

## **CHAPTER IV**

### **RESULT OF THE STUDY**

This study presents the result of the study which consists of findings and discussion.

#### **4.1. Findings**

Based on the data which already analyzed, the writer finds out related to the strategies students used to form paraphrase on their *skripsi*. The writer selects sixteen paraphrase of the literature review from each *skripsi* to be shown in this chapter. The results will be explained below.

##### **4.1.1. The Selected Paraphrase and the Original Text**

The selected paraphrase from the literature review part of students' *skripsi* and the original text of each paraphrase are shown on the appendices. The analyzing of the paraphrase is also will be shown in the appendices.

##### **4.1.2. Findings of the Paraphrase Strategies**

The sixteen paraphrases found from the literature review part are gathered from four *skripsi* of graduate year 2016 & 2017. After analyzing the paraphrases, the writer found that students mostly use more than one strategy in order to form a paraphrase. The results from the table analysis are below.

NO.	STRATEGIES	Amounts of paraphrase	Percentage
1.	Changing into synonym	16	100%
2.	Changing the part of speech	3	19%
3.	Changing the word order from active to passive (vice versa) or change the sentence pattern	9	56%
	Keep the key term from original	7	44%

Table 4.1.1. Table percentage of the strategy used to form paraphrase

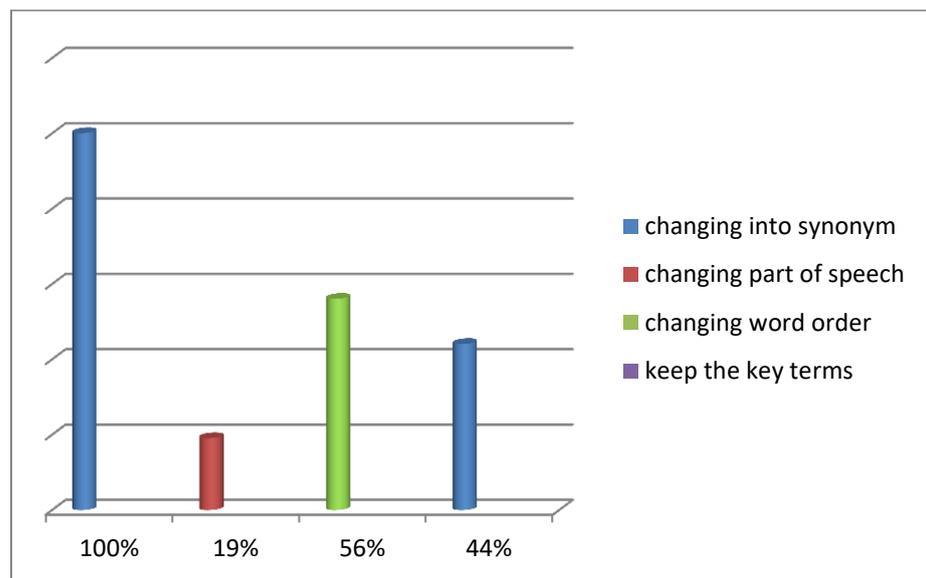


Chart 1. Percentage of the strategy used to form paraphrase

As the percentage above, the percentage of changing into synonym is 100% which makes it become the most used strategy among all which all the paraphrases contain it. The order of the used strategy after changing into synonym is started from changing word order (56%), keep using the key term (44%), changing into part of speech (19%).

#### 4.1.3. Findings of the characteristic of good paraphrase

This paraphrase is analyzed based on the characteristics of good paraphrase. According to Kirszner (2008), there are three characteristic of good paraphrase which are placing appropriate synonym, does not put too many words from the original text, and putting the ideas appropriately from the original.

	Characteristics of good paraphrase		
	Placing appropriate synonym	Does not put too many words from original text	Putting the ideas from the original source appropriately
<b>Amounts of paraphrase</b>	13	8	8
<b>Percentage</b>	81%	50%	50%

