

SKRIPSI

**IMPROVING THE ABILITY IN WRITING PARAGRAPH AT  
THE SECOND GRADE STUDENTS OF SMK NEGERI  
5 PINRANG THROUGH PARAPHRASING  
TECHNIQUE**



2018

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5 PINRANG THROUGH PARAPHRASING  
TECHNIQUE**



By

**SITI LESTARI**  
**Reg. Num. 14.1300.110**

Submitted to the English Program of Tarbiyah and Adab Department  
of State Islamic Institute of Parepare in Partial of Fulfilment  
of the Requirements for the Degree of  
Sarjana Pendidikan (S.Pd)

**ENGLISH PROGRAM  
TARBIYAH AND ADAB DEPARTMENT  
STATE ISLAMIC INSTITUTE (IAIN)  
PAREPARE**

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**English Program**

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**to**

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TARBIYAH AND ADAB DEPARTMENT  
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PAREPARE**

**2018**

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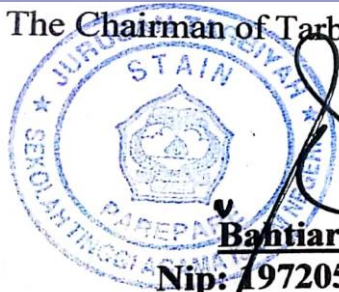
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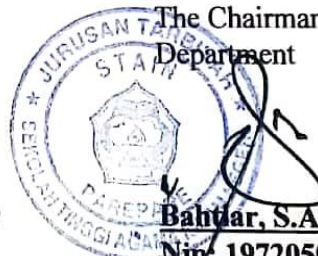
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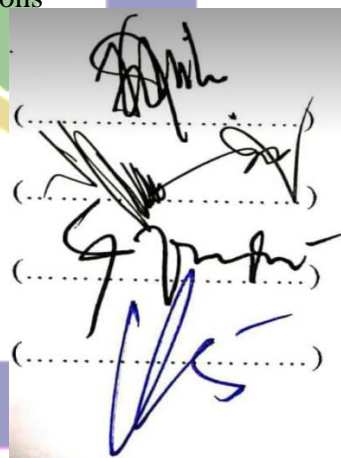
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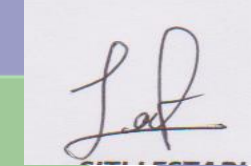


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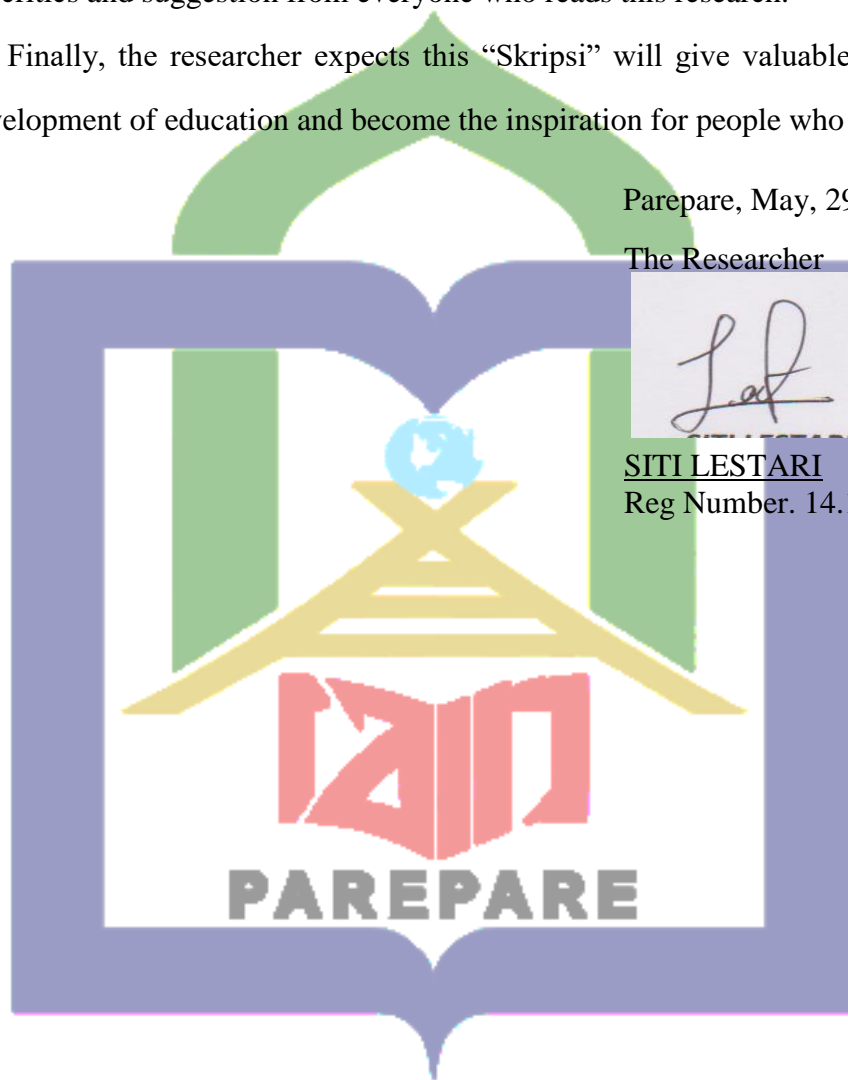
Finally, the researcher expects this “Skripsi” will give valuable information for development of education and become the inspiration for people who read it.

Parepare, May, 29<sup>th</sup> 2018

The Researcher



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## DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

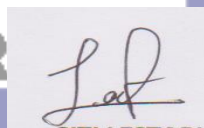
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through Paraphrasing Technique.

State this skripsi was her own writing and if can be proved that it was copied, duplicated or complied by any other people, this skripsi and the degree that has been gotten would be postponed.

Parepare, 29<sup>th</sup> May 2018

The Researcher



**Siti Lestari**  
**14.1300.110**

## ABSTRACT

**Siti Lestari.** *Improving The Ability in Writing Paragraph at the Second Grade Students of SMK Negeri 5 Pinrang through Paraphrasing Technique* (Supervised by Hj. Nurhamdah and Amzah)

This study is to see improving writing ability at the second grade students of SMK Negeri 5 Pinrang through Paraphrasing Technique. It aimed to know whether Paraphrasing Technique can improve the students' Writing Ability in Writing Paragraph.

The subject of this research is XI TGB class which is consisted of 17 students. The sample was taken by using random sampling. The design in this research was pre-experimental with pre-test and post-test design. The students did the pre-test, got the treatment and did the post-test.

The result in this research was indicated that there was improvement of the students' Writing Ability. It was indicated by the students' mean score of post-test (81,48) was greater than pre-test (50,58). Even, for the level significant ( $p$ ) 5% and  $df = 17$ , and the value of table is 1,746, while the value of t-test is 14,26. It means that, the t-test value is greater than t-table ( $14,26 \geq 1,746$ ). Thus, it can be concluded that the students' Writing ability in writing paragraph is significant better after getting the treatment. So, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted.

