

AN ANALYSIS OF STUDENTS TECHNIQUES IN PARAPHRASING AT UNIVERSITY PGRI PALEMBANG

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ABSTRACT

This study aimed to analyze students' techniques in paraphrasing at PGRI Palembang university in the academic years of 2021/2022. There were two types of data collected in this study, namely qualitative and quantitative data. The qualitative data were used to describe the progress of the actions. The analytical method used in this study is a qualitative descriptive analysis method. The writer conducted this research in qualitative approach with deciding 16 students as the respondents by purposive sample. the data was collected by a questionnaire given to the students. after analyzing the data, the writer found that the paraphrasing technique that students used was to change the synonym technique and changing the word order and the technique is based on Beiley. The writer also found that 50% students like the material paraphrasing and those who don't like the material because one of them doesn't understand how to paraphrase text. The results of this study indicated that students already know how to write paraphrasing and the kind of paraphrasing techniques that students conducted and that is change the synonym technique and changing the word order.

Keywords: paraphrasing, analysis, paraphrasing techniques, writing skill.

ABSTRAK

Penelitian ini bertujuan untuk menganalisis teknik parafrase mahasiswa di Universitas PGRI Palembang tahun ajaran 2021/2022. Ada dua jenis data yang dikumpulkan dalam penelitian ini, yaitu data kualitatif dan kuantitatif. Data kualitatif digunakan untuk menggambarkan kemajuan tindakan. Metode analisis yang digunakan dalam penelitian ini adalah metode analisis deskriptif kualitatif. Penulis melakukan penelitian ini dengan pendekatan kualitatif dengan menetapkan 16 siswa sebagai responden dengan sampel purposive. Pengumpulan data dilakukan dengan angket yang diberikan kepada siswa. setelah menganalisis data, penulis menemukan bahwa teknik parafrase yang digunakan siswa adalah teknik mengubah sinonim dan mengubah susunan kata serta tekniknya berdasarkan Beiley. Penulis menemukan bahwa 50% siswa menyukai materi parafrase dan ada pula yang tidak menyukai materi tersebut karena salah satu dari mereka tidak memahami cara parafrase teks. Hasil penelitian ini menunjukkan bahwa siswa sudah mengetahui cara menulis parafrase dan jenis teknik parafrase yang dilakukan siswa yaitu mengubah teknik sinonim dan mengubah urutan kata.

Kata kunci: parafrase, analisis, teknik parafrase, keterampilan menulis.

INTRODUCTION

According to Wiradi (2006) analysis is an activity such as understanding, distancing, sofering something to classified and regrouped according to certain criteria then finding. According to Harahap in (2019) the definition of analysis is solve or decompose a unit into the smallest unit. According to Sugiono (2015), analysis is an activity to look for the pattern, or ways of thinking related to systematic testing of something to determine parts, the relationship between parts, and their relationship to the whole. According to Nasution in Sugiono (2015) doing analysis is a difficult job, incorporate hard work there is no particular way that can be followed to conduct analysis. From the explanation above, the writer could conclude that analysis is an activity thinking activity to parse, differentiate, or solve a problem from the unit to unit smallest.

Writing is one of the important skills which have to be mastered by the students because writing can help them to think critically and deeply to build good writing. Barnawi and Arifin (2016) state that “writing is a form of written communication that carried out through the stage of compiling sound symbols that contain ideas, speech, arrangements so that the series of sound symbols have meaning to achieve certain goals”. The notion of writing is also reinforced by the opinion of Wahyuni and Ibrahim (2012) state that “writing is an activity of expressing ideas, thoughts, or feeling into language”.

According to Susanto (2016) that “By writing someone can transfer knowledge and learning outcomes through written language so that it is useful for the readers. According to Hermansyah (2018), writing is an activity that conveys its aims and objectives through written language in order to be useful to readers. In the explanation above, the writer concludes that writing is an activity to convey ideas using written language, and also writing is a difficult skill to learn, takes time, and deep thinking so that it can be easily understood by the readers.

For students to be able to write well, they need to learn good and systematic paraphrasing techniques. The problem that occurred was that some students did not know the paraphrasing technique. Some students experience difficulty when directed to compose systematic and good paraphrases. Thus, this research was conducted to show the results of efficient paraphrasing techniques to students so that they can master correct paraphrasing techniques.

RESEARCH METHODS

In this research, the writer used qualitative research. According to Sarosa (2012) Qualitative research is often misunderstood as research that does not need to deal with numerical data and by itself does not require statistical tools to process data. Of course, this opinion is not correct. Qualitative research is very likely to get numerical data that requires statistical analysis. According to Creswell (2013) difines qualitative research is “research that studies human problems both individually and in groups and the way they interpret them using assumptions and interpretive theoretical frameworks”. This mean that qualitative researcher study things in their natural setting, attempting to make sense of, or to interpret, phenomena in term of the meanings people bring to them.

According to Arikunto (2017) qualitative research is research that does occur scientifically, as it is, in normal situations that not manipulated by circumstances and conditions, emphasize descriptions naturally. From the statement above the writer can conclude that qualitative research is not to focuses on number or values, is elaborative in nature, researcher was allowed to seek deeper information on the objective research without relying on numerical measurements.

Data can generated from any data resource. This study analyze the paraphrase produced who have learn about paraphrasing. The participants are decide by purposive sampling. L.Gay,Geoffrey and Peter (2012) stated that purposive sampling technique is the technique which is mostly used in a qualitative research. With the purposive sampling, the writer select 18 students. In collecting qualitative data could use several ways. Writer could collected data in the form or documents from a collection of archives or stored documentation. There are three types of data collection used, especially to collect data from participants, namely, interviews, focus group discussion, and observation.

