CHAPTER I

INTRODUCTION

This chapter is an introduction to the research. It describes how and why the writer chooses this topic. This chapter focus to make the reader easy to understand about the problem of the research. This chapter explains about background of the problem, setting of the problems, limitation of the problems, formulation of the research, purpose of the research, and definition of key terms.

A. Background of The Research

Writing is one of productive skills in language learning. Writing activity is different from other activities. It is less spontaneous but more permanent since it takes much time and concentration practice. In writing, there are a number of language aspects involved such as model text, grammar, punctuation and prepositions. Richards and Renandya (2002: 303) state that writing is the most diffucult skill for second or foreign language learners to master. The difficulties are not only in generating and organizing ideas, but also in translating these ideas into a readable text. The diffuculty becomes more noticeable if their language proficiency is weak. It means that writing is complex skill because writing needs hard thinking to give ideas, feelings, sentence and paragraph to be good writing. Niati & Jannah (2022) said "study Engtlish is quite difficult for some students, but easy for other students".

Writing is a process of transferring ideas into written from that is understandable. According to Brown (2001: 336) "writing is a process of thinking". It is because writing is a process of putting ideas on a paper to transform words and to become sentences by using structure and coherent organization. It indicates that writers are expected to explore their ideas and arrange them into good writing.

Writing is an important skill that should not be underestimated. This skill can be one of the measurements that helps assess student's academic performance (Anderson, Vanderhoff & Donovick, 2013). However, this skill is also able to give students a major problem in practicing English if the lecturers do not properly teach the students on how to develope their writing skill throughout their learning. In writing, there are a lot of methods to make it easier for students to produce good writing. The lecturers only need to find the most appropriate methods that suitable to their students, which may include paraphrasing.

Paraphrasing is commonly used in writing especially by university students. Paraphrasing technique is used to avoid plagiarism in completing assigments. Bailey (2011) says that "paraphrasing is modify the word of the text until diverge from the original source before, without having to become different significance". So, in writing paraphrase, the words and sentence structure should be change, but the meaning should be nearly identical to the original passage.

Paraphrasing has the meaning of restating the writings of others using their own words. Basically, paraphrase is taking someone's idea and then rewriting it with the diction of the language itself but the meaning of the idea does not change by still mentioning the source, so that it is not considered plagiarism. Paraphrasing is only replacing the the word without changing the original meaning and put in your own words, but in fact, most of students are failed to paraphrase because they still did not change the grammar well, the students get difficulties to rewrite what they have read.

The sixth semester students English study program University of Pasir Pengaraian had learned how to paraphrase a text in Writing II subject. Unfortunately, some of them still have difficulties in paraphrasing texts. First, they were lack of understanding about paraphrasing. Secondly, the problem that most often occurs when they paraphrase a text or sentence was that students do not master glossary. In this study the researcher want to know students' skill to paraphrase a report text. Barker (2000: 23) states "report text is a piece of writing which aims to describe something in general way". Report text is to describe the way things are related to history, science, geography, natural resources, and environment phenomenon. Sixth semester students' paraphrasing skills still the same when they were in the third semester or some of them no longer remember how to paraphrase a text.

Based on the explanation above, the researcher wanted to investigate sixth semester students' to skill in paraphrasing a report text. This was the reason why the researcher entitled *"Students' Skill In Paraphrasing Report Texts at The Sixth Semester of English Study Program of University of Pasir Pengaraian"*

B. Setting of The Research

Based on the background of the research above, paraphrase material is very important to learn because it reduces plagiarism. Besides that, they can practice more how to paraphrase a sentence or a text. Third, through paraphrasing students were eases to explore a lot various vocabularies.

C. Limitation of The Research

Based on the problems stated above, it was very important for researcher to limit the problems. The researcher would like to limit this research only to the analysis of the students' skill in paraphrasing of report text at sixth semester English study program University of Pasir Pengaraian.

D. Fourmulation of The Research

From statement above the researcher had limited the problem of this research at sixth semester. This research was formulated as in the following question: "How are students' skill in paraphrasing report texts at sixth semester of English Study Program of University of Pasir Pengaraian?