**Keywords:** Writing Ability, Paraphrasing Technique.

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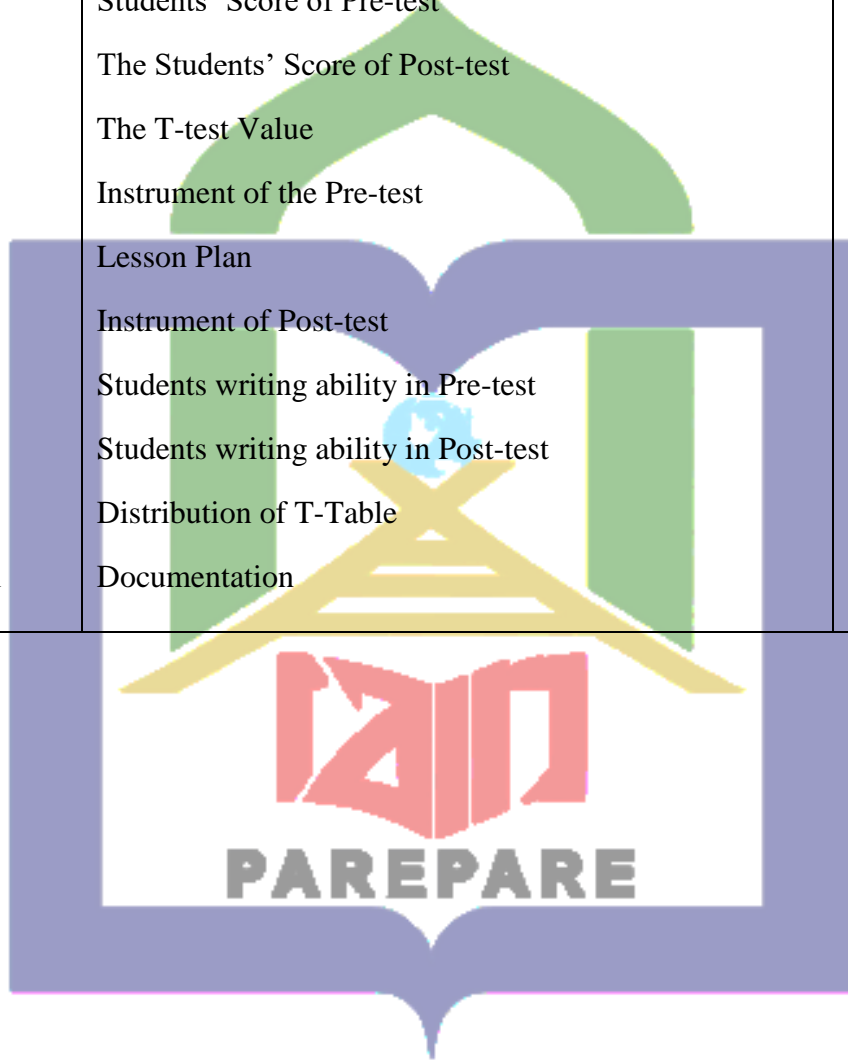
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# CHAPTER I

## INTRODUCTION

### 1.1 Background

English is one of the international languages that is used by many people in the world and in many areas of everyday life. Beside, English is a mayor of communication among people use it as a means of international communication. English has been used as the second language. It has great influence all over the world. Therefore using English is the easiest way to communicate with people from other countries about many aspects in human life such as technology, economy, social, and politic. It is considered as an instructional language and use all over the world.

Learning English as a foreign language is an integrated process that the learner should study the four basic abilities: listening, speaking, reading, and writing. people use it to understand the world through listening and reading and to communicate their feeling, need, and desires through speaking and writing. By having more knowledge about language ability people have much better chance of understanding and being understood and getting what people want and need from around them. These ability cannot be separated because have relation to each other.

Writing is one of four basic abilities and in this research, the resercher will focuses on writing ability especially in writing paragraph. Cral said that in his book Writing is basically a process of communicating something (content) on paper to an audience.<sup>1</sup> Writing is very important ability to learn because students can describe

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<sup>1</sup>Thomas, Cral, *Creatives Classroom Activities* (United States Information agency: Washington, D. C, 1993), p 128.

their idea, feeling, and experience. But not all students can write well when they are writing, they face some difficulties. They do not master vocabulary, punctuation, grammar, and how to use appropriate words. In addition, technique or media of the teacher does not make students interested to learn and made them get bored. The teacher should create comfortable learning situation to overcome the problems of the students, or over help and motivate the students in order to express their ideas into writing.

Some useful ways are necessary to learn writing in class with the knowledge of the students in writing. The technique is assumed that it can encourage the students to develop their ability in writing especially in writing paragraph. thought to create their ideas when the researcher paid attention to the progress of students writing ability, they thought to create a good written essay through using technique in learning teaching program. Actually, there are many way to learn writing, from external and internal aspect. Using their senses; sight, touching, hearing, and smelling are sources to get ideas for writing activity as internal ways. Nevertheless, for external ways by reading books or watching TV, and films are other sources to make our writing more useful.

Paraphrasing is one of the ways to overcome writing problems. Paraphrasing is rewriting using different words. Changing the wording of text that it is significantly different from the original source, without changing the meaning.<sup>2</sup> For example if the students have read a story and they wanted to tell their friends about the story happened, they have to recounted the storyline, the main characters, the events, and important points using their own words. Paraphrasing will help the

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<sup>2</sup>Stephen Bailey, *Academic Writing A Handbook for International Students* (London and New York:Routledge, 2011), p.50

students to understand writer's idea and to clarify the meaning of a sentence of passage.

The fact in SMK Negeri 5 Pinrang, there are many students have low ability in writing. Almost of them felt shy to express what their think because they afraid if their grammar are wrong. It was showed some of the students of SMK Negeri 5 Pinrang get score in under 70 (mininum achievement criteria). It was proved by the students' score. In teaching writing, English teacher should take some considerations to use any other technique to apply in the classroom. The use various technique can be well placed to achieve good\ result. In relation with the problem, the researcher tried to give solution in improving writing for the second grade students through Paraphrasing Technique.

Based on the explanation above, the researcher focuse her attention to teaching writing with title "Improving the ability in writing paragraph at the second grade students of SMK NEGERI 5 PINRANG through paraphrasing technique".

### **1.2 Problem Statement**

Based on the background above, the researcher formulates a problem statements as follow "is the use of paraphrasing technique able to improve the ability in writing paragraph at the second grade students of SMK NEGERI 5 PINRANG"

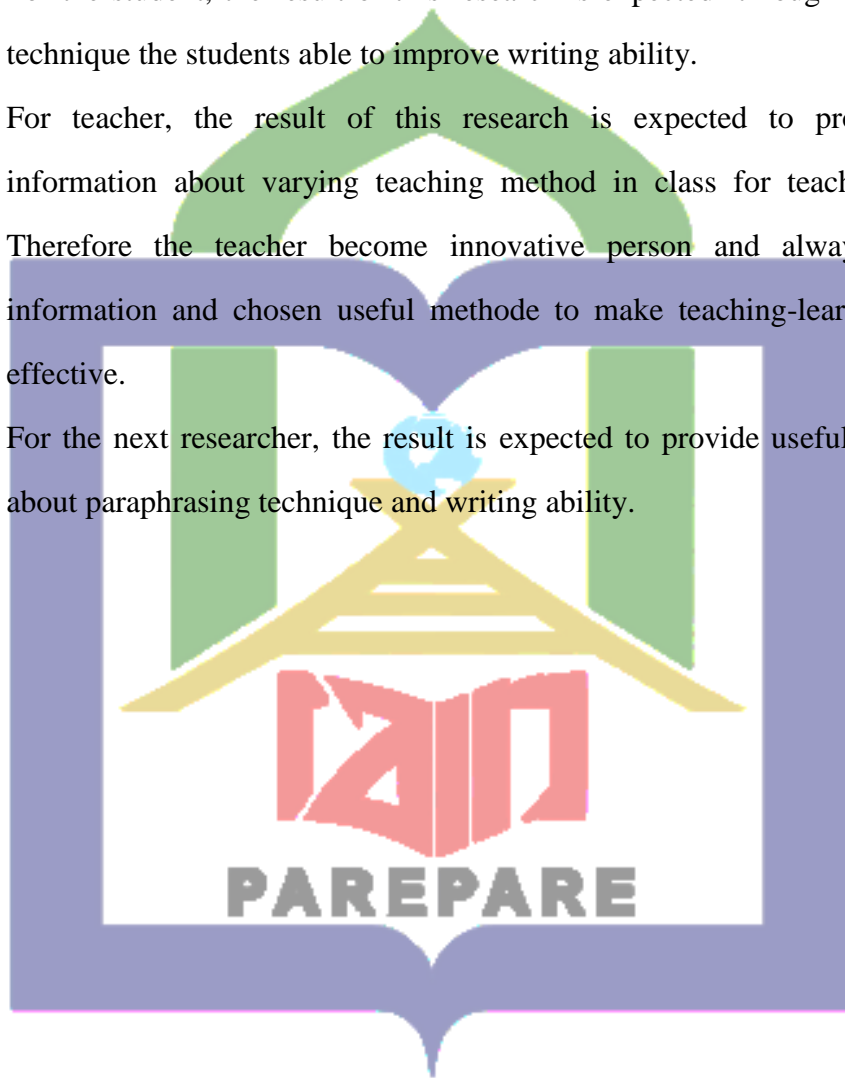
### **1.3 Objective of the Research**

Based on the problem statement above, the objective of the research is to find out whether or not the paraphrasing technique is able to improve the ability in writing paragraph at the second grade students of SMK NEGERI 5 PINRANG.

