know or unfamiliar by finding synonyms for it.
3. Make a brief outline that consist of main idea, supporting points, primary and secondary supporting details.
4. Use different vocabulary or sentence structure to write paraphrase. But, do not omit any essential ideas and the original statements of the passage.³³

³³Diah Maulidya Hans. *The Effectiveness of Paraphrasing Strategy in Increasing University Students' Reading Comprehension and Writing Achievement*. Paedagogy Journal of English Language Teaching. 2014 . Vol 2 No 1. p. 10.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the writer discussed the description about the research method that would be implemented on this research namely, background description and role of the researcher, data source, data collecting technique, and the data analysis technique.

A. Background Description and Role of The Researcher

There are several methods that can be used in a research such as quantitative and qualitative. Quantitative describes a research problem through a description of trends or a need for an explanation of the relationship among variables.³⁵ Based on the purpose of this research, the design of this research is qualitative. Qualitative research is the most appropriate method to address a research problem in which you do not know the variables and need to explore.³⁶

The type of this research is case study. Case study is an in-depth exploration of a bounded system (e.g activity, event, process, or individuals).³⁷ It means that case study may focus on deep explanation about activity, event, process or individuals.

This research discussed about the students' paraphrasing ability in argumentative writing text. It is more suitable using qualitative. In this case,

³⁵John W. Cresswell, *Educational Research Fourth Edition*, (Lincoln: Pearson, 2012), p. 13.

³⁶*Ibid*, p. 16

³⁷*Ibid*, p. 465

the writer considered the importance of paraphrasing mastery for the students. Based on the statement above, the writer decided to apply qualitative research to analyse students' paraphrasing ability in argumentative writing text that.

For gathering information of this research, the writer determines purposive sampling technique. Furthermore, as Anderson assert that there are no rules for sample size in qualitative study. Sample size depends on what you want to know, the purpose of the study, what's at stake, what will be useful, what will have credibility, and what can be done with available time and resources.³⁸ Therefore, this research only involved twelve students as sample of this research.

B. Data Source

For gathering the information, it has to discover important and accurate data from qualified. There are two kinds of sources namely primary sources and secondary sources. In this research, the primary sources is the student's paraphrasing result. Whereas the secondary source of this research is everything that is related to this study that can support this research, such as books, articles, journals and some relevant documents.

C. Data Collecting Technique

Creswell poin out that in many qualilative-study inquirers collect multiple forms of data and spend a considerable time in the natural setting

³⁸Gary Anderson, *Fundamentals of Educational Research*, (USA: The Falmer Press, Taylor & Francis Inc. 2nd Edition. 1998), p. 130.

gathering information.³⁹ For gathering the data, the writer used some instrument. Therefore, the writer offered instrument gathering the data are as follows:

a. Observation

Observation in which the researcher took field notes on the behavior and activities of individuals at the research site.⁴⁰ In this case, the writer observed the participants directly in STAIN Jurai Siwo Metro as the research site. The writer involved twelve students as the participant of this research.

b. Documentation

Documentation is used to collect some information in which has been produced by someone. As such, in this study, the writer used the student's writing performance to support the information that is correlated to the student's paraphrasing. The writer gave argumentative text and they have to paraphrase it.

D. Data Analysis Technique

The process of data analysis can make sense out text and image data. The writer applied Miles and Huberman's Model to analyze her data.

³⁹John W. Creswell, *Research Design*, (USA: Sage Publication, Inc Second Edition. 2003), p. 185.

⁴⁰*Ibid*, p. 189.

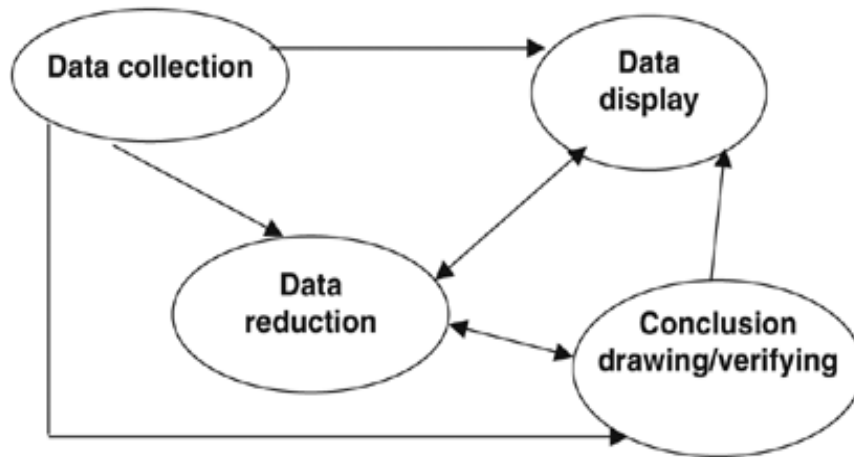


Figure I. *Analysis Components of Miles and Huberman Model*

Data analysis by Miles and Huberman's model conducts the following steps:

- 1) Data collection is the step when the writer gathered all data which are used to complete the research.
- 2) The writer reduced the data she had gotten by summarizing and choosing specific things.
- 3) To display the data, the writer usually used graphics, figures, or charts. The display should be able to describe the content entire the data.
- 4) Lastly, the writer verified her research by making conclusion of data findings.

CHAPTER IV

DATA PRESENTATION

A. Description of Research Setting

1. The Historical Background of STAIN Jurai Siwo Metro

State Islamic College (STAIN) of Jurai Siwo Metro is one of the universities in Metro, which is located in Jl. Ki Hajar Dewantara 15 A Iringmulyo, Metro City, Lampung, Indonesia. As an Islamic college, STAIN Jurai Siwo Metro has vision and missions. Its vision is to create a qualified and competitive Islamic institution. To accomplish the vision, it composes some missions, namely; developing three pillars of university (education, research and development, and service society), create an academic smart person, skillful, good moral, and developing and spreading technology in Islamic culture. Islamic culture is a special characteristic of Islamic universities as compared to the general universities.