E. Purpose of The Research

The purpose of this researcher was to find out the students' skill in paraphrasing of report text at sixth semester of English Study Program of University of Pasir Pengaraian.

F. Significance of the Research

There were some significance of the researcher could be found in this research. First, hopefully students were interest in paraphrasing report text. Second, hopefully the lecturer could improve students skill to paraphrase report text. Last, this research hopefully could be one of the references for those who wanted to conduct a research about the students skill in writing paraphrase of report text.

G. Definition of Key Terms

1. Writing

Writing is an activity to express idea, opinion, or feeling in a written form. Dimbleby and Burton (2020) state "writing is defined as an effort of communication to convey ideas or to express insights throught written form". In this research, writing is a method of collecting and managing information and knowledge, as well as forming and structuring how it is communicated to readers.

2. Paraphrasing

Paraphrase are sentences or phrases that convey the same meaning using different words. According to Hovy (2013) "paraphrasing is not merely the changing the words in the sentences, but also the technique of changing sentenmces structure, sentences fracture, and using synonymwithout leaving important information from the original text". In this research, paraphrasing is re-expresing the meaning of a word, language, sentence, or statement by using a diction that is simpler but does not change the language.

3. Report Text

Report text is one of the genres of text studied by high school students. Prasasty (2018) claims " report text refers to a text containing information that describe anything based on the fact, from natural sources like ; natural, artificial, and social happening around us". In this research, report text is a type of writing that aims to convey information to the reader about the result of research on something.

CHAPTER II

REVIEW OF RELATED LITERATURE

The review of related literature is very important to discuss in this paper. This chapter is concered with riview of the related literature of the study. It covers a review of the related theories, a review of related findings and a conceptual framework.

A. Review of the Related Theories

This chapter consists of related theories about the research, including : the nature of writing, definition of paraphrasing, and definition of report text.

1. The Nature of Writing

1.1 Definition of Writing

Writing is an important skill in English language learning. Writing is one of the writing skills that should be mastered in learning English. Writing skill is useful for human to make good and smooth communication. By writing, a writer can tell the message and information to readers. There are several definitions of writing stated by some experts. Nunan (2003: 88) defines that "writing is the proces of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly". Besides, Brown (2001: 335) also mentioned that "written products as the result of thinking, drafting, and revising, procedures, specialized is required in written language , and that not every speaker develops naturally". Antoni (2016) says "writing is a compulsory subject for students to learn".

There are four language skills in English, one of them is writing. Writing is an activity that arranges words, phrases and even sentences that is grammatically and convenient with its purpose. Myles (2002:12) states that "writing is an English skill which needs an effort and much practice in composing, developing and analyzing ideas". Harmer (2002:255) also mentioned that "written has a number of conventions with separate it out from speaking. A part from differences in grammar and vocabulary, there are issues of letter, word, and text formation". According to Hyland (2003:20) states that "the important reason for teaching writing for the students is because writing helps students to learn".

Based on the statement above, it can be concluded that writing is the act that we can use to express the idea, feeling and facts. It needs the teacher who is able to motivate the students to develop their writing. In writing, the aspects include content, organization, vocabulary, language use and mechanics. These aspects are important to master in order to be able to product writing.

1.2 The Process of Writing

Writing is a process that can be devided into four stages according to Harmer (2005: 4). They are : planning, drafting, editing (reflecting and revising), and final version.

1. Planning

Planning is the arrangement conducted to do something. Before starting to write or type, they try and decide what it is they going to say. When planning, writers have to think about three main issues. The first place they have to consider

the purpose of their writing since this will influences not only the type of text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced writers think of the audience they are writing for, since this will influence not only the shape of the writing, but also the choice of language. Thirdly, writers have to consider the content structure of the piece, how best to sequences the facts, ideas, or arguments which they have decided to include.

1. Drafting

Drafting is the process of putting all ideas and thoughts in a pieces of paperwhich will be in the very rough form.Refer to the first version of a piece writing as a draft. This first go at a text is often done on the assumption that is will be amended later. As the writing process procedure into editing, a number of drafts may be produced on the way to the final version.

3. Editing (reflecting and revising)

After writers have produced a draft, usually read through what they have written to see where it works and where it doesn't. Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

4. Final versions

Once writers have edited their draft, making the changes they reader being necessary, they produced their final version. This may look considerably different

from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audiences.