#### 1.4 Significance of the Research

The researcher hopes that this research will have some benefits in the English teaching learning process, especially in teaching writing.

- 1.4.1 For the student, the result of this research is expected through paraphrasing technique the students able to improve writing ability.
- 1.4.2 For teacher, the result of this research is expected to provide useful information about varying teaching method in class for teaching writing. Therefore the teacher become innovative person and always brief the information and chosen useful method to make teaching-learning process effective.
- 1.4.3 For the next researcher, the result is expected to provide useful information about paraphrasing technique and writing ability.



## CHAPTER II

### REVIEW AND RELATED LITERATURE

This part presents some pertinent ideas, previous related research findings, conceptual framework, and hypothesis.

#### 2.1 Some Pertinent Ideas

In this part, some pertinent ideas explain about the concept of the variable of the research, which are consisted of the concept of writing and the concept of Paraphrasing technique.

##### 2.1.1 The concept of writing

In this part, will explanation about the concept of writing ability as the first variable of research which has content; the definition of writing, the importance of writing, the components this of writing, writing process, genre in writing, and good writing.

##### 2.1.1.1 Definition of writing

Writing is very important in education today so everyone wants to know the best way to teach it. Writing is an important ability that is used to persuade and describe. One of the most effective and personal means of communicating with others is the written word. There are some linguists convey their ideas about writing skills.

Oshima and Ann defined Writing is an expression of ideas that need some process such us thinking writing, reading, correcting, and revising. The people have

to realize that what they write are satisfied that your writing express exactly what you want to say.<sup>1</sup>

Writing is a process of synthesis. As you write, you used words and information to submit your viewpoint in a coherent whole, an essay. But writing draws on impulse as well as reasoning, on emotion as well as fast and memory.<sup>2</sup> This statement indicates that writing is one of language skill which is used to communication indirectly, it is mean that we do not face to face with other to communicate but we communicate with media like as pen or pencil. So, writing can be called as a productive ability beside speaking.

According to Heaton there are five abilities necessary for writing. They are:<sup>3</sup>

1. Language use: the ability to write corresponding sentences;
2. Mechanical abilities: the ability to properly use convection is typically written language;
3. Treatment of content: the ability to think creatively and develop thoughts, excluding all irrelevant information;
4. Stylistic abilities: the ability to manipulate sentences and paragraph, and use language effectively;
5. Judgment abilities: the ability in writing appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.

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<sup>1</sup>Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, (New York: Pearson Lonman, 2007), p.15.

<sup>3</sup>H. Ramsley Fowler, *The Little Hand Book*, (Boston: Little, Brown and Company, 2001), p.3.

<sup>4</sup>J. B. Heaton, *Writing Language Test*, (New York: Longman Group, 1988), p.135.

writing is could be interpreted as the act of forming a character on paper or other suitable material with a pen or pencil. Hornby said in his book that writing is the activity occupation of writing e.g. books, stories, or articles; written works, e.g. stories or essay; the general activity or ability of writing.<sup>4</sup>

Based on the pertinent ideas above, the researcher concluded that writing is an one way to deliver information to audience in writing form and writing abilities is ability to produce written message. There are many rules and aspects that should be considered by learners in order to readers comprehend about the text.

#### **2.1.1.2 The Importance of Writing**

In generally, writing has become a popular part on people's everyday life. In almost of life, writing in whatever form it be, is proved to be an effective way of communication. For example, people should understand about written works in their life such as simple notices at shopping centers, printed media such as newspaper and magazine; educational and scientific sources like books, journals, and encyclopedia, and literary works such as novel and poem. They show us that writing serves in any different forms and gives essential function in day-by-day activities. It can imagine how hard people carry out their duties without writing. Surely, there will be too much information untold and lot of knowledge will be left.

The fact that writing ability clearly gives many advantages to people, it suggests that having good writing ability will give many benefits to them. In addition, being able to take a part in today's information culture, writers can express

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<sup>2</sup> A, S Hornby, Oxford Learner's Dictionary (New York: Oxford University Press, 1995), p. 1383.

themselves well through writing; they can communicate their ideas, thoughts, feelings, and experiences at the same times. Losing the opportunity to learn to write is expelled from a variety of social roles including those most people in industrial societies associated with power and prestige.<sup>5</sup> This shows that writing is closely related to the society.

To develop ability in writing, considered to know the importance of demonstrating progress, which are:

1. The writing programmed should continue to provide opportunities for reinforcing language learned orally
2. The writing program should be designed to include a greater range of the resources of the written language
3. The amount of control over at the learners write should be reduced
4. The range of communication tasks should be extended.<sup>6</sup>

When the students realize of these are which in developing the writing ability, it should be help them to improve their writing. That some explanation how important the writing ability and it will help the students to keep in mind some of the many importance of writing.

### 2.1.1.3 The Component of Writing

Jacobs in Salman point out five significant components of writing namely: content, organization, vocabulary language use and mechanics.

<sup>5</sup>Harmer, *How To Teach Writing*, (London: Longman, 2004), p. 3.

<sup>6</sup>Donn Byrne, *Teaching Writing Abilities*. New Edition (Lonman: Longman Group UK Limited, 1988), p. 48.



### 1. Content

There are four things that can be measured in connecting with content. The composition should contain one central purpose only, should be unity, should have coherence and continuity and should be adequately developed.

### 2. Organization

The purpose of organization material in writing involves coherence, order of importance general to specific, specific to general, chronological order and spatial order of pattern.

### 3. Vocabulary

Vocabulary is one language aspect dealing with the process of writing study in the process of writing the writer always thinks about putting word into sentences and putting sentences into paragraph until they can create a piece of writing.

### 4. Language use

Language is writing description and other form of writing involves connect language and point of grammar. The learners should be able to do anything more than letter separate items of language for separate function. The grammar can help the students improve the use of formal language.

### 5. Mechanics

Mechanics in writing deals with capitalization, spelling and punctuation. Capital letters have principal uses in English writing. This may be used distinguish between particular and general classes of person, places and things.

#### **2.1.1.4 Writing Process**

Teaching writing focused not only on a product of writing itself but also on the process of writing. Writing process is a process which writer begins to write down

their ideas on the paper which is valuable to the whole learning process. To create a good writing, the students have to aware of the grammatical rules and choose an appropriate vocabulary as well as they should aware the coherent and cohesion. It is because of writing is one a way that students act in which they take any ideas and transform them into self-initiated topics. So, it becomes a basis of students to formulate the goals first then plan it for creating and organizing the composition into writing.

In writing process, there are pre-writing activities that help the students get ready to write composition. Oshima and Ann said in their book that the process of writing consists of four step, those are pre-writing, organizing, writing, a draft, and the last step are polishing the draft by editing and revising.<sup>7</sup> Activities that help the students get ready to write then try to write their ideas into paragraph after that guidance in revising their writing finally, activities for editing and proofreading their writing.

