THE PARAPHRASE OF THE ENGLISH DEPARTMENT

STUDENTS' *SKRIPSI* PROPOSAL

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CHAPTER IV

RESULT OF THE STUDY

This chapter explains the result of the study. It is obtained through library research and content analysis.

4.1. Findings

After analyzing the data of paraphrases from five *skripsi* proposals, the writer finds the results of the form of paraphrase from them. The writer also finds nineteen paraphrases from those *skripsi* proposals. The results are explained below.

4.1.1. The Selected Paraphrases and The Original Text

The selected paraphrases from the five *skripsi* proposals and the original text of each paraphrase are shown in the appendices. The analyzing of the paraphrases is also shown in the appendices.

4.1.2. Findings of the Characteristics of Paraphrase

The paraphrase is analyzed based on the characteristics as designated in Chapter I until Chapter III. As written in the *Skripsi* Proposal, there are three characteristics of a good paraphrase: **1)** Keeping the ideas in different words or structure from the original.

2) Using the true synonym or other vocabulary. **3)** Putting the common words and also the technical words accurately into paraphrase.

No.	Characteristic	Amount of paraphrase	Percentages (%)
1.	Keeping the ideas in different words or structure from the original	10	53%
2.	Using the true synonym or vocabulary	8	42%
3	Putting the common words and also the technical words accurately into paraphrase	9	47%

Table 4.1.1. Percentages of Characteristis of the Paraphrase
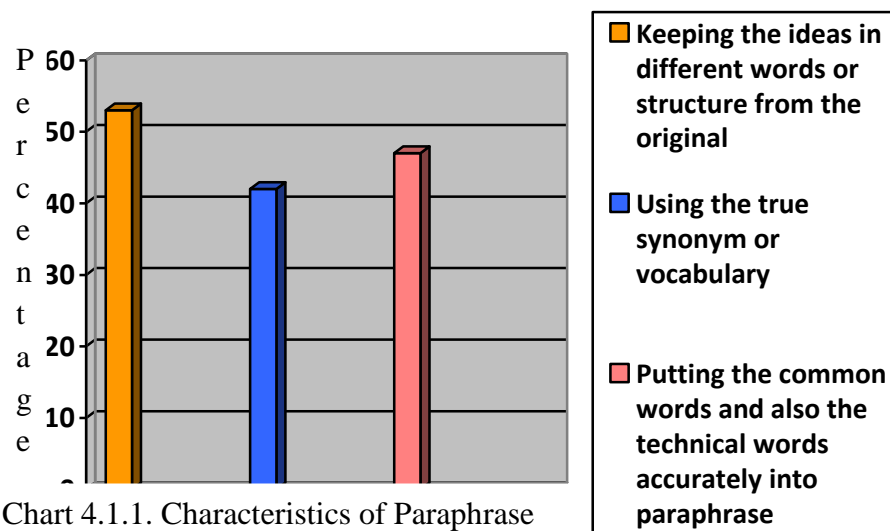

Chart 4.1.1. Characteristics of Paraphrase

4.1.3.   Findings of the Paraphrase Strategies

The nineteen paraphrases in the *skripsi* are gathered from five *skripsi* proposals formed year 2016. Every *skripsi* proposal, there are some paraphrases which use more than one strategy. Below are the results from the table of data analysis.

No.	Strategy	Amount of Paraphrases	Percen tage
1.	Changing words into synonym or other vocabulary.	8	42%
2.	Changing the word order or the word class	3	16%
3.	Changing the style from personal to impersonal.	1	5,3%
4.	Reversal of the order in which information is presented	3	16%