1.3 Elements of Writing

The writing process consist of elements that help a writer to develope text that is reflective, clear and coherence. According to Oshima and Hogue (2006: 18-21) there are two elements of a good paragraph in writing:

a. Unitys

An important element of a good paragraph is unity. Unity means that a paragraph discusses one and only one main idea from beginning to end. The second part of unity is that every supporting sentence must directly explain or prove the main idea.

b. Coherence

Another element of a good paragraph is coherence. For coherence in writing, the sentence must hold together, that is the movement from one sentence to the next must be logical and smooth. There must be no sudden jumps. Each sentence should flow smoothly into the next one.

2. Paraphrasing

2.1 Definition of Praphrasing

Paraphrasing is a way of expressing what someone else has written and said using different words to make it easier to understand. According to Jordan (2013: 93) "Paraphrasing is rewriting a text for the purpose of including it in your

own writing can be done in several ways. Paraphrasing means changing the words of a text so it is significantly different from the original source without changing the meaning". Hirvela and Du (2013: 11) state that "paraphrasing is not only a useful linguistic tool for learners to manipulate the language of existing literature to integrate into their writing (knowledge telling), but is is also a meaning making process that contributes to developing the content of their writing (knowledge transformation)".

2.2 Technique of Paraphrasing

There are some teqniques of paraphrasing according to Fitzpatrick (2005: 222-223) :

a.   Changing vocabulary by using synonyms, example :

Original text : *Germ are everywhere*

Paraphrase : *Potentially harmful microorganisms are everywhere*

b.   Change the form of words, example :

Original : *Storing food properly is important.*

Paraphrase : *Proper food stroge is important.*

c.   Change the grammar, example :

Original text : *Bacteria, molds, and yeast cause food spoilage.*

Paraphrase : *food spoilage is caused by bacteria, molds, and yeast.*

d. Change the point of view, if the subject of the sentence is **you**, change the subject to **we**, or use an impersonal subject such as **it** or **there**, example :

Original text : *You can kill microorganisms in soup by boiling.*

Paraphrase : *We can kill microorganisms in soup by boiling.*

Paraphrase : *It is possible to kill microorganisms in soup by boiling.*

e. Change the conjuction and transition words, example :

Original text : *Refrigeration slows the growt of microorganisms. However, it does not kill them.*

Paraphrase : *Refrigeration slows the growth of microorganisms, but it does not kill them.*

f. Divide long sentence, and combine short sentences. The position of the layout of the sentences in the original text with paraphrasing be different and then combining sentences, example :

Original text : *sometimes we cannot detect dangerous bacteria in food, so we should discard food that has passed its expiration date or is no longer fresh. For example, clostridium botulinum, which causes the disease called botulism, may be present without changing the appearance, smell, or taste of food.*

Paraphrase : *sometimes we cannot detect dangerous bacteria in food such as Clostridium botulinium, which causes the disease called*

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botulism, so we should discard food that has passed its

expiration date or is no longer fresh.

Moreover, there are five technique of paraphrasing according to Davies et all (2011: 3) :

a. Using synonim, it means, that refer to good dictionary but pay attention to usage. Not all words that are synonims used in the same way or have same meaning, example :

Original text : *the need for investors to earn a commercial return may put upward pressure on prices*

Paraphrase : *the need for profit is likely to push up prices.*

b. Using different paraphrasing parts of speech and different word order, it means that can also explanation ideas consider changing word into different part speech, changing nouns into verb or adjectives into adverb, example :

Original text : *The students became increasingly tired when the lecturer analysed the management strategy of Nike*

Paraphrasing : W*hen the lecturer presented a framework of the key concepts, the students became increasingly tired.*

c. Change the sentences types explanation that sentence can changed by altering such things as word order, the number o clauses in sentence, the kind of clauses in a sentence and the kind of clauses in a sentence

and the kind linking used. This is example from change the sentences types. There are four sentences types :

a. Simple sentence (one independent clause)

Example : *Product awarness is strong*

b. Compund sentences (more than one independent clause)