Besides that, according to Jeremy Harmer, there are four principles in writing process:

#### 2.1.1.4.1 Planning

It seems with pre-writing. Students should have plan first what they are going to write, the most creative step and most of the students develop a preferred way to organize their thoughts. And in planning students have to consider the purpose of their writing, think of that their writing will be able to appropriate the readers than they should consider the content structure. Planning or pre-writing also can be defined as a way to warming up the brain before writing.

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<sup>7</sup>Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, (New York: Pearson Longman, 2007), p.15.

#### 2.1.1.4.2 Drafting

The first part in writing is called draft. The writer should open their idea in their mind that have been planned as a guide to writing. This principle needs an editing for correcting the text.

#### 2.1.1.4.2 Editing

Impossible to write a success writing in a first change. The first chance can be called as a first draft. Perhaps that any ideas or some information is not clear or the discourse marker is wrong. The way to avoid that is revising the draft, called editing.

#### 2.1.1.4.3 Final Version

Once writers have edited their draft then they make a change they considered to be necessary, they produce the final version. That's all some explanation about the writing process.<sup>8</sup>

#### 2.1.1.5 Genre in Writing

In this part, genre in writing is a part of genre in language use. Simply that genre in writing is a kind or type of writing in which has a typical style, particular target of readers and specific purpose.<sup>9</sup> It could be said that genre writing covers about three main aspects is called writing style, readers, and goal oriented. Writing is not only express the idea, information, or messages in grammatical sentences but the all need to order in a text that is conventionally agreed by the language use.

<sup>8</sup>Jeremy Harmer, *How to Teach Writing* (England: Pearson Education Limited, 2001), p.4.

<sup>9</sup>I Wy. Dirgeyasa, "English and Literature Department, Faculty of languages and Arts, Universitas Negeri Medan, Indonesia: Genre-Based Approach: What and How to Teach and to Learn Writing" (*Canadian Center of Science and Education* 9, no. 9, 2016), p.46.

Concern above the statement, genre in writing can be defined as a text type that has function as a frame of reference so that writing text can be effectively. Based on the Communicative purpose, text are divided into several types of writes:

- 2.1.1.5.1 Narrative: To amuse/entertain the readers and to tell a story.
- 2.1.1.5.2 Procedure: to describe how something is accomplished through a sequence of actions or step.
- 2.1.1.5.3 Spoof: to tell an event with a humorous twist and entertain the readers
- 2.1.1.5.4 Descriptive: to describe a particular person, place or thing in detail.
- 2.1.1.5.5 Exposition: To explain the processes involved in the formation or working of natural or socio-cultural phenomena.
- 2.1.1.5.6 Report: to present information about something
- 2.1.1.5.7 Recount: to retell something that happened in the past and to tell a series of past event.

A recount is a text that tells about past experiences or story that can be found on the writers personal or historical events.<sup>10</sup> A recount text is a text which retells events or a part of experiences in the past, the purpose of recount text is to list and describe past experiences by retelling events in order in which they heppend. This type of text chosen as whatever the students write. The researcher chooses recount text as a teaching material in teaching English because it's considering the students can feel free to explore the story build their personal experiences and ultimately convert their ideas toward written form.

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<sup>19</sup>Ayu Sonia Habibah Fisher, "Students' Reading Techniques Difficulties In Recount Text," (Journal of English and Education 4, no.2, 2016), p.8.

Recount record a series of story in the order in which they occurred with several types,. for examples, diaries, postcards, journals, confessions, and biographies or anything relevant to the histories.<sup>11</sup> Recount text retells a streak of events in chronological order. One of recount texts is historical recounts. Historical recounts are presentation of factual recount. A factual recount documents a series of events sequentially and evaluates their significance.

#### 2.1.1.5.7.1 The Characteristic of Recount Text

There are Some characteristic of recount text, there are;

1. Recount text normally began by setting the scene , such as WH Questions (what, when, where, why, who, and how.)
2. Followed by a series of events, in the order that they happened (Chronological Order).
3. In the end of the text lead the reader back to the subject. This may be the scheme of interpretation.
4. They are written factual past events.
5. They use Connectives related to time, for examples., after, then, next, meanwhile, to cause, Examples., because, since, or to contrast, examples., however, although, nonetheless.
6. They not focus in general topics, they focus on specific people or events.
7. They use the first person (I, we) in life story, and drama; in another way they use the third person.

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<sup>20</sup>Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris SMA/MA/SMK/MAK Kelas X – Study dan Pengajaran; Cetakan Ke-2*, (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2016), p.124.

8. They Use critical vocabulary relevant to subject.<sup>12</sup>

In Recount text always use simple past tense, so in this text will not get “is” or “are” in the phrase but it will change to “was” or “were”. Most often in recount text, the subject is “I” or “the name of human”.

#### 2.1.1.5.7.2 The Generic Structure of Recount Text

A recount text has the following general structure, there are;<sup>13</sup>

1. Orientation, usually start by setting the scene, e.g., tells who was involved, what happened, where the events took place, and when it happened.

Example: last month my family and I went to Toraja to attend Grandpa’s funeral.

2. Events, tells what happened and in what sequence. Describing series of events typically ordered in chronological order.

Example : The funeral was performed on two phases. First we slaughtered the pigs and buffaloes, and then moved the corpse to face north. In this ceremony we wore black clothes. After that, the corpse was placed in a sandal wood coffin, then, the next.....

3. Reorientation, consists of optional-closure of events/ending. a reorientation which “rounds off” the sequences of events or retell about what happened in the end.

<sup>21</sup>Sri Rahayu, “The Ability Of The Second Year Students Of SMPN 3 Baranti In Identifying And Analyzing Kinds Of Paragraph In Writing” (Unpublished Scripts; English Department: Parepare 2014), p.19

<sup>22</sup>Artono Wardiman, Masduki B. Jahur, and M. Sukirman Djusuma, *English In Focus For Grade VIII Junior High School; Ed.1*, (Jakarta: Pusat Perbukuan Department Pendidikan Nasional, 2008), p.61.

Example : The funeral ceremonies made my family and me tired.

However, we were grateful because it ran smoothly

### **2.1.1.6 Good Writing**

Good writing in language in language involves knowledge of written discourse in culture and also capability to choose appropriate words that convey a person's meaning. One of the keys to good writing is organization. Different languages organize their ideas differently. In English, organization is mean that divide the ideas into groups and putting them in a logical order.<sup>14</sup> Not only organization but also the students have to know that to write an interesting text and good paragraph, they should know what paragraph is. Paragraph is a group of appropriate sentences about a single topic.<sup>15</sup> For example a group of sentences that can be developing one main point or an idea.

### **2.1.2 The Concept of Paraphrasing Technique**

In this explanation about the concept of paraphrasing technique as a second variable of this research which has content; the definition of paraphrasing, using paraphrasing technique. Paraphrasing in teaching, and steps to effective paraphrasing.

#### **2.1.2.1 Definition of Paraphrasing**

One of the more difficult concepts for second language learners to grasp is paraphrasing. Paraphrasing is more often a part of informal and formative assesment than of formal, summative assesment and therefore students responses should be

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<sup>10</sup>Karen Banchard, *Ready to Write a first Composition Text, Second Edition* (New York: Addison-Wesley Publishing Company, 1994), p. 1.

<sup>11</sup>Hongue Ann, *First Step in Academic Writing*, (New York: Addison- Wesley Publishing Company, 1996), p.3.

viewed as a opportunities for teachers and students to gain positive was back on the art of paraphrasing .<sup>16</sup> this statement indicated that paraphrasing is one of the more difficult concepts for a second language learner to understand is paraphrasing and also has an artistic value that we can tell by using our own word variation.

Paraphrasing is changing the wording of a text so that it is significantly different from the original source,<sup>17</sup> without changing the meaning. It's mean that an effective parable is the main academic learning needed to avoid the risk of plagiarism: it shows the students understand a source.

Paraphrasing as summarize to express in own words the essential words of addition from the writer.<sup>18</sup> In other words, to paraphrase information from the text, it's very important for writers to allow for important information by using their own words.