Table 4.1.2. Table percentage of the characteristic of good paraphrase

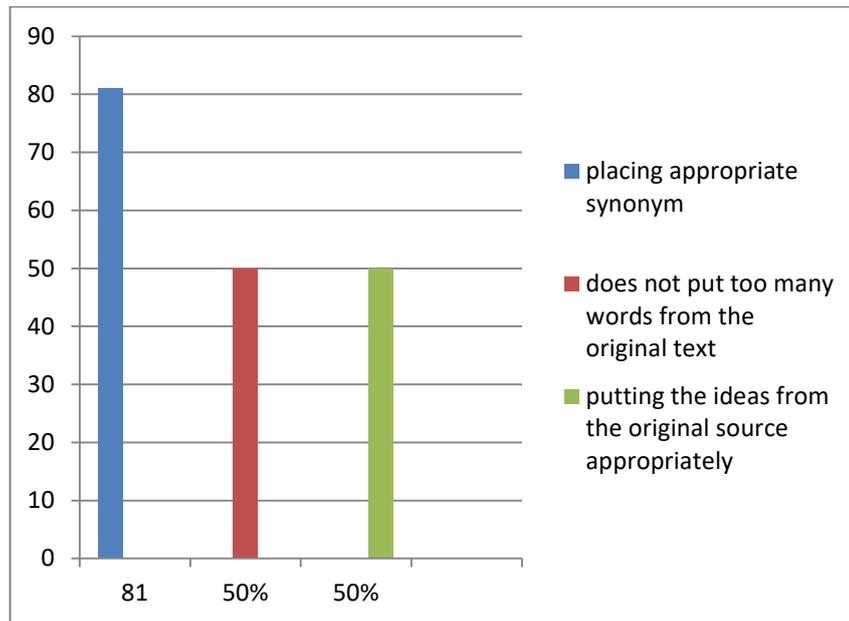


Chart 2. Percentage of the characteristic of good paraphrase

#### 4.1.4 Finding of paraphrase

This part will show the quality of students' paraphrase based on the strategy and characteristic applied. Below are the tables of the list of paraphrase and its quality. A paraphrase can be said as an appropriate paraphrase should contain at least half points of each strategy of paraphrasing and half points on characteristics of good paraphrase.

Skripsi	paraphrase no	Paraphrase assessment					Characteristics of good paraphrase			Paraphrase quality	
		1	2	3	4	5	1	2	3	Good	Poor
A	1.	√	√	√		√	√	√	√	√	
	2.	√		√							√
	3.	√	√	√		√	√	√	√	√	
	4.	√		√		√	√			√	
B	1.	√		√	√	√	√	√	√	√	
	2.	√		√	√	√		√		√	
	3.	√			√	√	√	√	√	√	
C	1.	√	√	√	√	√	√	√	√	√	
	2.	√	√	√	√	√	√	√	√	√	
	3.	√		√	√		√			√	

	4.	√				√	√				√
D	1.	√			√	√			√	√	
	2.	√		√	√	√		√	√	√	
	3.	√					√				√
	4.	√					√				√
	5.	√	√			√	√			√	
To tal	16	16	5	10	8	12	13	8	8	12	4
Pe rce nta ge s	100%	100%	31%	62%	50%	75%	81%	50%	50%	75%	25%

## 4.2. Discussions

This section shows ways of analyzing the paraphrase by using the paraphrase strategies from Kirszneret *al.* (2008); Schuemmanet *al.* (2006) theory. This section also shows the comparison of the paraphrase and the original text (sources) students used based on the strategy.

### 4.2.1. Changing into synonym

This strategy needs to be done by altering the word into its synonym or other vocabulary which has closest meaning to the word from original text. To find the right synonym of a word, students must use dictionary or thesaurus. For example, the phrase ‘comprehend the textbook’ is changed into phrase like ‘understand the printed learning material’. Below are the examples of students’ paraphrases which used this strategy.

#### Paraphrase 1

**Original text** : *Although there are numerous reasons for asking questions the information we receive back (the answer) is depended very much on the type of question we ask.*

**Paraphrase** : *Types of focusing question formed depends students answer.*

In this paraphrase, student changes the original phrase “types of question we ask” into “types of focusing question formed”. The student modified the phrase by changing and placing the close meaning which can be seen through the word “form” and “ask”. Based on the Oxford Advanced Learner’s Dictionary (2003), the word “ask” means to say or write something in the form of question in order to get information (definition 1) while the word “form” on its third definition has the meaning an official document containing questions and spaces for answers. Those two words have the same meaning to get answer from the question. Although the student did not put the true synonym of a word, but he can modify the phrase which had the same meaning.

## **Paraphrase 2**

**Original text** : *What are the **purposes** of teachers' classroom questions? A variety of purposes emerge from analysis of the literature, including: (1) To develop interest and motivate students to become actively involved in lessons; (2) To evaluate students' preparation and check on homework or seatwork completion; (3) To develop critical thinking skills and inquiring attitudes; (4) To review and summarize previous lessons; (5) To nurture insights by exposing new relationships; (6) To assess achievement of instructional goals and objectives; (7) To stimulate students to pursue knowledge on their own*

**Paraphrase** : *Cotton stated that the **aim** of teachers classroom question are to develop interest and motivate students to become actively involved in lesson, to evaluate students' preparation and check on homework and*

*seatwork completion, to develop critical thinking skills and inquiring attitudes, to review and summarize previous lesson, to assess achievement of instructional goals and objectives, and to stimulate students to pursue knowledge on their own*

The students replaced the word ‘purposes’ on the original text into ‘aim’ on the paraphrase. The word ‘aim’ means the purpose of doing something (“Aim”. Def. 1. Learner’s Dictionary. (2003). Print.). On the other hand purpose means the aim or function. (“Purpose”.Def. 1.Oxford Advanced Learner’s Dictionary. (2003). Print.)