In general, interviews are activities carried out by two or more people and conduct questions and answer to exchange information or ideas needed in study. According to Gunawan (2013) the interview is a conversation directed at a problem certain and is an oral question and answer process where two or more people face each other physique. In this study, the writer had collected data by using the interview to the students what the paraphrasing techniques used by students. The writer had interviewed the students some questions to know the students obstacles in composing a paraphrase. The second technique is documentation.

RESULTS AND DISCUSSION

The writer conducted study on the techniques students in paraphrasing. the writer conducted this research by giving questionnaire to 16 students, because they had criteria for this study. the result of this study have answered the research formulation of the problem:

1. How do students paraphrase the English texts?

The result of the questionnaire were distributed to the students. the conclusion in the formulation of the problem number 1, the writer can conclude that students know how to paraphrase based on the questionnaire that the writer gave to students, many students answered yes in questions such as: Do you know how to paraphrase there were 12 students who answered yes with a percentage of 75%, Do you often use paraphrase in writing english there are 10 students answered yes with a percentage of 67%, Reading literature is the main steps in paraphrasing there are 12 students answered yes with a percentage of 75%, and Iread the other peoples writing whichi will paraphrase until i get the meaning there are 13 students answered yes with a percentage of 81%.

2. What kind of paraphrasing technique that the students conduct?

The conclusion in the formulation of the problem number 2. the writer can conclude that the students know the kind of paraphrasing technique based on the questionnaire that the writer gave such as, do you know any paraphrase techniques, there are 12 students who answered

yes with a percentage of 75%. whether the technique of changing vocabulary using synonym can be used on paraphrase there are 12 students answered yes with a percentage of 75%. do you make note key words in the texts to paraphrase there are 13 students answered yes with a percentage of 81%, is placing quotation marks in borrowed sentences important there are 13 students answered yes with a percentage of 81%, changing direct to indirect in paraphrasing technique is needed there are 15 students answered yes with a percentage of 94%, in paraphrasing we don't need to change the word order there are 5 students answered yes with a percentage of 31% that means 11 students understand the technique in paraphrasing with a percentage of 69% , and I have difficulty changing vocabulary to change sentences to paraphrase there are 8 students answered yes with a percentage of 50%.

In writing activities, of course, it involves several stages, according to Saddhono and Slamet (2014), there are 3 stages, namely the pre-writing stage, the writing stage (content development of the essay), and the last stage is the post-writing stage (review and revision of writing refinement). And a good writer must know the composition of good writing itself. especially in a good structure, grammar, and a good choice of words. According to Langlois (2010), the aspect of good writing are:

Table 1

Micro Rules of grammar Art of applying rules	Macro Structure Form
rules of grammar include punctuation, syntax, and usage art of applying rules part	Structure – an overall organization Form – ways sections and paragraphs fit together

Writing Process

According to the oxford dictionary, writing is an “activity of writing”. In other words, writing can be expressed as a means of communication, information to the other through written symbols. According to Dalman (2016) that writing is a creative process of expressing ideas in form of written language in purpose for example telling, convincing, or entertain. From the statement above, it can be interpreted that writing activities require strong motivation and lots of practice to correct mistakes and do not forget to evaluate existing mistakes.

According to Wilmer Writing Center Online Writing Lab (2017) there are five steps in the writing process. the general steps are:

1. Investigation/Discovery
2. These steps in the writing process an activities engagement with your source. simply reading a primary source for content is no longer sufficient.
3. Pre-writing
These steps in which tools such as free writing, brainstorming, outlining or clustering are used.
4. Drafting

Drafting is the beginning of “writing” your paper. In drafting, the writer should use materials created in discovery and investigation to frame and build body paragraphs.

5. Revising

There are 2 different scopes of revision

- a. Global: Global revision involves looking for issues like cohesion and the overall progression of your paper
- b. Local: Local issues involve looking for clarity in a sentence, and ensuring coherence with your ideas.

6. Editing

The final stage in the writing process is editing. In this last read of your paper, you should look for any grammar, spelling, or punctuation errors that have slipped through the crack during the revising stage.

From these six steps, the students will be helped to make the batter in writing. Besides that, writing can also learn how to form, how to spell, and have good grammar.

Paraphrase

To paraphrase and summarize successfully to avoid plagiarism. The words paraphrase and summarize are sometimes confused and even considered the same, but the two words have different meanings and techniques. Western Sydney University states that “paraphrase is rewriting a piece of text in your own words, while retaining the meaning. It is usually similar in length to the original text”. According to Ismail, et al., (2020) paraphrasing is a way of presenting someone’s idea’s by restating the ideas completely necessary with different style of original text. According to Wikipedia paraphrase is a linguistic term which has the meaning of restating a concept in another way but still in the same language without changing the meaning. According to Kamus Besar Bahasa Indonesia (KBBI) paraphrase is all the re-expression of a speech from one level or type of language to another without changing its meaning.

According to Hirvela (2013) paraphrasing is one of the principal means by which writers capture the original words and ideas of other authors. On the other hand, Bailey (2011) states that “paraphrase means changing the wording of a text so that it is significantly different from the original source, without changing the meaning”. Paraphrasing will avoid the risk of plagiarism. However, the means of summarize is description of the main ideas of a text, and so it is shorter than the original text.

CONCLUSION

The conclusion of answer the formulation of the study. The conclusion was explained, the first students know how to paraphrase English texts by distinguishing paraphrases from summarizing, have written using paraphrases in writing English texts, reading literature is the main step in paraphrasing, and also read other people's writing until got the meaning from text. The questionnaire above, more students answer YES than NO.

Techniques used by students in paraphrasing is changing vocabulary using synonym can be used on paraphrase, make note key words in the texts to paraphrase, placing quotation marks in borrowed sentences, changing direct to indirect, needed to change word order and changing vocabulary.

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