Paraphasing is used much more frequently than quoting. It is used when the students want to express someone else's idea in students' own words. Many students believe that paraphrasing simply requires the substitution of a synonym for the important words in a sentence. This is a problem in scientific writing because often there is only one word to describe a certain action or object. A much better way to paraphrase is to keep the important words and change the sentence structure.

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<sup>12</sup>Brown, H. Douglas, *Langue Assesment Principles and Classroom Practices*, (San Fransisco State University, 2003), p.234.

<sup>13</sup>Stephen Bayle, *Academic Writing a Handbook for International Students*, (Routledge: 2011), p.50.

<sup>14</sup>Alred in Diah Maulidya Hans, "The Effectiveness of Paraphrasing Strategy in Increasing University Student's Reading Comprehension and Writing Achievement." (Published Thesis; Master Program of English Education: Palembang, 2010), p.12.



Paraphrasing is when students write the ideas of published authors in their own words without changing the original meaning. (*Cañada College Academic Integrity Committee, 8/30/04*)

Based on the explanation above, paraphrasing is the use of another's ideas to enhance students' own work. In a paraphrase, students rewrite in their own words the ideas taken from the source.

#### **2.1.2.2 Using Paraphrasing Technique**

Paraphrasing is useful in the application of rules and procedures because it presents the information in a different and more simplified way. This helps clarify rules and procedures for learners. Learners can also demonstrate their understanding of rules and procedures by Paraphrasing them.

Paraphrasing can be used with other tactics such as application flowcharts and application frames by having the learners paraphrase the information contained in these structures. It is important to note that paraphrasing is a difficult tactic for learners to use. Extensive practice and feedback may be necessary before the learners become comfortable Paraphrasing. In addition, when using paraphrasing to present material to learners, it is only appropriate to paraphrase if the original information is difficult to understand.

#### **2.1.2.3 Paraphrasing in Teaching**

Paraphrasing is a way of presenting a text, keeping the same meaning, but using different words and phrasing. Paraphrasing is used with short sections of text, such as phrases and sentences. A paraphrase may result in a longer, rather than shorter, version of the original text. It offers an alternative to using direct quotations

and helps students to integrate evidence/ source material into assignments. While paraphrasing are considered to be a learning strategy to improve learning and reading, they have traditionally been intended to measure writing abilities.<sup>19</sup>

#### 2.1.2.4 Technique of Paraphrasing

To produce a good paraphrasing, of course the students have to know the technique of paraphrasing that are:<sup>20</sup>

##### 2.1.2.4.1 Changing vocabulary:

The first technique is change the vocabulary by finding synonyms of the words but with the same meaning. For example “study” and the synonym of study is “research”.

Some common academic synonyms :<sup>21</sup>

Nouns	synonyms	verbs	Synonyms
Goal	Target	Reduce	Cut
Study	Research	Accelerate	Speed up
Result	Findings	Strengthen	Reinforce
Area	Field	Retain	Keep
authority	Source	Prohibit	Ban
benefit	Advantage	Predict	Forecast
category	Type	Maintain	Insist
component	Part	Develop	Evolve

<sup>15</sup>Daljet Singh Sedhu, Mun Yee Lee, and S.Chee Choy, “The Influence of Teaching Strategies on Students’ Paraphrasing Strategies: A Case Study,” (*IJIRS Journal* vol. 2, no. 3, July 2013), p. 131.

<sup>16</sup>Stephen Bailey, *Academic Writing A Handbook for International Students, Second Edition* (London and New York: Routledge, 2006), p.30

<sup>17</sup>Stephen Bayle, *Academic Writing a Handbook for International Students*, p.117.

concept	Idea	Found	Establish
behavior	Conduct	Eliminate	Remove
controversy	Argument	Show	Demonstrate
feeling	Emotion	Confine	Limit
beliefs	Ethics	Concentrate	Focus
expansion	Increase	Quote	Cite
interpretation	Explanation	Clarify	Explain
issue	Topic	Challenge	Question
method	System	Attach	Join
option	Possibility	Assist	Help
statistics	Figures	Claim	Suggest
frameworks	Structure	Evaluate	Examine
trend	Tendency	Alter	Change
quotation	Citation	Achieve	Reach
drawback	Disadvantage	Reduce	Decrease
output	production		

NB : not all and phrases can be paraphrased. For example economics, socialism and global warming have no effective synonyms.

Example in a sentence:

Find synonyms of the underlined words

1. The growth of the car industry parallels the development of modern capitalism.

- The rise of the automobile industry matches the progress of contemporary capitalism.

2. He began to teach me riding the motorcycle around a field in my village.

- He start to coach me driving the scooter around a territory in my hometown.

#### 2.1.2.4.2 Changing words class:

The second technique in paraphrasing is changing words class but with the same meaning.

There are some class word changes.

Noun (N)	Verb (V)	Adjective (Adj)	Adverb (Adv)
Beauty	Beautify	Beautiful	Beautifully
Benefit / beneficiary	Benefit	Beneficial	Beneficially
Creation / creator	Create	Creative	Creatively
Decision	Decide	Decisive	Decisively
Difference	Differentiate	Different	Differently
Distraction	Distract	Distracted / distracting	Distractedly
Justification	Justify	Justifiable	Justifiably
Protection	Protect	Protective	Protectively
Reliability	Rely	Reliable	Reliably
Sadness	Sadden	Sad	Sadly
Significance	Signify	Significant	Significantly
Strength	Strengthen	Strong	Strongly
Success	Succeed	Successful	Successfully
Understanding	Understand	Understandable	Understandably

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#### 2.1.2.4.3 Changing words order:

In this technique talking about how to change words order of the sentences. Word order of the sentence will be change to be a new words order without changing the meaning.

Examples: - Ancient Egypt collapsed > the collapse of Egyptian society began

- In this ceremony we wore black clothes > black clothes of this ceremony

Based on the findings and pertinent ideas, the researcher assumes that writing is a process that the demands of writing vary depending on the reader, the purpose, the content also the writing situation. To make a good writing the students must looking for the components of writing (content, organization, vocabulary, language use, and mechanic).

To success in learning and teaching process the teacher apply a technique, here the resercher offer a technique in teaching writing is paraphrasing technique. The students use this technique when they want to express someone else's idea in our own words without change the meaning.

#### 2.1.2.5 Steps to Effective Paraphrasing

There are six steps to effective in paraphrasing, that the students should :

2.1.2.5.2 Read carefully the original text until the they got its full meaning,

2.1.2.5.3 Put the original aside, and write their paraphrase in a note card.

2.1.2.5.4 Write down some of the words below they paraphrase to remind them then how they imagine using this material. At the top of the note card, write a keyword or phrase to show their subject paraphrasing.