Example : *Product awarness is strong, but sales are lower than expected*

c. Complex sentences (a combination of an independent clause and one or more dependent clauses)

Example : *Although product awarness is strong, sales are lower than expected*

d. Combination sentences (a combination of compound and complex sentences)

Example : *While product awarness is strong, sales are lower than expected, and investors are worried*

d. Make abstract ideas concreate, it means that the passage long paragraph the students making the important point in paraphrasing and add more explanation the important point with used own word, but not change meaning. This can be done choosing simple and clear vocabulary, example :

Original text : *this model provides a microeconomic theoritic 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)*

Paraphrase : *this accounts for why theorists working in the area found the following: a students 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)*

e. Changing active voice to passive voice or vice versa it mean that

change sentence written in the active voice into those in passive voice, example :

a. Active voice : *She presented the report*

Passive voice : *The report was presented by her*

b. Active voice : *McDonald is implementing a diversification strategy*
Passive voice : *A diversification strategy is being implemented by McDonalds*

Table 2.1. Rubric of Paraphrasing

No	Aspect	Criteria	Score
1	Quality	Paraphrase includes all key points of original sentence and displays the writer's clear understanding of content of original sentence.	5
		Paraphrase includes almost all key points of original sentence and displays writer's fairly good understanding of content of original sentence, throught some points may	4

		not be accuarately addressed.	
		Paraphrase includes half the key points of original sentence and displays the writer's partial understanding of content of original sentence.	3
		Paraphrase includes less than half the key points of original sentence and displays the writer's limited understanding of content of original sentence.	2
		Paraphrase does not include any key points of original sentence and displays no sign of the writer's understanding of content of original sentence.	1
		Paraphrase merely copies word from original sentence.	0
2	Conciseness	Paraphrase is well written with key points in concise manner.	5
		Paraphrase occasionally includes irrelevant specifics, which demands more conciseness.	4
		Paraphrase includes irrelevant specifics at times that lack conciseness	3
		Paraphrase includes a number of	2

		irrelevant specifics with serious problems in conciseness.	
		Paraphrase includes substantial number of irrelevant specifics with no sign of conciseness.	1
		Paraphrase merelycopies words from original sentence.	0
3	Linguistic Reformulation	Paraphrase displays writer's use of own sentence structures or expressions, which have not been used in original sentence.	10
		Paraphrase displays substantial use of writer's own sentence structures or expressions, which have not been used in original sentence, though paraphrase may contain some similar phrase level expression from original sentence.	8
		Paraphrase displays partial use of writer's own sentence structures or expressions, which have not been used in original sentence, though paraphrase may occasionally contain simillar phrase level expressions from original sentence.	6
		Paraphrase displays lack of writer's own sentence structures or expressions that have not been use in	4

4	Language Use	original sentence, and paraphrase contains a noticeable number of similar phrase level expressions from original sentence.	
		Paraphrase replicates almost all sentences from original sentence.	2
		Paraphrase merely copies words from original sentence.	0
		Native like fluency in lexical usage and language usage, such as correct use of relative clauses, prepositions, modals, articles, verb forms, and tense sequencing, and no fragments or run on sentences.	5
		Advanced proficiency in language usage, though with some minor grammatical and lexical errors.	4
		Occasional noticeable grammatical and lexical errors and limited range of vocabulary usage.	3
		Accumulation of grammatical and lexical errors with negative effect on comprehension of content.	2
		Serious and frequent grammatical and lexical errors that interfere with comprehension of content.	1
		Paraphrase merely copies words	0

		from original sentence.	
5	Citation	From of citation and reference is accurate.	2
		Form of citation and reference is partially accurate	1
		No citations and no references.	0

Yeon Hee Choi (2012)

Based on the explanation above, it could be concluded that paraphrasing was paraphrasing is a form of restating a grammar, sentences, or statement by using a simpler diction without changing the meaning of the language. In paraphrasing there are some technique include changing vocabulary, change the form of words, change the grammar, change the point of view and change the conunction.