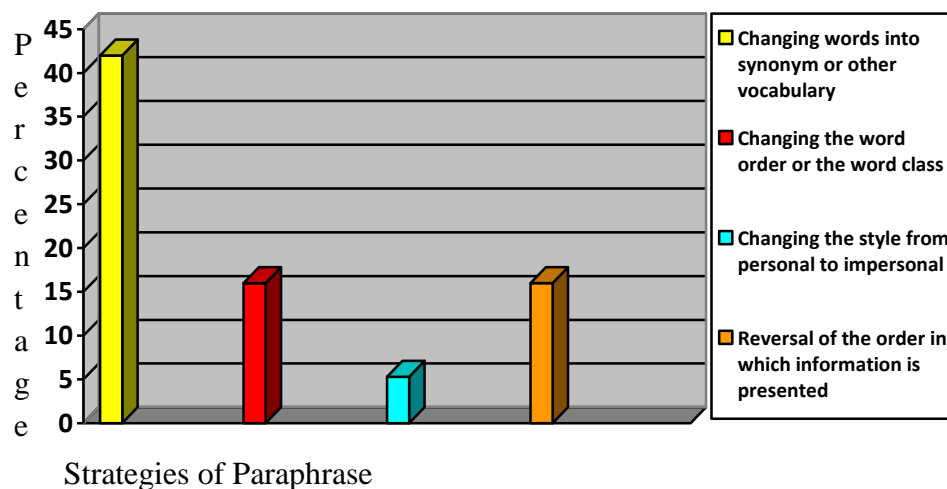Table 4.1.2. The Table of Strategies of Forming Paraphrase

Chart 4.1.2. Percentage of Strategies of Forming Paraphrase

Based on the chart above, the most frequently strategy used is changing words into synonym or other vocabulary (42%).

The entire paraphrase uses this strategy. Other strategies which commonly used are balance between Changing the word order or the word class (16%) and Reversal of the order in which information is presented (16%). The least strategies used to form the paraphrase is Changing the style from personal to impersonal. (5,3%).

4.1.4. Findings of Paraphrase

As designated in the Chapter I until Chapter III, a good paraphrase consists of all the characteristics and uses more than one strategy. Below are the table of the list of the paraphrase and its criteria.

Skripsi	Paraphrase No.	Characteristics			Strategies				Criteria	
		1	2	3	1	2	3	4	Good	Poor
A	1	*	*	*	*	-	-	-	*	
	2	*	*	*	*	-	-	-	*	
	3	*	*	*	*	-	-	*	*	
	4	*	*	*	*	-	-	-	*	
	5	*	*	*	*	-	-	-	*	
B	1	*	*	*	*	*	-	-	*	
	2	*	-	*	-	-	*	-	-	*
	3	-	-	-	-	-	-	-	-	*
	4	*	*	-	*	-	-	-	-	*

C	1	-	-	-	-	-	-	-	-	-	*
	2	-	-	-	-	-	-	-	-	-	*
	3	-	-	-	-	-	-	-	-	-	*
	4	-	-	-	-	-	-	-	-	-	*
D	1	-	-	-	-	-	-	-	-	-	*
	2	-	-	-	-	-	-	-	-	-	*
	3	-	-	-	-	-	-	-	-	-	*
	4	-	-	-	-	-	-	-	-	-	*
E	1	*	*	*	*	*	-	*	*	*	-
	2	*	-	*	-	*	-	*	-	-	*
Total	**19**	**10**	**8**	**9**	**8**	**3**	**1**	**3**	**7**	**12**	
Percentages (%)	**100%**	**53%**	**42%**	**47%**	**42%**	**16%**	**5,3%**	**16%**	**37%**	**63%**	