Historically, STAIN was part of IAIN Raden Intan Bandar Lampung which domiciled in Tanjung Karang. Establishing IAIN Raden Intan Bandar Lampung is the result of elite and religion figures' efforts that joined in Yayasan Kesejahteraan Islam Lampung (YKIL). YKIL established in 1961 and lead by RD. Muhammad Sayyid. From the result of the conference was decided to establish two faculties namely Tarbiyah Faculty and Syari'ah Faculty that was located in Tanjung Karang.

On October 13rd, 1964 the Ministry of Religious Affairs changed status Tarbiyah Faculty from private became state based on Ministry of Religious Affairs Degree No. 86/1964. It was, then legalized as the branch of Tarbiyah and Syari'ah Faculty were also established in Metro in 1967. Since then, Tarbiyah Faculty of Metro was transformed into a long-distance class of Tarbiyah Faculty of IAIN Raden Fatah Palembang in Tanjung Karang.

Referring to the decision of President of Indonesia No. 27, 1963 which explained that to found Al Jami'ah, at least, it should have three faculties. For that reason, YKIL opened Ushuludin Faculty that is domicile in Tanjung Karang in 1965. As an effort to realize the founding of IAIN Al-Jami'ah in Lampung, the first step was to make state-owned all Faculties which were still in private status at that time. Finally, it realized the dream of Lampung society to found IAIN Al'jami'ah based on the Decree of Minister of Religious Affair of RI No. 187/68 which was named "Institute Agama Islam Negeri Raden Intan Tanjung Karang". In 1993 based on the change of the name of capital province of Lampung from Tanjung Karang to Bandar Lampung, IAIN Raden Intan Tanjung Karang was also changed to IAIN Raden Intan Bandar Lampung.

In 1967, the Tarbiyah and Syari'ah Faculty were established in Metro at Jl. Ki Hajar Dewantara 15 A, Iring Mulyo, East Metro, Metro City by the request of Metro Society. It was not far from the change of

name IAIN Raden Intan Tanjung Karang to IAIN Raden Intan Bandar Lampung that it went out a handbill of Director General of Bimas Islam No. E.III/OT.00/AZ/1804/1996 on August 2st, 1996 is about the Settlement of Institutional Faculties IAIN outside central institute to be Sekolah Tinggi Agama Islam Negeri (STAIN). That was the history of the establishment of STAIN Jurai Siwo Metro.

Source: *Buku Panduan Orientasi Pengenalan Akademik (OPAK) STAIN Jurai Siwo Metro Tahun Akademik 2015/2016.*

2. English Education Study Program (PBI)

English Education Study Program (PBI) is one of study programs of Tarbiyah Department in State Islamic College (STAIN) Jurai Siwo Metro. In 2002, the English Education Study Program (PBI) previously was known as Diploma 3 (D3). In response to stakeholders, Diploma 3 appropriately was needed for high level education. Thus, it was converted to S1 degree of English Education Study Program (PBI) based on Directorial Degree of College for Islamic Studies No: DJ.I/220.C/2007 on May 28, 2007.

A vision of integrating Islamic values and academic excellent is mutually developed by the English Education Study Program (PBI) of State Islamic College (STAIN) of Jurai Siwo Metro. In this regard, the students are expected to be professional educator in the modern era, as well s in the wide bargaining. To achieve this, such vision is implemented throughout several missions, as follow ; (1) the English

education study program strives for students' personality by exploring knowledge, understanding, and Islamic values to be implemented in religious and national context, (2) the English Department creates humanistic, democratic, and modern academic atmosphere, (3) the English education study program stimulates professional ethnic of basic science theoretically and practically, (4) The English education study program applies an integrated educational system to give an eligible contribution of its educational development.

In line with the vision, and mission above, it shows that English Education Study Program (PBI) is established to produce a teacher who has a good English competence. Therefore, the students are expected to master English as well as native speaker. Interestingly, the writer conducted the research of paraphrasing difficulties in student's academic writing to know what the paraphrasing difficulties are commonly found in academic writing. The writer hoped to be exerted in achieving the aim of the English Education Study Program (PBI).

B. General Description of Research Data

The data of the research is the information collected by doing qualitative research. In this research, the writer analyzed the students paraphrasing ability. Paraphrasing is taking someone's idea that replaced by using our own word, still maintaining an academic style without changes the meaning. It is important to avoid the risk of plagiarism. There are three levels

of paraphrasing ability such as *Nearing Proficiency* with the point 1-3, *Proficient* with the point 4-6, and *Advanced* with the point 7-9 each level consist of some aspects of paraphrasing assessment. They are *Accuracy of Information, Original thought* and *Sentence Structure*.

This research was conducted on November 16th, 2015 at the seventh semester students of English Education Study Program of STAIN. Concerning to the object of the research, the writer had collected 12 paraphrasing result that produced by 12 students. Students paraphrasing had analyzed to find out how their paraphrasing ability.

C. Description of Finding


The data are analyzed based on the framework proposed by Miles and Huberman's model. In this case, the data are analyzed by using some steps are data collection, data reduction, data display and conclusion.

For the first step, the writer collected the data, choose the main data, focused on the most important data, and decided the theme and the pattern. The writer collected the data from writing documentation task. Then, the writer only focused on the research in finding the student's paraphrasing ability appeared in students' writing result.

1. The Students' Paraphrasing Rubric

To detect the students' paraphrasing ability the writer had analyzed three aspects of paraphrasing assessment from result of students' paraphrasing. These aspects based on rubric of paraphrasing.

Table 1. Paraphrasing Rubric

 Paraphrasing				
Aspects of Paraphrasing Assessment	Levels of Paraphrasing Ability			
		Nearing Proficiency 1 point	Proficient 2 point	Advanced 3 point
	Accuracy of information	Some information was correct. There were places that it is evident the student did not fully understand what they had read.	Almost all of the key pieces of information are correct.	All information is correct and represents what the original contained.
	Original thought	Some of the sentences are in the student's words. Some are exactly as written in the original text.	Most of the sentences are in the student's words.	All of the sentences are in the student's words. Some original thought is shown by elaborating on topic.
	Sentence Structure	Only some sentences show correct grammar and structure.	Most sentences show correct grammar and structure.	All sentences are grammatically correct, show good sentence structure and correct spelling.