3. Definition of Report Text

In writing activities, there are many kinds of texts to learn, one of them is report text. Barker (2000: 23) says that "report text is a piece of writing which aims to describe something in general way". This theory that report text refers to kind of text that describe the information by explaining the general information which is used to report the information. According to Lenggana (2013) report text is a one of genres, report text which presents information about something to reporting information. The purpose of writing report text is to describe the way

things are, with reference to a whole range of phenomena, natural, syntactic and social in our environment.

Report text also has own characteristic, it is like the structure of report text. According to Barker (2000). (a) Title: a title that describes the subject being discussed. (b) General Classification: stating classification of general aspect of things; animal, public place, plant, etc. which will be discussed in general. This part as an introduction to the main discussion. (c) Description: describing the thing which will be discussed in detail. More explanantion the generic structure according to Dirgeyasa (2016:71) (a) Topic or title, (b) the general statement or general classification, (c) description.

There are several language features according to Barker (2000). Report text has language characteristic such as : (a) use general nouns, that is an object (be it alive or dead) of general nature. (b) use relating verb to describe features. (c) using action verb to describe behavior. (d) use technical terms. (e) use paragraph topic sentence to organize the information. (f) using simple present tense.

Based on the explanation above, it could be concluded that report text is one type that describes the details of an object. The explanation in the report text is the result of observations, research, observations and studies on various things. Report text has a purpose to describe the obect as it is in accordance with the author's observations.

B. Review of Related Findings

In this research, the researcher puts some of the previous related researches to compare them with this research. Some of the researcher was follows:

First, the research by Latifah Maiyoritsa and Delvi Wahyuni (2021) entitled "An Analysis of Students Techniques in Paraphrasing at English" This study aims to determine the techniques used by students in paraphrasing, the level of paraphrasing ability and also the problems faced by students in paraphrasing in the academic writing class of the English Department of UNP. This research uses descriptive qualitative. The people who took part in this research activity were 126 students of the academic writing class of the English Department of UNP for the 2019 academic year. The instruments used in this study were tests and questionnaires. In this study found The researcher could be concluded 86 students used the synonym technique, 12 students used to make abstract ideas concreate, 20 students used to divide long sentences and 8 students used omit any unnecessary. The score of paraphrasing test was range about 38-95. 9 students qualified in average level, 39 students qualified in good level, 67 students qualified in excellent level, and 5 students qualified in unsatisfactory.

Second, Sanlissy Puspa Pratiwi (2019) entitled "An Analysis Of Students' Technique In Paraphrasing At English Department Of STKIP PGRI Sumatera Barat". This research is a Content Analysis research. This research aimed to discover and analyze the use of techniques in paraphrasing used in the 57th graduate student journal article English study program at STKIP PGRI West

Sumatra. Instruments in this research was a document in the form of several journal articles for language study students English graduates to the 57th. In this study the researchers used the technique of random sampling by taking a sample of 10% from 108 journal articles, so the study took a sample of 11 journal articles and found that as many as 14 paraphrasing data in the 11 journal articles. For collect data, researchers looked for journal articles on the site jim.stkip-pgrisumbar.ac.id published in the STKIP PGRI Library of West Sumatra and look for the original text on the google site. Then the researcher grouped the articles journals that use paraphrasing techniques. The technique in that paraphrasing maked abstract ideas concreate, divide long sentence and combine short sentence, commit unnecessary words, and using synonyms. Results of analyzing The data shows that in 14 paraphrasing data from 11 journal articles, Researchers found 14 data using the make abstract ideas technique concreate, 1 data that used the omitt unnecessary word technique, and also there was 1 student journal article data that uses 2 paraphrasing techniques in one data, namely: journal article 2 in data 2.1 using the omitt technique unnecessary word and make abstract ideas concreate. In the 14 data in analysis, the researcher also did not find anyone who used the technique divide long sentence and combine short sentence and using synonyms. Based on from these results, that students more often used the make abstract technique ideas concreate.