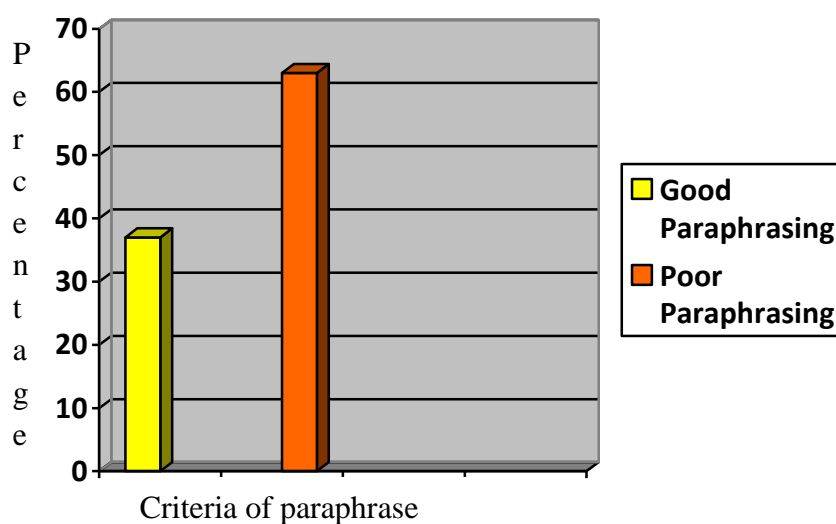Table 4.1.3. Table of the Percentages of Good and Poor Paraphrase

Chart 4.1.3. Criteria of Paraphrase

As shown in the table above, there are 12 paraphrases (63%) which have good criteria. However, about 7 (37%) paraphrases are considered as poor paraphrase. Mostly, the mistakes occur due to using only one or two strategy and putting too much from the original. From the two *skripsi* proposal, there are not like a paraphrase, but more like direct quote or summarizing.

4.2. Discussions

In this discussion shows the analysis of the paraphrase strategy. It is also shows the comparison between the original text and the paraphrase based on the strategy.

4.2.1. Changing The Words into Synonym or Other Vocabulary

This strategy is converting the original words (phrase or clause) into related words in the same context nearly. For instance, the phrase 'great disaster' is changed into another phrase liked 'destructive flood'. Below are the paraphrases in which this technique is used by the student.

Paraphrase 1

Original Text

Today, the situation is completely changed. Nowadays, Islamophobia emerges from many bi-polar extremes: from those who denounce any criticism of Muslims or Islam whatsoever as Islamophobic, to those who actively and openly expouse a vitriolic hatred of Islam and Muslims founded upon various ideological justifications. (Islamophobia and Its Consequences, p. 144).

Paraphrase

Islamophobia can be defined briefly as the fear or hatred of Islam nowadays become more complex. Islamophobia emerges from many bipolar extremes, from those who denounce all criticism of Muslims to those who openly hostile to Islam. (Allen, 2011, p. 144).

The paraphrase uses the strategy of changing the words into synonym or other vocabulary. In the original text, it is written a phrase '*completely changed*' while the student changes them into word 'become more complex'. Those have the same context about the situation is changed. Then, the phrase "hostile of Islam" changes from the original "vitriolic hatred of Islam", which imply doing something aims to deteriorate Islam.

Paraphrase 2

Original Text

There, women and girls appear to be extremely vulnerable to violence motivated by their status as Muslims, but especially as Muslim women. In part, this is due to the fact that those who are covered, in particular, are readily identifiable (Gendered Islamophobia: Hate Crime Against Muslim Women, p.74)

Paraphrase

Women and girls are vulnerable to get hate crime and discrimination, because they are easily to be identified, especially those who are covered (Perry, 2013, p.74).

In the paraphrase, the student uses strategy of changing the words into synonym or other vocabulary. The word "hate crime and

discrimination" is another vocab to mention "violence", because hate crime and discrimination can be said as kind of violence.

Paraphrase 3

Original Text

Islamophobic attitudes are increasingly pervading not only mass media, but also European Political Life. (Multiculturalism Islam and The Clash of Civilisations Theory: Re-thinking Islamophobia, p. 105).

Paraphrase

Islamophobia is not only forms of people's action, but also occurs in the political sphere and news. (Marranci, 2004, p. 105)

Strategy of changing the words into synonym or other vocabulary, such as in the term "political life" into "political sphere". The word "sphere" and "life" has the same meaning such as atmosphere, environment, or situation.

Paraphrase 4

Original Text

The transitivity system construes the world of experience into a manageable set of PROCESS TYPES. Each process type provides its own model or schema for construing a particular domain of experience as a figure of a particular kind. (An Introduction to Functional Grammar 3rd Edition, p. 170).