Source: <http://www.rcampus.com/rubricshowc.cfm?code=M4BB23&sp=true&>

2. The Students' Paraphrasing Result

After analyzing the data from the students' paraphrasing result, the writer found their paraphrasing ability. It can be seen from the students' result as follows:

a. Std. 1 (INDRT)

Table 2. Paraphrasing result of Std. 1

Original Text	Paraphrase
<p>Smoking in public places should be banned for three main reasons. Firstly, smoking destroys everyone in public places. Not only does smoking cigarette affect the smokers' health, but it also causes health problems to other people who do not smoke when they stay near the smokers. With over 4,000 chemical products in only one cigarette, the live of those whose health is affected by the smoke are taken away 5 minutes after smoking a cigarette.</p>	<p>Smoking in public places should be banned for three main reasons. Firstly, smoking destroys everyone in public places. Not only does smoking cigarette affect the smokers' health, but it also causes health problems to other <i>people do not smoke</i>. The live of those whose health is affected by the smoke are taken away 5 minutes after smoking a cigarette. (This paraphrase same as the original text)</p>
<p>Furthermore, more people, including smokers and those affected by smoke have died with the increasing percentage of death annually. Secondly, smoking is a main cause to environmental pollution. Because of a number of chemicals in each cigarette, the smoke from the number of cigarettes is very dangerous for the environment as a whole. As result, Air pollution, land pollution, and water pollution are the consequences</p>	<p><i>Smoking is a main cause to environmental pollution. Because of a number of chemicals in each cigarette. The smoke from the number of cigarettes in very dangerous for the environment as whole.</i> (This sentence is not coherence)</p>

of environmental pollution caused by smoking cigarettes. Last but not least, smoking costs doubling amount of money. Smokers spend a lot of money in every single minute they smoke, and they absorb a lot of chemical substances into their body.	
Therefore, those smokers have to spend a lot of money for health treatment when the disease caused by smoking reaches a serious situation. In short, based on people's life destruction, environmental pollution, and money waste, smoking is so harmful that we should ban from happening in everywhere especially in public places.	<u>The big caused by smoking reaches a serious situation. Money waste.</u> smoking is so dangerous that we should ban from happening in everywhere specially in public places. (missing too much information)

From the table above it can be described that, *Std. 1* write the paraphrase with the accuracy of information shows that some information was correct. There were places that it is evident the student did not fully understand what they had read. So for the accuracy of information aspect *Std. 1* got 1 point. Then, for the Original thought *Std. 1* got 1 point because some of the sentences are in the student's words and some are exactly as written in the original text. *Std. 1* also got 1 point for sentence structure aspect because only some sentences show correct grammar and structure.

b. Std. 2 (ISNLR)

Table 3. Paraphrasing result of Std. 2

Original Text	Paraphrase
Smoking in public places should be banned for three main reasons.	There are three <u>point</u> (Error sentence structure) why someone

<p>Firstly, smoking destroys everyone in public places. Not only does smoking cigarette affect the smokers' health, but it also causes health problems to other people who do not smoke when they stay near the smokers. With over 4,000 chemical products in only one cigarette, the live of those whose health is affected by the smoke are taken away 5 minutes after smoking a cigarette.</p>	<p><u>don't</u> take smoking in public place. For the first is smoking breaks every body in public places. Not only smoking, the influence of cigarette <u>can broked</u> (Error sentence structure)the smokers health, but also <u>it can be causes</u> (error sentence structure) health problem to other people who do not smoke. <u>It can be because</u> (Error sentence Structure) they stay close with the smokers. At list 4.000 chemicals pproducts in only ones cigarette.</p>
<p>Furthermore, more people, including smokers and those affected by smoke have died with the increasing percentage of death annually. Secondly, smoking is a main cause to environmental pollution. Because of a number of chemicals in each cigarette, the smoke from the number of cigarettes is very dangerous for the environment as a whole. As result, Air pollution, land pollution, and water pollution are the consequences of environmental pollution caused by smoking cigarettes. Last but not least, smoking costs doubling amount of money. Smokers spend a lot of money in every single minute they smoke, and they absorb a lot of chemical substances into their body.</p>	<p>Moreover, more people, <u>counted</u> (Error sentence Structure) smokers and that <u>affected has improving</u> (error sentence structure) percentage of <u>deat</u> each years. Second, the cause of environmental pollution is by <u>smoke it was</u> (Error sentence structure) because of many chemicals in cigarette which become dangerous affect for our enviroment. In conclusion, air pollution, land pollution, and water pollution are the impact of cigarettes. And the final, smoking cost reduplication amount of money. Smoking needs a lot of money and also makes their body will be broked.</p>
<p>Therefore, those smokers have to spend a lot of money for health treatment when the disease caused by smoking reaches a serious situation. In short, based on people's life destruction, environmental pollution, and money waste, smoking is so harmful that we should ban from</p>	<p><u>Because of it smokers should spend much money than because of smoking someone who got the disease should spend their a lot of money to got medicine. In concluding, smoking is bad action to do</u> (This sentences is not coherence and missing too much</p>

happening in everywhere especially in public places.	information
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It can be seen from the table above that the *Std. 2* write the paraphrase with the accuracy of information shows that some information was correct. There were places that it is evident the student did not fully understand what they had read. So for the accuracy of information aspect *Std. 2* got 1 point. Moreover, for the original thought aspect *Std. 2* got 2 point because most of the sentences are in the student's words. Then, *Std. 2* got 1 point for sentence structure aspect because only some sentences show correct grammar and structure.

c. **Std. 3 (NITHN)**

Table 4. Paraphrasing result of Std. 3

Original Text	Paraphrase
Smoking in public places should be banned for three main reasons. Firstly, smoking destroys everyone in public places. Not only does smoking cigarette affect the smokers' health, but it also causes health problems to other people who do not smoke when they stay near the smokers. With over 4,000 chemical products in only one cigarette, the live of those whose health is affected by the smoke are taken away 5 minutes after smoking a cigarette.	<u>There are three reasons when someone want got smoking in public places.</u> (The sentence is not coherence) Not only does smoking cigarette influence the smokers' health, but it also <u>agent</u> health problems to other people who do not smoke when they stay near the smokers. (missing too much information)
Furthermore, more people, including smokers and those affected by smoke	Moreover, more people including smokers and those affected by