Third, Intan Pertiwi (2019) entitled "Students' Paraphrasing Techniques in Writing (A Study At The Senior Students of English Program of IAIN Parepare". This study examined students' paraphrasing techniques, paraphrasing acceptability, as well as obstacles in paraphrasing at senior students of English

Program of IAIN Parepare in academic year of 2018-2019. The researcher conducted this research in qualitative approach with deciding 26 students as the respondents by purposive sampling. The data was collected by a paraphrasing task (consisted of 5 paragraphs) given to the students and interviewing. After analyzing the data, the researcher found that the paraphrasing technique frequently used by students is to change the synonym technique because they feel easy to paraphrase by this technique. Otherwise, they very rare used the technique to change positive into negative (vice versa), change structure of idea, combine two sentences, as well as changing clause into phrase (vice versa). Besides, they often paraphrased the passage in near copy and minimal revision. The researcher also found that all students were not able to produce an appropriate paraphrase because failed to meet all the good paraphrasing criteria. The students were very often to forget citing the source. Moreover, most of students produce the paraphrase which is included as the paraphrase plagiarism because simply changed the word with its synonym and keep the sentence structure still same as the original. By data of interviewing analysis, the researcher found that the students faced several obstacles: (1) being difficult to find out the appropriate synonym to change the word on original text, (2) being difficult to understand the unfamiliar term (3) being confused how to restructure the sentence in new style, and (4) don't understanding how to paraphrase. All the obstacles were caused by (1) lack of vocabulary, (2) very rare to practice the paraphrasing, (3) ineffective class when learning, (4) lecturer teaching technique which is a little bit unsuccessful to drive the students comfortable in studying, and also (5) limited knowledge of paraphrasing techniques.

Fourth, Gusparia (2017) entitled "Students Ability In Paraphrasing Paragraphs Of English Study Program FKIP UNRI". The purpose of this research was describe the result of the study: the ability of the fifth year students of English Study Program in writing. This study was aq descriptive research that had only one variable that is the students' ability in paraphrasing paragraphs is evaluated by giving the students a test in form of writing a paraphrase. This research was conducted at English Study Program FKIP-UNRI. The participants of the research were the students of the fifth semester of English Study Program of FKIP-UNRI. The researcher gathered the data in form of writing test (writing paraphrase).

Fifth, Nur Istiroqah Sanjaya (2021) entitled "Students' Paraphrasing Skills In Academic Writing: A Case Study At English Literature Departement Of Muslim University Of Indonesia". The research aimed to reveal the students difficulties in paraphrasing English texts, to detect the difficulty most frequently encountered by the students, to investigate the students' ways to overcome the difficulties they encounter in paraphrasing in English text. The research was conducted at the Faculty of Letters, Indonesian Muslim University. From 180 students, 25 students become respondents of the research. They bwere selected because they had been in fifth semesterand they also studied paraphrase. The research utilised the qualitative descriptive method. The research data were collected using questionnaire, test and interview. The questionner was employed with the objective to investigate the difficulties encountered by students. However, to clarify the data, the paraphrasing test was used. The interview was used to find out the solutions from the students' perspective. In analysing the students' results, Keck's taxonomy, Injai's theory and Leonard's rubric were
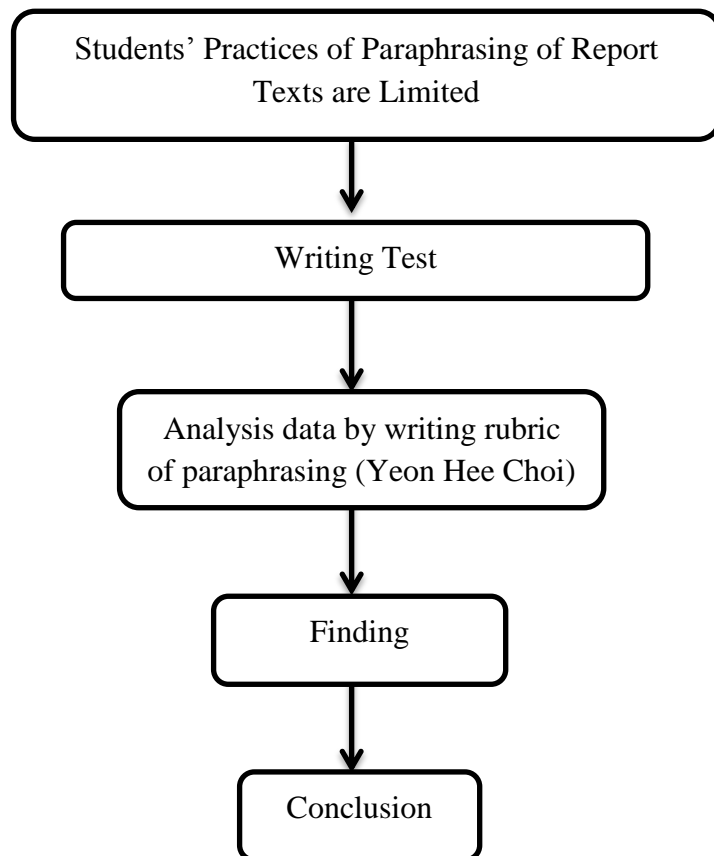
employed. The research result indicated that students' skill in paraphrasing is In "good" category. The difficulties encountered by the students in paraphrasing were: using their own words, reordering phrases, substituting synonyms, substituting appropriate words, changing sentence structures. However, the difficulty most frequently encountered by students substituting the appropriate words in the original texts. To overcome these difficulties, the students must carry out several things, among others, are: improving vocabulary, relearning the paraphrase, especially the teqhniques in paraphrasing, doing more practice to produce the appropriate paraphrase.