Paraphrase

Transitivity system provides a set of process types to construe the meaning inside and outside the words. Each process type provides its own model or schema for interpreting the experience of a particular domain (Halliday, p. 170).

The student uses strategy of changing words into synonym or other vocabulary. The word "construing" in original source has the

same meaning as "interpreting" like in the paraphrased one, which is to explain or describe

Paraphrase 5

Original Text

This clause are an important resource in various kinds of discourse. They contribute to the creation narrative by making it possible to set up dialogic passages, as in the following written narrative (An Introduction to Functional Grammar 3rd Edition, p. 252)

Paraphrase

Verbal clauses are important for various kinds of discourse as they deliver the narrative of experience by setting it up as dialogic passage (Halliday, 2004, p. 252).

The student uses the strategy of changing words into synonym or other vocabulary. The word "deliver" in paraphrase and "contribute" in original source imply the same function to say an activity of adding, giving, or passing. Meanwhile in sign B, the term "setting it up" and "making it possible" imply the same function as making something to be done.

Paraphrase 6

Original Text

In pedagogical theory positive feedback is viewed as important because it provides affective support to the learner and fosters motivation to continue learning. (Corrective Feedback and Teacher Development, p. 3)

Paraphrase

Besides, corrective feedback is viewed as <u>a means</u> of <u>fostering learner</u> <u>motivation</u> (Ellis, 2009, p. 3).

The student uses the strategy of changing words into synonym or other vocabulary. It can be seen in the words in the original source 'Affective support' is changed into 'means' which represent the same explanation, positive feedback is affective support and also a mean to foster. Means represent a method or way of doing something same with meaning of "Affective support".

Paraphrase 7

Original Text

...students themselves want and expect feedback on their written errors from their teachers. (Error feedback in L2 writing classes How explicit does it need to be, p. 162)

Paraphrase

The students also view feedback as a needed tool to correct their errors (Ferris and Roberts, 2001, p. 162)

This paraphrase uses the strategy of changing words into synonym or other vocabulary. It can be seen in the original words "expect feedback" is changed into words "feedback as needed" in the paraphrase which means the function of the feedback is necessary for student.

Paraphrase 8

Original

Speaking is the active use of language to express meaning so that other people can make sense of them. To speak in the foreign language in order to share understandings with other people requires attention to precise details of the language. (Teaching Languages to Young Learners, p. 75)

Paraphrase

Speaking is the activity of using a language actively to express meanings so that other people can understand it. To speak in the foreign language requires attention to language details precisely in order to share understandings with people. (Cameron, 2001, p. 75).

This paraphrase uses the strategy of changing words into synonim or other vocabulary. The term "make sense of them" is paraphrased by term "understand it". Both terms imply the same meaning which is "to get know of something".

4.2.2. Changing The Word Order or The Word Class

Word Order is about changing the structure of the words (**S**ubject-**V**erb-**O**bject-**I**ndirect Object/**SVOI**) into different structure of words, phrase, or clause. And also Word Class is the strategy about changing another parts of speech different from the original; Verb into Noun, etc. These are the paraphrase which uses this strategy below;

Paraphrase 1

Original

In pedagogical theory positive feedback is viewed as important because it provides affective support to the learner and fosters motivation to continue learning. (Corrective Feedback and Teacher Development, p. 3)

Paraphrase

Besides, corrective feedback is viewed as a means of fostering learner motivation (Ellis, 2009, p. 3).

The student changes the word class strategy can be seen in the words "fosters motivation" in the original as a verb while in the

paraphrase is a noun phrase from words "fostering learner motivation".

Paraphrase 2

Original

Speaking is the active use of language to express meaning so that other people can make sense of them. To speak in the foreign language in order to share understandings with other people requires attention to precise details of the language. (Teaching Languages to Young Learners, p. 75)

Paraphrase

Speaking is the activity of using a language actively to express meanings so that other people can understand it. To speak in the foreign language requires attention to language details precisely in order to share understandings with people. (Cameron, 2001, p. 75).