<p>have died with the increasing percentage of death annually. Secondly, smoking is a main cause to environmental pollution. Because of a number of chemicals in each cigarette, the smoke from the number of cigarettes is very dangerous for the environment as a whole. As result, Air pollution, land pollution, and water pollution are the consequences of environmental pollution caused by smoking cigarettes. Last but not least, smoking costs doubling amount of money. Smokers spend a lot of money in every single minute they smoke, and they absorb a lot of chemical substances into their body.</p>	<p>smoke have died with the increasing percentage of death annually. (This sentence same as the original text) As affect, air pollution, land pollution, and water pollution are the consequences of environmental pollution caused by smoking cigarettes. Last but not least, smoking cost doubling quantity of money, smokers <u>expulsion</u> a lot of money in every single minute they smoke, and they adsorb a lot of chemical substances into their body. (This paraphrase same as the original text)</p>
<p>Therefore, those smokers have to spend a lot of money for health treatment when the disease caused by smoking reaches a serious situation. In short, based on people's life destruction, environmental pollution, and money waste, smoking is so harmful that we should ban from happening in everywhere especially in public places.</p>	<p><u>Become, those smokers have to expulsion a lot of money for health treatment whent the disease caused by smoking reaches a serious condition.</u> (This sentences is not coherence).</p>

In line with the table above, it can described that *Std. 3* write the paraphrase with the accuracy of information shows that some information was correct. There were places that it is evident the student did not fully understand what they had read. So for the accuracy of information aspect *Std. 3* got 1 point. Then, for the Original thought *Std.3* got 1 point because some of the sentences are in the student's words and some are exactly as written in the original text.

Std. 3 got 2 point for sentence structure aspect because most of sentences show correct grammar and structure.

d. Std. 4 (STNRH)

Table 5. Paraphrasing result of Std. 4

Original Text	Paraphrase
<p>Smoking in public places should be banned for three main reasons. Firstly, smoking destroys everyone in public places. Not only does smoking cigarette affect the smokers' health, but it also causes health problems to other people who do not smoke when they stay near the smokers. With over 4,000 chemical products in only one cigarette, the live of those whose health is affected by the smoke are taken away 5 minutes after smoking a cigarette.</p>	<p>There are three main reasons why smoking in public place should be banned. The first, smoking damages everyone in public places. The affect of smoking cigarette noy only to the smokers' health but also to other people who don't smoke when they stay near the smokers. Only one cigarette over 4000 chemicals is produced. <u>The smoke affect the live of those whose health that are taken away 5 minutes after smoking a cigarette</u></p>
<p>Furthermore, more people, including smokers and those affected by smoke have died with the increasing percentage of death annually. Secondly, smoking is a main cause to environmental pollution. Because of a number of chemicals in each cigarette, the smoke from the number of cigarettes is very dangerous for the environment as a whole. As result, Air pollution, land pollution, and water pollution are the consequences of environmental pollution caused by smoking cigarettes. Last but not least, smoking costs doubling amount of money. Smokers spend a lot of money in every single minute they</p>	<p>Besides that, more people have died by <u>smoke</u> including smokers and thosse affected with the increasing percentage annually. The second is smoking make pollution in environment. It caused by number of chemicals in each cigarette. For the environment as a whole. The smoke from the number of cigarettes is very dangerous. <u>The a</u> (error sentence structure)consequences of pollution caused by smoking cigarette are, air pollution, land pollution, and water pollution. <u>Last but not least, smoking.....</u> (missing too much information)</p>

smoke, and they absorb a lot of chemical substances into their body.	
Therefore, those smokers have to spend a lot of money for health treatment when the disease caused by smoking reaches a serious situation. In short, based on people's life destruction, environmental pollution, and money waste, smoking is so harmful that we should ban from happening in everywhere especially in public places.	Std. 4 Missing too much information. . .

From the table above it can be said that, *Std. 4* write the paraphrase with the accuracy of information shows that some information was correct. There were places that it is evident the student did not fully understand what they had read. So for the accuracy of information aspect *Std. 4* got 1 point. Then, for the original thought *Std. 4* got 1 point because some of the sentences are in the student's words and some are exactly as written in the original text. *Std. 4* also got 1 point for sentence structure aspect because only some sentences show correct grammar and structure.

e. **Std. 5 (KHLDTL)**

Table 6. Paraphrasing result of Std. 5

Original Text	Paraphrase
Smoking in public places should be banned for three main reasons. Firstly, smoking destroys everyone in public places. Not only does smoking cigarette affect the smokers' health, but it also causes health problems to other people who do not smoke when	Smoking in public places should be <i>forbidden</i> . (Error sentence structure) <i>Firstly, smoking brokes everyone in places</i> (this sentence is not coherence). Not only does smoking cigarette influence the smokers health, but it also causes