- 2.1.2.5.5 Check the rendition with the original ensures that their accurate version reveals all important in a new form,
- 2.1.2.5.6 Use quotation marks to identify each unique term or the words they have borrowed exactly from the source.
- 2.1.2.5.7 Note the source (including the page) on the note card so that you can credit it easily if they decide to incorporate the material in to their paper.<sup>22</sup>

## 2.2 Previous Research Findings

Some reserchers had conducted a few studies that relate to the researcher's research are as follows:

- 2.2.1 The research has done by Parha Syahrir in her scrips entitled "Project Based Learning to Improve Students' Writing ability at the Tenth Grade Student' of SMAN 3 Pinrang (Classroom Action Research)". She stated that English teacher and collaborator work together in implementing action, observing action as well was conducting reflection. The subject of the research was the students of class X.1 at SMAN 3 Pinrang. This research was conducted in two cycles that consist of planning, acting observing and reflecting. Each cycle consisted of three meetings. The result of this classroom action research, the students could do their project calmly and quietly because they had the schedule of the activities. They also looked had high self confidence to do their project because they were understood of the material. The researcher

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<sup>18</sup>Purdue OWL, "How to Paraphrase Correctly and Accurately," *situs resmi OWL*.  
[http://owl.english.purdue.edu/owl/resource/619/01/\(30 juni 2016\)](http://owl.english.purdue.edu/owl/resource/619/01/(30%20juni%202016))

concluded that the use of project based learning is able to improve the students' writing ability.<sup>23</sup>

- 2.2.2 Mun Yee Lee in his research, examines the effects of teaching paraphrasing abilities to students of tertiary level on summary writing. Other studies have found that students have limited paraphrasing abilities that they can use to help them complete a task. Other factors such as culture may also play apart. Twenty-two students of lower intermediate level of proficiency in English were used in the study. A piece of summary writing task requires critical thinking abilities to produce effective and concise writing. The nature of the task is basically constructing a general conceptual framework from the analysis of the passage and synthesis of specific information from it. This study analyses perceptions of students when handling a summary writing and the awareness of their learning and thinking. Inquiry-based learning (IBL) is used as a strategy to encourage independent thinking when doing summary writing in the classroom. The students in this study found the abilities taught to them useful, and they were able to apply them in a limited way. However, the results from the study indicated that the abilities did not help the students equally. Students' perception of their confidence in their learning abilities and the task assigned may not accurately reflect their paraphrasing abilities.<sup>24</sup>
- 2.2.3 Diah Maulidya Hans, in her research Reading comprehension and writing as the crucial abilities must be instructed effectively in order to engage the

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<sup>23</sup>Parha Syahrir, "Project Based Learning to Improve Students' Writing Ability at the Tenth Grade Students' of SMAN 3 Pinrang" (Unpublished Scrips; English Department: Parepare, 2015), p.vii

<sup>24</sup>Mun Yee Lee, "Effect of Teaching Paraphrasing Abilities to Students Learning Summary Writing in ESL," (the English Language Education Publishing 17, no. 2, 2012), p. 1.

students in the meaningful teaching and learning process. One of the ways to increase students' reading comprehension and writing achievement is using paraphrasing strategy in the classroom instruction. Through the application of the paraphrasing strategy, it is easy for the students to internalize the information of the original source comprehensively; thus, students' reading comprehension achievement is increased. In relation to the improvement of students' reading comprehension achievement, students' writing achievement is also increased by the use of paraphrasing strategy since the students can rewrite the text in to their own writing style. Therefore, the use of paraphrasing strategy is considered as one of the beneficial ways used to enhance students' reading comprehension and writing achievement.<sup>25</sup>

Based on some previous research findings above, there are many ways to improve writing ability, and there are some method or technique were used to improve writing ability of the students. Such us in Parha's research In teaching writing she used Project Based learning to improve students' writing ability, then in Mun Yee Lee's research he used Paraphrasing abilities to know students' tertiary level in summary writing and in Diah Maulidya Hans' research, she used paraphrasing strategy in increasing students' reading comprehension and writing achievement. While in this research, the researcher will try to implement paraphrasing technique to improve writing ability in writing paragraph of SMK NEGERI 5 Pinrang.

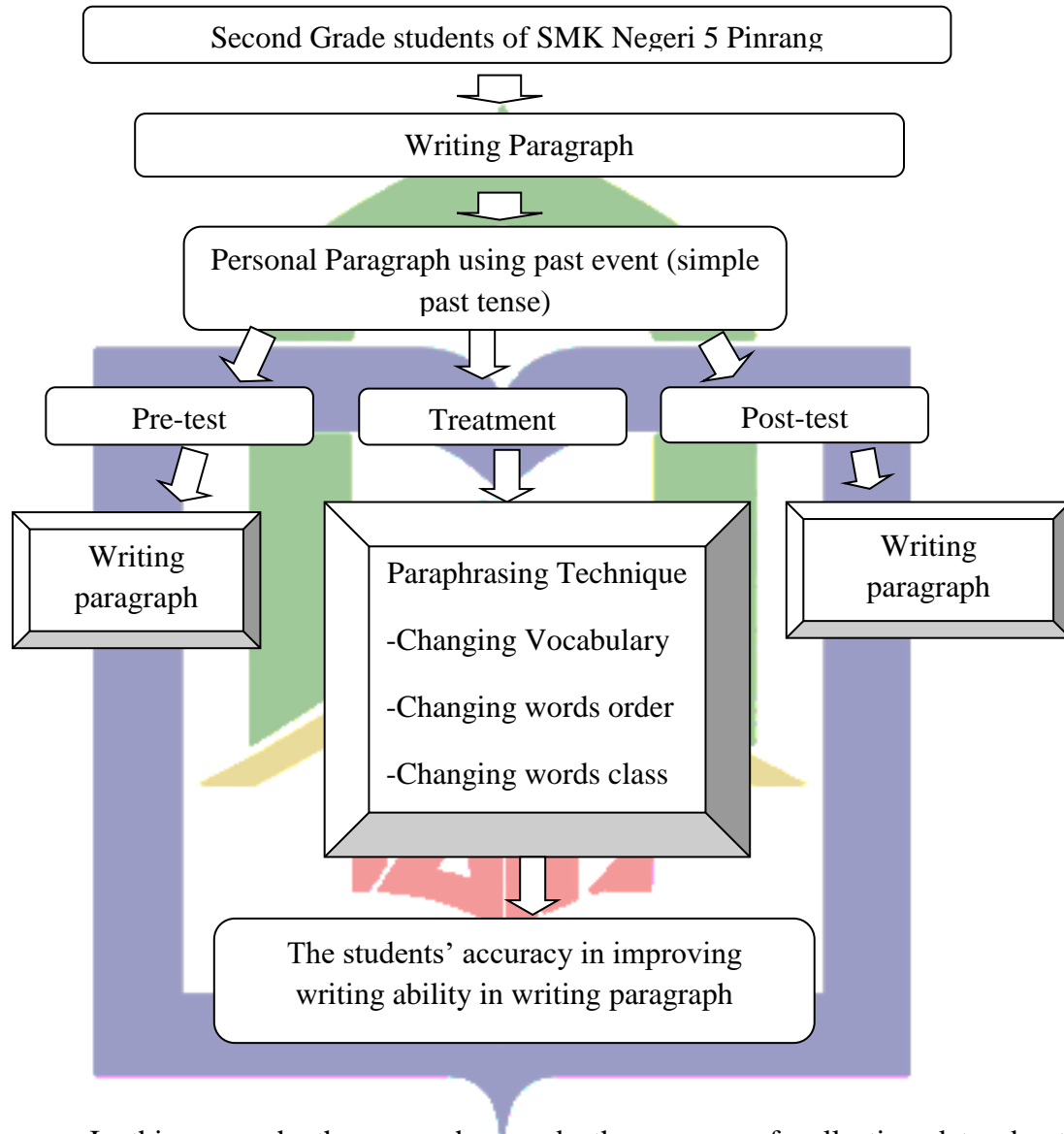
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<sup>25</sup>Diah Maulidya Hans " The Effectiveness of Paraphrasing Strategy in Increasing University Students' Reading Comprehension and Writing Achievement," (Published Thesis; Master Program of English Education: Palembang, 2010), p.10.



### 2.3 Conceptual Framework

The following is the conceptual framework which is underlying this research:



In this research, the researcher made the process of collecting data about students' in improving writing ability at SMK Negeri 5 Pinrang. The writing ability make the researcher focused on the ability to write paragraph in personal using past

event that good grammatical usage or structural in writing. The researcher will give paraphrasing technique to guide the students' improvement in writing paragraph.