Compare with the researcher above, the researcher realize there were some different between this research and those research. First, Latifah Maiyoritsa and Delvi Wahyuni (2021) the researcher was conducted to determine the techniques used by students in paraphrasing, the level of paraphrasing ability and also the problems faced by students in paraphrasing in the academic writing class. Second, Sanlissy Puspa Pratiwi (2019) the researcher presented to discover and analyze the use of techniques in paraphrasing. Third, Intan Pertiwi (2019) the researcher examined students' paraphrasing techniques, paraphrasing acceptability, as well as obstacles in paraphrasing, Forth, Gusparia (2017) the researcher is conducted students' ability in writing paraphrase in paragraph. Fifth, the researcher was conducted to investigate the students' ways to overcome the difficulties they encounter in paraphrasing in English text.

C. Conceptual Framework

In this research, the conceptual framework of the research explained about how the research collected the research. The conceptual framework of this research is on the following figure :

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│  Students' Practices of Paraphrasing of  │
│         Report Texts are Limited         │
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                    │
                    ▼
┌─────────────────────────────────────────┐
│              Writing Test                │
└─────────────────────────────────────────┘
                    │
                    ▼
┌─────────────────────────────────────────┐
│       Analysis data by writing rubric    │
│      of paraphrasing (Yeon Hee Choi)     │
└─────────────────────────────────────────┘
                    │
                    ▼
┌─────────────────────────────────────────┐
│                Finding                   │
└─────────────────────────────────────────┘
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                    ▼
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│               Conclusion                 │
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Figure 2.1 Conceptual Framework of the Research

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses about the research methodology. It consists of research design, setting of the research, population and sample, instrumentation of the research, technique of collecting the data, technique of analyzing the data taken at the sixth semester English Study Program University of Pasir Pengaraian. This chapter explains about the direction of this research and also the procedures of researcher in collecting the data.

A. Research Design

This research was descriptive quantitative research. Sugiyono (2013: 2) states that research design is a scientific way to get data with a specific purpose. Meanwhile, the model of research design use in this reseach is quantitative. Creswell (2014) add that quantitative research is an approach for testing objective theories by examining variables. These variables, in turn, can be measured, typically on instruments, so that number data can be analysis using statistical procedures. The statistical procedures are described as the needs of the research.

In this research, the main point is to collect and accumulate the data in descriptive way. It intends to describe about the students' skill in writing paraphrase of report text at sixth semester students English study program university of Pasir Pengaraian.

B. Setting of the Research

This research was located at University of Pasir Pengaraian. The researcher conduct this researcher to the sixth semester which is located at Jl.Tuanku Tambusai Jl. Raya Kumu, Rambah, Rambah Hilir, Kabupaten Rokan Hulu.

C. Population and Sample

According to Sugiyono (2013: 215) population is generalization region that consist of object, subject that have and certain characteristic who determined by researcher to be learned and to be concluded . The population of this research is the sixth semester English study program University of Pasir Pengaraian , academic year 2022/2023. There are 28 students and all of students are population. Based on the considerations above, the researcher used probability sampling. According to Sugiyono (2013: 218) probability sampling is sampling technique where the number of samples is the same as the population. The sample of this research is 28 samples. So this research, the amount of samples is the same as the population, they are 28 students.