<p>they stay near the smokers. With over 4,000 chemical products in only one cigarette, the lives of those whose health is affected by the smoke are taken away 5 minutes after smoking a cigarette.</p>	<p>health problem to other people. With over 4000 chemicals health is influenced by the smoke are taken away 5 minutes after smoking a cigarette.</p>
<p>Furthermore, more people, including smokers and those affected by smoke have died with the increasing percentage of death annually. Secondly, smoking is a main cause to environmental pollution. Because of a number of chemicals in each cigarette, the smoke from the number of cigarettes is very dangerous for the environment as a whole. As result, Air pollution, land pollution, and water pollution are the consequences of environmental pollution caused by smoking cigarettes. Last but not least, smoking costs doubling amount of money. Smokers spend a lot of money in every single minute they smoke, and they absorb a lot of chemical substances into their body.</p>	<p>Next, more people including smokers and those influenced by smoke have died with the additional percentage of <i>diathe</i> annually. Secondly, a main cause to environmental pollution <i>was</i> (error sentence structure) by smoking because of number of a number of chemicals in each <i>cigarette</i> (error sentence structure) the smoke from the number of cigarettes <i>was</i> (Error sentence structure) very dangerous. For the environments, as result air pollution, land pollution, and water pollution <i>were</i> (Error sentence structure) the consequences of environmental pollution. Last but not least, smoking prices doubling amount of money in every single spent by smokers, and they absobed a lot of chemicals.</p>
<p>Therefore, those smokers have to spend a lot of money for health treatment when the disease caused by smoking reaches a serious situation. In short, based on people's life destruction, environmental pollution, and money waste, smoking is so harmful that we should ban from happening in everywhere especially in public places.</p>	<p>Therefoe, those smokers <i>have to be spens</i> a lot of money of health treatment. In short, based on peopples life <i>desmition</i> environmental pollution and money waste smoking <i>was</i> so harmful that we <i>should be banned</i> from happening in everywhere.</p>

Based on the table above it can be said that, *Std. 5* write the paraphrase with the accuracy of information shows almost all of the key

pieces of information are correct. So for the accuracy of information aspect *Std. 5* got 2 point. Then, for the original thought *Std. 5* got 1 point because some of the sentences are in the student's words and some are exactly as written in the original text. *Std. 5* also got 1 point for sentence structure aspect because only some sentences show correct grammar and structure.

f. **Std. 6 (RZKAP)**

Table 7. Paraphrasing result of Std. 6

Original Text	Paraphrase
<p>Smoking in public places should be banned for three main reasons. Firstly, smoking destroys everyone in public places. Not only does smoking cigarette affect the smokers' health, but it also causes health problems to other people who do not smoke when they stay near the smokers. With over 4,000 chemical products in only one cigarette, the live of those whose health is affected by the smoke are taken away 5 minutes after smoking a cigarette.</p>	<p><u>Smoking can be caused of health problems</u> (it is not coherence) not only to the smoker's health, but also it is a main cause to environmental pollution. Smoking in public place not only affect to smoker's health, but it also causes health problems to other people who don't smoke when they stay near the smokers. (missing too much information)</p>
<p>Furthermore, more people, including smokers and those affected by smoke have died with the increasing percentage of death annually. Secondly, smoking is a main cause to environmental pollution. Because of a number of chemicals in each cigarette, the smoke from the number of cigarettes is very dangerous for the environment as a whole. As result,</p>	<p><u>Because of a number chemicals in each cigarettes. Air pollution, land pollution, and water pollution are the consequences of environmental pollution caused by smoking cigarette.</u> (is not coherence)</p>

<p>Air pollution, land pollution, and water pollution are the consequences of environmental pollution caused by smoking cigarettes. Last but not least, smoking costs doubling amount of money. Smokers spend a lot of money in every single minute they smoke, and they absorb a lot of chemical substances into their body.</p>	
<p>Therefore, those smokers have to spend a lot of money for health treatment when the disease caused by smoking reaches a serious situation. In short, based on people's life destruction, environmental pollution, and money waste, smoking is so harmful that we should ban from happening in everywhere especially in public places.</p>	<p>On the other hand, smoking is also harmful because <u>it can be caused</u> the disease with over 4000 chemicals product in one cigarette. Then based on the experience of the smoker, smoking is <u>wasted</u> (Error in sentence structure) money.</p>

Based on the table above it can be stated that, *Std. 6* write the paraphrase with the accuracy of information shows that some information was correct. There were places that it is evident the student did not fully understand what they had read. So for the accuracy of information aspect *Std. 6* got 1 point. Then, for the original thought *std.6* got 1 point because some of the sentences are in the student's words and some are exactly as written in the original text. *Std. 6* got 2 point for sentence structure aspect because most of sentences show correct grammar and structure.

g. Std. 7 (FTRYN)

Table 8. Paraphrasing result of Std. 7

Original Text	Paraphrase
<p>Smoking in public places should be banned for three main reasons.</p> <p>Firstly, smoking destroys everyone in public places. Not only does smoking cigarette affect the smokers' health, but it also causes health problems to other people who do not smoke when they stay near the smokers. With over 4,000 chemical products in only one cigarette, the live of those whose health is affected by the smoke are taken away 5 minutes after smoking a cigarette.</p>	<p>Three main reasons why smoking should be banned. Firstly, smoking can brokes everyone in public places. Not only the smokers' health but also causes health prolems to other people who don't smoke when they stay near the smoker from smoking cigarette effect. <u>With over 4.000 chemicals products in only one cigarette, and the live of those are taken away 5 minutes after smoking a cigarette because affect from smoke.</u> (This paraphrase same as original text)</p>
<p>Furthermore, more people, including smokers and those affected by smoke have died with the increasing percentage of death annually.</p> <p>Secondly, smoking is a main cause to environmental pollution. Because of a number of chemicals in each cigarette, the smoke from the number of cigarettes is very dangerous for the environment as a whole. As result, Air pollution, land pollution, and water pollution are the consequences of environmental pollution caused by smoking cigarettes. Last but not least, smoking costs doubling amount of money. Smokers spend a lot of money in every single minute they smoke, and they absorb a lot of chemical substances into their body.</p>	<p><u>Furthermore, more people smoke have died with the increasing percentage of death anually because smoking and those affecs.</u></p> <p>Seconly, a main cause to environmental pollution <u>was</u> (Error in sentence structure) by smoking. Because a number of chemicals in each cigarette, the smoke from the number of cigarette <u>was</u> (Error in sentence structure) very dangerous for the enfironment. As result, air pollution, land pollution, and water pollution <u>were</u> (Error in sentence structure) the consequences of environmental pollution. Last but not least, smoking prices a lot of amount of money.</p>
<p>Therefore, those smokers have to spend a lot of money for health</p>	<p>Miss some information.</p>