### **Paraphrase 3**

**Original text:** *Engelmann and Carnine (1991) point out that children “are perfectly capable of learning anything that we can teach ... We know that the intellectual crippling of children is caused by faulty instruction -- not by faulty children” (p. 376).*

**Paraphrase :** *Clear instruction also important for students, as Engelmann and Carnine (1991, p. 376) they **stated** that the intellectual crippling of children is caused by faulty instruction, not by faulty children.*

The student uses the strategy to change the word into synonym or using the close meaning. The phrase ‘point out’ was transformed into ‘stated’. Stated has the similar meaning with point out which means to mention something or to say something. (“State”.Def. 1.Oxford Advanced Learner’s Dictionary. 2003. Print.)

### **Paraphrase 4**

**Original text** :*The main advantages of using authentic materials are (Phillips and Shettlesworth 1978; Clarke 1989; Peacock 1997, cited in Richards, 2001): (1) They have a positive effect on learner motivation; (2) They provide authentic cultural information; (3) They provide exposure to real language; (4) They relate more closely to learners ' needs; (5) They support a more creative approach to teaching.*

**Paraphrase** :*Phillips and Shettlesworth (1978); Clarke (1989); Peacock (1997) in Richard (2001), they stated **that authentic materials have a positive effect** on learner motivation, provide exposure to real language, relate more closely to learner's needs and more creative approach to teaching.*

In the paraphrase, student modify the phrase 'the main advantages of using materials' into clause 'authentic materials have a positive effect'. Related to the context of the text, both phrase and clause have the same meaning to give good impact and advantages to learner.

#### 4.2.2. Changing into part of speech

This strategy means to change the part of speech of a word. For example, the word 'comprehend' is classified as verb then the word is being transformed into noun which becomes 'comprehension'. Below are the following analyses of students' paraphrase by using strategy to change the part of speech of a word into another word.

##### Paraphrase 1

**Original text:** *To encourage **depth** of understanding of concepts being taught, asking higher order questions compels students to hone their natural abilities to analyze, evaluate, create, and question sources.*

**Paraphrase** :*Schwartz and Ficher (2006) proposed that to **deepen** understanding of a lesson, a teacher might ask students focusing question that required higher-order thinking.*

In this paraphrase, the student used strategy to change the word into its part of speech. The word ‘deepen’ on the original text is considered as verb which is transformed as noun with the word ‘depth’.

#### **Paraphrase 2**

**Original text:** *They can be linguistic, visual, auditory or kinesthetic, and they can be presented in **print**, through live performance or display, or on cassette, CD-ROM, DVD or on the Internet.*

**Paraphrase** :*Materials can be presented through many ways such as **printed** materials, live performance or display, or on cassette, CD-ROM, DVD or the internet (Tomlinson, 2013).*

The student changed the part of speech of the word ‘print’ on the original text into ‘printed’. Based on context of the text, the word ‘print’ is classified as noun, as for ‘printed’ is categorized as verb because the student put it in front of the word ‘material’ which completely change the part of speech.

#### **4.2.3. Changing word order from active to passive or sentence pattern**

Changing the word order can be done by reversing a sentence from active voice to passive voice or changing the sentence pattern.

#### **Paraphrase 1**

**Original text:***Peer feedback can be **defined** as 'a communication process through which learners enter into dialogues*

related to *performance and standards'* (Lui&Carless, 2006, p.280)

**Paraphrase** :*Liu and Carless (2006) defined peer feedback as an interactive process that involve learner in dialogues with performance and standard*

In this paraphrase, student changed the original text from passive voice into active voice. It can be seen through the phrase 'can be defined' on the original text and 'defined' once paraphrased.

### **Paraphrase 2**

**Original text:** *Although there are numerous reasons for asking questions the information we receive back (the answer) is depended very much on the type of question we ask.*

**Paraphrase:** *Types of focusing question formed depends students answer.*

In this paraphrase student changed the word order from passive to active. It can be seen from the original phrase "was depended" was transformed into the active form which is "depends".

### **Paraphrase 3**

**Original text** : *To encourage depth of understanding. Asking higher order questions compels students to hone their natural abilities to analyze, evaluate, create, and question sources. This effort, in turn, deepens their comprehension of concepts being taught.*

**Paraphrase** : *Schwartz and Ficher (2006) proposed that to deepen understanding of a lesson, a teacher might ask students focusing question that required higher-order thinking.*

In this paraphrase, student changed the order of sentence by putting the information of the writer to start the sentence.

#### 4.2.4. Keep using the key terms from original

This strategy needs the writer to retain the same term without changing it into synonyms or other words. The result of this analysis will show the way student kept the key term. The analysis will be presented bellow. The analysis will be presented bellow.

##### **Paraphrase 1**

**Original text:** It is typically used as an umbrella term to include a heterogeneous array of cohesive and interpersonal features which help relate a text to its context by assisting readers to connect, organize, and interpret material in a way preferred by the writer and with regard to the understandings and values of a particular discourse community (Hyland 1998a).

**Paraphrase :**Ken Hyland (2004) proposed metadiscourse as an umbrella term to include heterogenous array of cohesive and interpersonal features. Cohesive features assist the readers to “connect, organize, and interpret” the text, while interpersonal features are the ways preferred by the writer in presenting their content

In this paraphrase, student almost did not change the sentence. The writer only modified the sentence’s structure by put the terminology ‘metadiscourse’ to start the sentence.