D. Instrument of the Research

The instrument of this research is a writing test. The test is given to the students to write paraphrase a text. Then, students writing test is analysed through scoring rubric of writing paraphrase. The scoring rubric was taken from Yeon Hee Choi (2012)

E. Technique of Collecting the Data

The test of this study was conduct at University of Pasir Pengaraian, at sixth semester students of English Study Program of Faculty of Teacher Training and Education. This method was carried out by some steps: First, the reseacher came to the class and brought 5 topics about report text. Second, the researcher asked the students to choose their own topic. Third, the students paraphrased the text of the topic, and the last the students completed paraphrasing the text, the researcher collected the results of the paraphrases to be corrected.

F. Technique of Analyzing the Data

After collecting data , the researcher analysed the data. The researcher filled the scoring rubric which contains some criterias based on the teoritical of scoring rubric by Yeon Hee Choi (2012) . The data is analysed by using the following criteria :

Table 3.1. Rubric of Paraphrasing

No	Aspect	Criteria	Score
1	Quality	Paraphrase includes all key points of original sentence and displays the writer's clear understanding of content of original sentence.	5
		Paraphrase includes almost all key points of original sentence and displays writer's fairly good understanding of content of original	4

		sentence, throught some points may not be accuarately addressed.	
		Paraphrase includes half the key points of original sentence and displays the writer's partial understanding of content of original sentence.	3
		Paraphrase includes less than half the key points of original sentence and displays the writer's limited understanding of content of original sentence.	2
		Paraphrase does not include any key points of original sentence and displays no sign of the writer's understanding of content of original sentence.	1
		Paraphrase merely copies word from original sentence.	0
2	Conciseness	Paraphrase is well written with key points in concise manner.	5
		Paraphrase occasionally includes irrelevant specifics, which demands more conciseness.	4
		Paraphrase includes irrelevant specifics at times that lack conciseness	3

3		Paraphrase includes a number of irrelevant specifics with serious problems in conciseness.	2
		Paraphrase includes substantial number of irrelevant specifics with no sign of conciseness.	1
		Paraphrase merelycopies words from original sentence.	0
3	Linguistic Reformulation	Paraphrase displays writer's use of own sentence structures or expressions, which have not been used in original sentence.	10
		Paraphrase displays substantial use of writer's own sentence structures or expressions, which have not been used in original sentence, though paraphrase may contain some similar phrase level expression from original sentence.	8
		Paraphrase displays partial use of writer's own sentence structures or expressions, which have not been used in original sentence, though paraphrase may occasionally contain simillar phrase level expressions from original sentence.	6
		Paraphrase displays lack of writer's own sentence structures or	4

		expressions that have not been use in original sentence, and paraphrase contains a noticeable number of similar phrase level expressions from original sentence.	
		Paraphrase replicates almost all sentences from original sentence.	2
		Paraphrase merely copies words from original sentence.	0
4	Language Use	Native like fluency in lexical usage and language usage, such as correct use of relative clauses, prepositions, modals, articles, verb forms, and tense sequencing, and no fragments or run on sentences.	5
		Advanced proficiency in language usage, though with some minor grammatical and lexical errors.	4
		Occasional noticeable grammatical and lexical errors and limited range of vocabulary usage.	3
		Accumulation of grammatical and lexical errors with negative effect on comprehension of content.	2
		Serious and frequent grammatical and lexical errors that interfere with comprehension of content.	1

5	Citation	Paraphrase merely copies words from original sentence.	0
		From of citation and reference is accurate.	2
		Form of citation and reference is partially accurate	1
		No citations and no references.	0

Yeon Hee Choi (2012)

After giving the data of rubric of paraphrasing than the data was convey

with the range score below :

Table 3.2. Range Score

No	Range Score	Grade	Category
1	22 – 27	A	Exellent
2	16 – 21	B	Good
3	11 – 15	C	Fair
4	6 – 10	D	Poor
5	0 – 5	E	Very Poor

Yeon Hee Choi (2012)