<p>treatment when the disease caused by smoking reaches a serious situation. In short, based on people's life destruction, environmental pollution, and money waste, smoking is so harmful that we should ban from happening in everywhere especially in public places.</p>	
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From the table above it can be said that, *Std. 7* write the paraphrase with the accuracy of information shows that some information was correct. There were places that it is evident the student did not fully understand what they had read. So for the accuracy of information aspect *Std. 7* got 1 point. Then, for the original thought *Std. 7* got 1 point because some of the sentences are in the student's words and some are exactly as written in the original text. *Std. 7* also got 1 point for sentence structure aspect because only some sentences show correct grammar and structure.

h. Std. 8 (RHMfZ)

Table 9. Paraphrasing result of Std. 8

Original Text	Paraphrase
<p>Smoking in public places should be banned for three main reasons. Firstly, smoking destroys everyone in public places. Not only does smoking cigarette affect the smokers' health, but it also causes health problems to other people who do not smoke when they stay near the smokers. With over 4,000 chemical products in only one cigarette, the live of those whose</p>	<p>Smoking in public area <u>have to prohibit</u> (Change passive) for three main reasons. The first, smoking can damage everyone in public area. Smoking cigarette noy only influence for their health, but it <u>is damage</u> (Error sentence structure) for the other people that near the smokers. More 4.000 chemical products in one cigarette,</p>

health is affected by the smoke are taken away 5 minutes after smoking a cigarette.	the live of those whose health are taken away 5 minutes after smoking.
Furthermore, more people, including smokers and those affected by smoke have died with the increasing percentage of death annually. Secondly, smoking is a main cause to environmental pollution. Because of a number of chemicals in each cigarette, the smoke from the number of cigarettes is very dangerous for the environment as a whole. As result, Air pollution, land pollution, and water pollution are the consequences of environmental pollution caused by smoking cigarettes. Last but not least, smoking costs doubling amount of money. Smokers spend a lot of money in every single minute they smoke, and they absorb a lot of chemical substances into their body.	Smokers and <i>those damage</i> (Error sentence structure) by smoke have died with the increasing percentage of death. The second, smoking is the principal reason to environmental pollution. Each of chemicals in cigarette is very dangerous for the area. For result, air pollution, land pollution, and water pollution are consequences of environmental pollution because of smoking cigarettes. The last one, smokers will spend a lot of money in every single minute they smoke, and they reserve alot of chemical substances into their body.
Therefore, those smokers have to spend a lot of money for health treatment when the disease caused by smoking reaches a serious situation. In short, based on people's life destruction, environmental pollution, and money waste, smoking is so harmful that we should ban from happening in everywhere especially in public places.	Therefore, the smokers have to spend a lot of money for health tratment. Based on people's life destruction smoking dangerousfor health, environmental pollution, and money wate.

In line with the table above, it can be stated that, *Std. 8* write the paraphrase with the accuracy of information shows almost all of the key pieces of information are correct. So for the accuracy of information aspect *Std. 8* got 2 point. Then, for the original thought *std.8* got 1 point

because some of the sentences are in the student's words and some are exactly as written in the original text. *Std. 8* got 2 point for sentence structure aspect because most of sentences show correct grammar and structure.

i. **Std. 9 (HLLYA)**

Table 10. Paraphrasing result of Std. 9

Original Text	Paraphrase
<p>Smoking in public places should be banned for three main reasons. Firstly, smoking destroys everyone in public places. Not only does smoking cigarette affect the smokers' health, but it also causes health problems to other people who do not smoke when they stay near the smokers. With over 4,000 chemical products in only one cigarette, the live of those whose health is affected by the smoke are taken away 5 minutes after smoking a cigarette.</p>	<p>Smoking in public places should be <i>forbidden</i> (Error sentence structure) for three main reasons. For the first, smoking damage everyone in general places. It is not just because smoking cigarette affect the smoker health, it also causes health problem to other people in that area. With over 4.000 chemical products in only one cigarette, the live of those whose health is affected by the smoke are taken away 5 minutes after smoking a cigarette.</p>
<p>Furthermore, more people, including smokers and those affected by smoke have died with the increasing percentage of death annually. Secondly, smoking is a main cause to environmental pollution. Because of a number of chemicals in each cigarette, the smoke from the number of cigarettes is very dangerous for the environment as a whole. As result, Air pollution, land pollution, and water pollution are the consequences</p>	<p>Furthermore, more people including the smokers and those who does not smoke have died and the increasing percentage of death every years. The second is, smoking the <i>first cause</i> of environmental pollution. Because of number of chemicals in every cigarette. The smoke from cigarettes is very dangerous for all a part in this world such as air pollution, land pollution, and water pollution. The last is the cost of cigarette doubling amount of</p>

of environmental pollution caused by smoking cigarettes. Last but not least, smoking costs doubling amount of money. Smokers spend a lot of money in every single minute they smoke, and they absorb a lot of chemical substances into their body.	money. For that one, smokers should spend much money to buy it.
Therefore, those smokers have to spend a lot of money for health treatment when the disease caused by smoking reaches a serious situation. In short, based on people's life destruction, environmental pollution, and money waste, smoking is so harmful that we should ban from happening in everywhere especially in public places.	So, for change the smoker have to spend a lot of money for health treatment when the disease caused by smoking <i>reacher</i> a serious condition. In short, smoking <i>has</i> bad influnce for th environment it <i>is so needs more mobey for buy it.</i>

Based on the table above it can be stated that, *Std. 9* write the paraphrase with the accuracy of information shows almost all of the key pieces of information are correct. So for the accuracy of information aspect *Std. 9* got 2 point. Then, for the original thought *std. 9* got 1 point because some of the sentences are in the student's words and some are exactly as written in the original text. *Std. 9* got 2 point for sentence structure aspect because most of sentences show correct grammar and structure.

j. Std. 10 (KHRWU)

Table 11. Paraphrasing result of Std. 10

Original Text	Paraphrase
Smoking in public places should be banned for three main reasons. Firstly, smoking destroys everyone in	There are three main reasons smoking in public places should be banned. Firstly, smoking disturbs