## 2.4 Hypothesis

Based on the previous explanation, the researcher formulates the hypothesis as follows:

H<sub>0</sub> : Paraphrasing technique cannot improve the writing ability in writing Paragraph of the students at SMK NEGERI 5 Pinrang

H<sub>a</sub> : Paraphrasing technique can improve the writing ability in writing Paragraph of the students at SMK NEGERI 5 PINRANG

## 2.5 Variable and Operational Definition of variable

### 2.5.1 Variable

There are two variables in this research, namely:

2.5.1.1 Dependent variable is student's writing ability of the second grade student of SMK NEGERI 5 PINRANG.

2.5.1.2 Independent variable is the use of paraphrasing technique at the second grade students of SMK NEGERI 5 PINRANG.

### 2.5.2 Operational Definition of Variable

2.5.2.1 The improvements of students' writing ability in writing paragraph are the result and the successfulness as well as progress of students' writing ability in SMK NEGERI 5 PINRANG.

2.5.2.2 Paraphrasing is a technique that can be used to success in learning and teaching process that able to improve the students writing ability by their own words.

## CHAPTER III

### RESEARCH METHOD

This chapter deals with the description of the research method, variables, and the operational definition of items, population and sample, instrument of the research, procedure of collecting data and technique of data analysis.

#### 3.1 Research Design

This research used pre-experimental design with pre-test and post-test design. The students did the pretest, got the treatment and did the post-test. It aimed to know whether the Paraphrasing technique can improve the students' writing ability in writing paragraph. The following is the formula:

O <sub>1</sub>	X	O <sub>2</sub>
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Where: O<sub>1</sub>: Pretest

X: Treatment

O<sub>2</sub>: Posttest<sup>1</sup>

#### 3.2 Location and Duration of the Research

This research took a place at SMK NEGERI 5 PINRANG which is located in Bettoeng. The subject of this research is the second grade students of SMKN 5 PINRANG, second semester of the 2017/2018 academic year. The researcher took class XI as the subject of the research which consist of 18 students. This research used the quantitative research that have several times to collect and analyze data. So, the research used more one month for collecting the data.

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<sup>1</sup>Sugiyono, *Metode Penelitian Pendidikan* (Bandung: ALFABETA, 2015), p. 111.

### 3.3 Population and sample

#### 3.3.1 Population

The population of the research was the second-year students of SMKN 5 PINRANG academic year 2017/2018. XI TGB, XI AP, XI AKUNTANSI The total of population were 79 students.

4 Table 3.1 The total students of SMK Negeri 5 Pinrang

No.	Class	Number of student
1.	XI TGB	17
2.	XI AP	29
3.	XI AKUNTANSI	32
Total of student		78 Students

#### 3.3.2 Sample

The sample was taken by using random sampling, each class has the same chance to be randomly, selected into a sample, done by shuffling the class and later the outgoing class that is used as a sample. And the selected class is class XI TGB which is consisted of 18 students as the sample in this research, because from the three classes have the same ability in English. so that, by random all the classes in the second grade and choosing one class from the three classes as the sample can be represent the other classes.

### 3.4 The Instrument and Process of Collecting Data

#### 3.4.1 The Instrument

In collecting data, the researcher gave a writing test, this test has been applied in pre-test and post test.

#### 3.4.2 Procedure of Collecting Data

In collecting the data, the researcher used pre-test that intended to see students' ability in writing paragraph before applying the treatment, while the post-test was intended to know the improvement of students' writing text especially writing paragraph by paraphrasing the text. The researcher came to the classroom and gave greeting and motivation to students. The researcher gave explanation to students about this research. The researcher gave the students explanation about writing and how to paraphrasing the text. And there is a procedures of collecting data are divided in three stages, namely:

#### 3.4.2.1 Pre-test

Before doing the treatment, the researcher administered to the students by giving them a text. After giving pre-test the researcher checked the students' work to know the students' error in writing paragraph. After that, the researcher gave a treatment by using a paraphrasing technique.

#### 3.4.2.2 Treatment

After giving the pre-test, the researcher gave a treatment to the students in the classroom. The procedure of this treatment is the researcher gave back first the students' work in pre-test that have been corrected by the researcher. After that the researcher gave the students the materials that have been given based on the syllabus. The researcher was applied the procedure of each activities. The treatment was based on procedures for every activity in every meeting as follows:

##### 3.4.2.2.1 The first meeting

1. The researcher gave greeting for the students.
2. The researcher gave motivation about the important of English as an international language before teaching process.

3. The researcher was introduced the material about recount text first.
4. The researcher explained the first technique of paraphrasing is changing vocabulary by find the synonyms of the word in a paragraph.
5. The researcher gave opportunity to the students asked about what less they understand about material that has been learned
6. The researcher gave conclusion of the material.

#### 3.4.2.2.2 The second meeting

1. The researcher gave some motivation to the students.
2. The researcher reviewed the first meeting material about the first technique of paraphrasing is Changing vocabulary and the way to changing the vocabulary by find the synonyms of the words in a text.
3. The Researcher gave some example of changing vocabulary by find the synonyms such us Study can be replaced with learn, research and etc, as long as the word has the same meaning.
4. The Researcher gave some vocabulary with the meaning about the text so that made students easy to understand the main point of the text and with the vocabulary the researcher doing repeatition.
5. The researcher gave the texts to every students and they continued paraphrasing the text individually and using the first technique of paraphrasing with changing vocabulary by find the synonyms of the words.
6. Before the students changed the vocabulary of the text they have to searched and underlined the vocabulary that they have changed.

#### 3.4.2.2.3 The third meeting

1. The researcher gave story to motivate the students before learning.

2. The researcher asked the students about the material were given in the first and second meeting.
  3. The researcher continued to explain the materials of paraphrasing technique that is changing words class it's the second technique of paraphrasing.
  4. The researcher was divided the students into groups.
  5. The researcher gave to every group a text that the students have to paraphrasing by using the second technique of paraphrasing is changing the words class, in a group one students doing one paragraph, before that the researcher gave the students a game called guessing words.
  6. The Researcher gave some vocabulary with the meaning and the word class about the text so that made students easy to understand the main point of the text.
  7. The researcher asked the students to underline the words that they want to change for determining word class every word in paragraph that they have changed.
  8. The researcher asked the student's difficulties in paraphrasing the paragraph.
  9. After doing the assignment the researcher and the students answered together.
- 3.4.2.2.4 The fourth meeting
1. The researcher gave some motivation to the students.
  2. The researcher reviews the materials that have been given at the previous meeting.
  3. The researcher gave some vocabularies for helping them to understand the meaning of the ext.

4. The researcher gave the texts to every student and they had to paraphrase the text by individually and still using the second technique of paraphrasing. It was changing words class.
5. The researcher asked the students about what they think of the lesson and gives the explanation the difference between the first techniques with the second techniques.
6. The researcher asked the student's difficulties in paraphrasing the paragraph.
7. After did the assignment the researcher and the students answered together and concluded about the lessons.

#### 3.4.2.2.5 The fifth meeting

1. The researcher asked some students about the material were given at the previous meeting and continued the explanation of the materials that is changing words order it's the third technique of paraphrasing.
2. The researcher divided the students into groups and gave to every group a text that the students have paraphrasing by using the third technique of paraphrasing that was changing words order.
3. Before the students doing their assignment, the researcher gave a game for every groups called arrange sentence.
4. The researcher asked the students for determined words order in the sentences before they changed the words orders of the paragraph.
5. The researcher gave a game called arrange the sentence into paragraph.
6. The researcher asked the student's difficulties in paraphrasing the paragraph and answered together.

#### 3.4.2.2.5 The sixth meeting



1. The researcher reviews the materials that have been given at the previous meeting.
2. The researcher gave the texts to every student and they have changed the words order of the sentences in paragraph by individually.
3. The researcher asked the students about what they think of the lessons and gave explanations the differences between the three of technique paraphrasing that have been studied about.

#### 3.4.2.3 Post-test

After giving the treatment, the researcher gave the students post-test to find out the students' improvement in writing paragraph through paraphrasing technique, the researcher gave a recount text.

### 3.5 Technique of Data Analysis

The data was collected through the test that have been analyzed by using quantitative analysis. The following are the steps which undertaken in quantitative analyze.