The student changes a paraphrasing strategy by forming the word class. In the original source, the word "active" is considered as "adjective", while in the paraphrased, the writer changed it "activity" into "noun".

Paraphrase 3

Original

What it that one needs to know and able to do in order to speak in another language? One needs to know how to articulate the sounds in a comprehensible manner, one needs an adequate vocabulary, and one needs to have mastery syntax. (Second Language Teaching and Learning, p. 90)

Paraphrase

People are considered to be able to speak a language if they have the ability to function that language. To function a language, one needs an adequate vocabulary, one needs to

master syntax and know how to articulate sounds in a comprehensible manner. (Nunan, 1999, p. 90).

The student changes a paraphrasing strategy that represents the used of paraphrasing by changing the sentence form (word order) from the interrogative form in the original source *"What it that one needs to know and able to do in order to speak in another language?"* into the statement *"People are considered to be able to speak a language if they have the ability to function that language."* in the paraphrase.

4.2.3. Changing The Style from Personal to Impersonal.

In this strategy, the paraphrases are changed into one of these style; the passive voice or vice versa, the third person rather than the first person (it rather than I or we), things rather than people as subjects of sentences. These are the paraphrase which uses this strategy below;

Paraphrase 1

Original

Students who receive error feedback from teachers improve in accuracy over time. (Error feedback in L2 writing classes How explicit does it need to be, p. 161)

Paraphrase

Corrective feedback is prominent to be given in order to prevent the error made by the students (Bitchener, Ferris, 2001, p. 161).

The student uses the strategy of changing the word order in the passive voice. It can be seen in this sentence that the original

source show 'the students' as the subject of an active sentence, while in the paraphrase, it is a vice versa as passive voice.

4.2.4. Reversal of The Order in which Information is Presented

This strategy is transforming the original text as the first information in different form after the paraphrase. Below are the paraphrases in which using this technique.

Paraphrase 1

Original Text

There, women and girls appear to be extremely vulnerable to violence motivated by their status as Muslims, but especially as Muslim women. In part, this is due to the fact that those who are covered, in particular, are readily identifiable (Gendered Islamophobia: Hate Crime Against Muslim Women, p.74)

Paraphrase

Women and girls are vulnerable to get hate crime and discrimination, because they are easily to be identified, especially those who are covered (Perry, 2013, p.74).

The student uses the strategy of reversal the order in which information is presented being applied. It can see in the original source the information presented first is about "fact of those who are covered is easily identified", while in the paraphrased form, the information given first is about "they can easily be identified because of being covered".

Paraphrase 2

Original

Speaking is the active use of language to express meaning so that other people can make sense of them. To speak in the foreign language in order to share understandings with other people requires attention to precise details of the language. (Teaching Languages to Young Learners, p. 75)

Paraphrase

Speaking is the activity of using a language actively to express meanings so that other people can understand it. To speak in the foreign language requires attention to language details precisely in order to share understandings with people. (Cameron, 2001, p. 75).

The student uses the strategy of reversal the order in which information is presented. As can be seen, the original source presented an information about "to share understanding with other people" first, then "requires attention to precise details of the language", and the information presented is reversed in the paraphrased one.

Paraphrase 3

Original

What it that one needs to know and able to do in order to speak in another language? One needs to know how to articulate the sounds in a comprehensible manner, one needs an adequate vocabulary, and one needs to have mastery syntax. (Second Language Teaching and Learning, p. 90)

Paraphrase

People are considered to be able to speak a language if they have the ability to function that language. To function a language, one needs an adequate vocabulary, one needs to master syntax and know how to articulate sounds in a comprehensible manner. (Nunan, 1999, p. 90).

The strategy comes in the form of changing the order of how the information is presented. In original source the information about "comprehensible manner" is presented at the first, in contrary, the paraphrase sentence presented that information in the last.