<p>public places. Not only does smoking cigarette affect the smokers' health, but it also causes health problems to other people who do not smoke when they stay near the smokers. With over 4,000 chemical products in only one cigarette, the live of those whose health is affected by the smoke are taken away 5 minutes after smoking a cigarette.</p>	<p>the other people in public places. Not only affect the smokers' health but also the other people who stay near the smoker. One cigarette consist of 4.000 chemical products, the live of those whose health is affected by the smoke are taken away 5 minutes after smoking a cigarette. (This paraphrase same as the original text)</p>
<p>Furthermore, more people, including smokers and those affected by smoke have died with the increasing percentage of death annually. Secondly, smoking is a main cause to environmental pollution. Because of a number of chemicals in each cigarette, the smoke from the number of cigarettes is very dangerous for the environment as a whole. As result, Air pollution, land pollution, and water pollution are the consequences of environmental pollution caused by smoking cigarettes. Last but not least, smoking costs doubling amount of money. Smokers spend a lot of money in every single minute they smoke, and they absorb a lot of chemical substances into their body.</p>	<p>Secondly, smoking is a big problem for environmental pollution. The chemicals composition has many effect such as air pollution, land pollution, and water pollution.... (missing to much information)</p>
<p>Therefore, those smokers have to spend a lot of money for health treatment when the disease caused by smoking reaches a serious situation. In short, based on people's life destruction, environmental pollution, and money waste, smoking is so harmful that we should ban from happening in everywhere especially in public places.</p>	<p>The third, smoking needs a lot of money. For those many reason smoking is very dangerous and should be banned in all of the places especially public places.</p>

It can be seen from the table above that the *Std. 10* write the paraphrase with the accuracy of information shows that some information was correct. There were places that it is evident the student did not fully understand what they had read. So for the accuracy of information aspect *Std. 10* got 1 point. Moreover, for the original thought aspect *Std. 10* got 1 point some of the sentences are in the student's words and some are exactly as written in the original text. Then, *Std. 10* got 2 point for sentence structure aspect because most sentences show correct grammar and structure.

k. Std. 11 (INWTI)

Table 12. Paraphrasing result of Std. 11

Original Text	Paraphrase
<p>Smoking in public places should be banned for three main reasons. Firstly, smoking destroys everyone in public places. Not only does smoking cigarette affect the smokers' health, but it also causes health problems to other people who do not smoke when they stay near the smokers. With over 4,000 chemical products in only one cigarette, the live of those whose health is affected by the smoke are taken away 5 minutes after smoking a cigarette.</p>	<p>Smoking in public places must be <u>forbidden</u> (<i>error in sentence structure</i>) for three main reasons. Everybody will be destroyed by cigarettes. Not only does smoking cigarette affect the user 's health (is not coherence) but also effect health problem to other people who do not smoke when they stay near the smoker. (Missing to much information)</p>
<p>Furthermore, more people, including smokers and those affected by smoke have died with the increasing percentage of death annually. Secondly, smoking is a main cause to</p>	<p>In addition, smokers and somebody <u>affected</u> by smoke have died with th eincreasing percentage of death annually. The next, environmental pollution is</p>

<p>environmental pollution. Because of a number of chemicals in each cigarette, the smoke from the number of cigarettes is very dangerous for the environment as a whole. As result, Air pollution, land pollution, and water pollution are the consequences of environmental pollution caused by smoking cigarettes. Last but not least, smoking costs doubling amount of money. Smokers spend a lot of money in every single minute they smoke, and they absorb a lot of chemical substances into their body.</p>	<p>the main cause of smoking. It is caused of the dangerous of chemicals product in each cigarette. Moreover, air pollution, land pollution, and water pollution are the consequences of smoking. Smoking can spend <i>more</i> (error in sentenc estructure) money.</p>
<p>Therefore, those smokers have to spend a lot of money for health treatment when the disease caused by smoking reaches a serious situation. In short, based on people's life destruction, environmental pollution, and money waste, smoking is so harmful that we should ban from happening in everywhere especially in public places.</p>	<p>Thus spending much money for health treatment its must be done for people who get a diseasein short, based on people's life destruction smoking is harmful. There are many impact of smoking cigarettes such as environmental pollution, and wasting money.</p>

From the table above it can be siad that the *Std. 10* write the paraphrase with the accuracy of information shows that some information was correct. There were places that it is evident the student did not fully understand what they had read. So for the accuracy of information aspect *Std. 11* got 1 point. Moreover, for the original thought aspect *Std. 11* got 1 point some of the sentences are in the student's words and some are exactly as written in the original text. Then, *Std. 11* got 2 point for sentence structure aspect because most sentences show correct grammar and structure.

I. Std. 12 (FFTRN)

Table 13. Paraphrasing result of Std. 12

Original Text	Paraphrase
<p>Smoking in public places should be banned for three main reasons. Firstly, smoking destroys everyone in public places. Not only does smoking cigarette affect the smokers' health, but it also causes health problems to other people who do not smoke when they stay near the smokers. With over 4,000 chemical products in only one cigarette, the live of those whose health is affected by the smoke are taken away 5 minutes after smoking a cigarette.</p>	<p>Smoking in public places should be banned for three main reasons. Firstly, smoking destroys everyone in public places. Not only does smoking cigarette affect the smokers' health. <u>But it can be affected to around smokers. It can be say with pasif smoker</u> (is not coherence) when the cigarette are taken away 5 minutes after smoking a cigarette. (missing too much information)</p>
<p>Furthermore, more people, including smokers and those affected by smoke have died with the increasing percentage of death annually. Secondly, smoking is a main cause to environmental pollution. Because of a number of chemicals in each cigarette, the smoke from the number of cigarettes is very dangerous for the environment as a whole. As result, Air pollution, land pollution, and water pollution are the consequences of environmental pollution caused by smoking cigarettes. Last but not least, smoking costs doubling amount of money. Smokers spend a lot of money in every single minute they smoke, and they absorb a lot of chemical substances into their body.</p>	<p>Secondly, smoking is a main cause to environmental pollution. Because of a number chemicals product in each cigarettes. The number of chemical products is very dangerous for environment. <u>Air pollution, land pollution, and water pollution.</u>(is not coherence).</p>
<p>Therefore, those smokers have to spend a lot of money for health</p>	<p>Finally, the smokers have to spend a lot of money for health</p>

treatment when the disease caused by smoking reaches a serious situation. In short, based on people's life destruction, environmental pollution, and money waste, smoking is so harmful that we should ban from happening in everywhere especially in public places.	treatment when the disease caused by smoking reaches in serious condition. <u>So harmful that we should ban from happening in everywhere especially in public area.</u> (is not coherence and missing too much information)
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In line with the above, it can be described that, *Std. 12* write the paraphrase with the accuracy of information shows that some information was correct. There were places that it is evident the student did not fully understand what they had read. So for the accuracy of information aspect *Std. 12* got 1 point. Then, for the Original thought *Std. 12* got 1 point because some of the sentences are in the student's words and some are exactly as written in the original text. *Std. 12* also got 1 point for sentence structure aspect because only some sentences show correct grammar and structure.

3. The students' Individual Score

Based on the analysis of students' paraphrasing result above it can be gained the students' individual score from the sum of score each paraphrasing aspects. The following table shows the students' individual score.

Table 14. Students' Individual Score

NO	Students	Accuracy of Information	Original thought	Sentence Structure	Total Score
1	Std. 1	1	1	1	3
2	Std.2	1	2	1	4
3	Std. 3	1	1	2	4

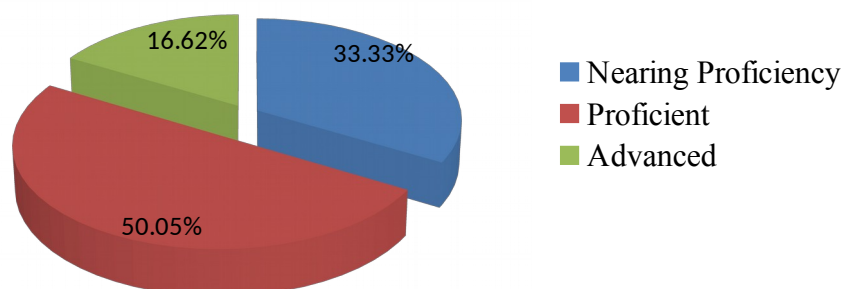
4	Std. 4	1	1	1	3
5	Std. 5	2	1	1	4
6	Std. 6	1	1	2	4
7	Std. 7	1	1	1	3
8	Std. 8	2	1	2	5
9	Std. 9	2	1	2	5
10	Std.10	1	1	2	4
11	Std. 11	1	1	2	4
12	Std. 12	1	1	1	3

D. Interpretations

From the table of students' individual score, it can be said that the seventh semester students of STAIN Jurai Siwo Metro their paraphrasing ability in three levels. It had analysis by the writer from three aspects of paraphrasing assessment. There are accuracy of *information*, *original thought*, and *sentence structure*. From the total score of paraphrasing assessment, students who got 3 score there are 4 students, and students who got 4 score there are 6 students, meanwhile students who got 5 score there are 2 students. They can be shown as the following diagram below:

Figure II.
The Students Paraphrasing Ability Found in the Students' Writing Result
in the Seventh Semester Students of English Education Study Program
at STAIN Jurai Siwo Metro

STUDENTS' PARAPHRASING ABILITY



Based on the diagram above, it can be illustrated that there are three levels of paraphrasing ability, it can be classified as follows: 50% are in proficient levels, and 33, 3% are in nearing proficiency levels, meanwhile 16, 6% are in advanced levels.

From the percentages above, shows that the biggest one is 50%. So, their paraphrasing ability in proficient levels. It caused of most of the students understood about paraphrasing. Students wrote their paraphrasing accuracy of information almost all of the key pieces of information are correct and original thought shows that most of sentences are in the student's words then sentence structure shows that most sentences are correct.

In addition, most of the students wrote their paraphrase accuracy of information indicates that some information was correct. There were places that it is evident the student did not fully understand what they had read. Then, original thought shows that Some of the sentences are in the student's words. Some are exactly as written in the original text. While, sentence structure shows that only some sentences which correct grammar and

structure. From the explanation of assessment above, 33, 3% are in nearing proficiency levels.

Subsequently, 16, 6% are in advanced levels. It caused of the students wrote their paraphrasing accuracy of information shows that all information is correct and represents what the original contained. Afterwards, original thought shows that all of the sentences are in the student's words. Some original thought is shown by elaborating on topic. Whereas, sentence tructure shows that all sentences are grammatically correct, shows good sentence structure and correct spelling.

E. Limitation

In this research, the writer conducted the research only at the tweleve students in the seventh semester of English Study Program (PBI) of State Islamic College of Jurai Siwo Metro. This research focused on students paraphrasing ability which there were students paraphrasing result. It should be understood that this research is limited only for administrate the students ability in paraphrasing argumentative text and the writer is not responsible about another analysis for other time.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

In line with the discussion in the chapter IV, it can be concluded that student's paraphrasing ability are in three levels. The first level is nearing proficiency 33, 3 % , second level is proficient 50 % and the last is advanced level 16, 6 %. As a result, proficient level has the highest percentages on the students paraphrasing ability. It can be said that their paraphrasing ability in proficient level. It caused that most of the students understood about paraphrasing. Students wrote their paraphrasing accuracy of information almost all of the key pieces of information are correct and original thought shows that most of sentences are in the student's words then sentence structure shows that most sentences show correct grammar and structure.

B. SUGGESTIONS

Through this research, the writer would like to constructively give suggestions for:

1. For the Student
 - a. The students should learn more about grammar to increase their paraphrasing ability.
 - b. The students should enrich their vocabulary to develop their paraphrasing ability.

- c. The students must develop their concept through reading a book, and article to know a correct writing and acceptable paraphrasing thus the students do not do a plagiarism.
 - d. The students should be familiar with paraphrasing through practicing continually and constantly.
2. For the Lecturer
- a. The lecturer was expected to be able found an easy strategy of paraphrasing in teaching paraphrasing.
 - b. The lecturer should often give an assignment and an exercise about paraphrasing.

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