#### 3.5.1 Classifying the students' scores into the following criteria

Table 3.2: the classification of students' score<sup>2</sup>

No.	Aspects	Criteria	Scores
1.	Content	• Relevant to topic.	4
		• Mostly relevant to topic but lacks detail.	3
		• Inadequate development of topic.	2
		• Not relevant to topic.	1

<sup>2</sup>Dzaky Mubarak Fasya, "Improving the Grade VIII Students Writing Ability of Narrative Text Through Dictogloss at SMPN 1 Mungkid, MAgelang" (Published Thesis; English Education Department: Yogyakarta, 2015), p.132.

2.	Organization	<ul style="list-style-type: none"> <li>• Ideas clearly stated and supported, well organized (generic structure), cohesive. 4</li> <li>• Loosely organized but main ideas stand out, not well organized (generic structure). 3</li> <li>• Ideas confused or even no main ideas, bad organization (generic structure). 2</li> <li>• Does not communicate, no organization (generic structure). 1</li> </ul>	
3.	Vocabulary	<ul style="list-style-type: none"> <li>• Effective word / idiom choice and usage. 4</li> <li>• Occasional errors of word / idiom form, choice and usage. 3</li> <li>• Frequent errors of word / idiom form, choice and usage. 2</li> <li>• Little knowledge of English vocabulary, idioms and word form. 1</li> </ul>	
4.	Language Use	<ul style="list-style-type: none"> <li>• Few errors of agreement, tense, number, word order, articles, pronouns or prepositions. 4</li> <li>• Several errors of agreement, tense, number, word order, articles, pronouns or prepositions. 3</li> <li>• Frequent errors of agreement, tense, number, word order, articles, pronouns or preposition. 2</li> <li>• Dominated by errors. 1</li> </ul>	
5.	Mechanics	<ul style="list-style-type: none"> <li>• Few errors of spelling, punctuation, capitalization and paragraphing. 4</li> </ul>	

	<ul style="list-style-type: none"> <li>• Occasional errors of spelling, punctuation, capitalization, and paragraphing.</li> </ul>	3
	<ul style="list-style-type: none"> <li>• Frequent errors of spelling, punctuation, capitalization and paragraphing.</li> </ul>	2
	<ul style="list-style-type: none"> <li>• Dominated by errors.</li> </ul>	1

*Adapted from Jacob et al.'s (1981)*

### 3.5.2 The classification of students' score into five levels:

Table 3.3: classification students' score

No.	Classification	Score
1.	Very Good	80 – 100
2.	Good	66 – 79
3.	Fair	56 – 65
4.	Poor	40 – 55
5.	Very poor	$\leq 39^3$

Based on Suharsimi Arikunto's statements that the student who got 80 – 100 scores, they will be in very good position, the students who got 66 – 79 scores, they will be in good position, the students who got 56 – 65 scores, they will be in fair position, while the students who got 40 – 55 scores, they will be in poor position and the student will be in very poor position if they got  $\leq 39$  scores. The total score is 100 that have been gotten from total score of content is 30 total scores, the organization is 20 total scores, the vocabulary is 20 total scores, the language use is 25 total scores and the mechanics of writing is 5 total scores.

<sup>3</sup>Suharsimin Arikunto, *Dasar-dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2009), p. 254.

### 1.2.1 Scoring the students' writing of pre-test and post-test.

Score =	Students' correct	x 100
	The total item	

1. Finding out the mean score by using the following formula:

$$X = \frac{\sum x}{N}$$

In which:

X = Mean score

$\sum$  = Total Score

N = The total number of students

2. Calculating the rate percentage of the students' score by using the following formula:

$$X = \frac{F}{N} \times 100 \%$$

Where:

P = percentage

F = frequency

N = total of number of sample.

3. Finding out the difference of the mean score between pre-test and post-test by calculate the T-test value using the following formula:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

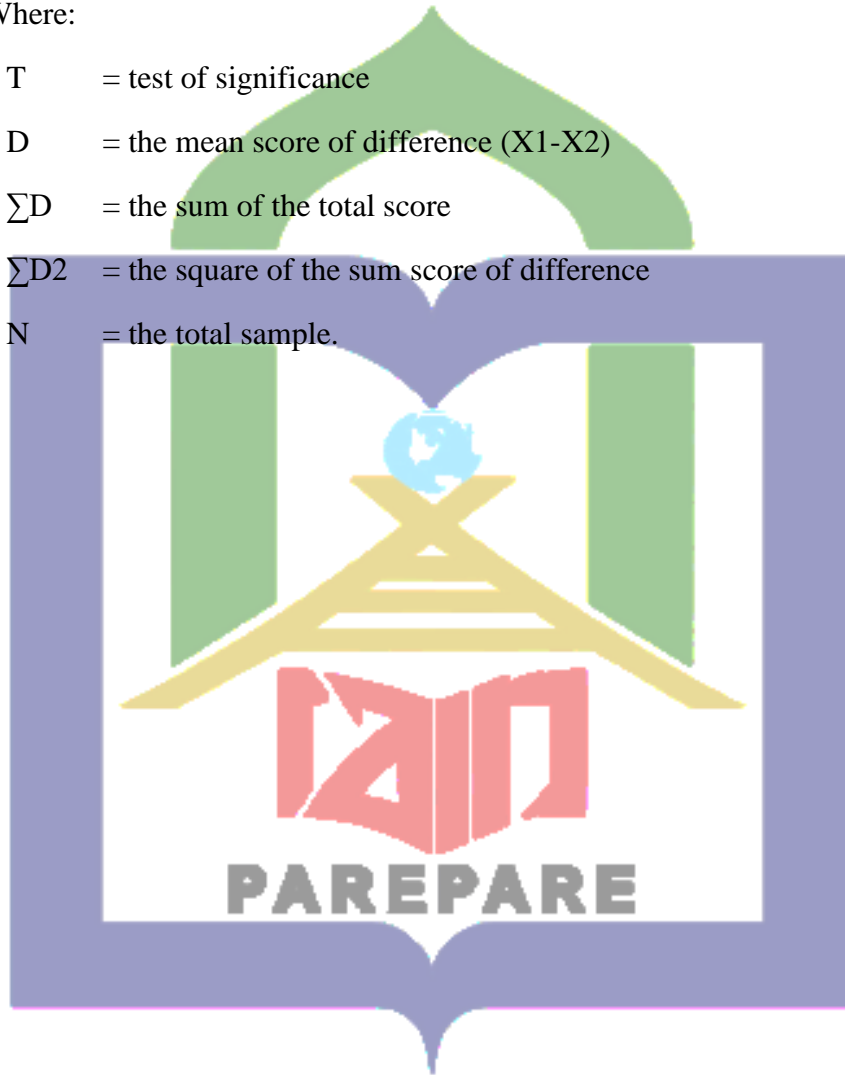
T = test of significance

D = the mean score of difference (X1-X2)

$\sum D$  = the sum of the total score

$\sum D^2$  = the square of the sum score of difference

N = the total sample.



## CHAPTER IV

### FINDING AND DISCUSSION

This chapter consists of two section, namely the findings of research and the discussion of the research. The finding of the research covers the description of the result of data collected through test that can be discussed in the section below.

#### 4.1 Findings

The finding of this research deal with the classification of the students' pre-test and post-test. To find out the justification of the question in the previous chapter, the researcher supervised a test that was given twice. A pre-test was given before treatment to know the students' writing ability in recount text before doing the treatment, while post-test was given after treatment that is knowing the students' writing ability after doing treatment and the result of the post-test of this research can answer the question of this research that aims to find out through paraphrasing technique can be able to increase the students' writing ability in recount text at the second grade students' of Vocational high school 5 Pinrang.

##### 4.1.1 Students' writing ability in recount text of SMK Negeri 5 Pinrang

This part presents the result of data analysis about students' writing ability in recount text of SMK Negeri 5 Pinrang:

##### 4.1.1.1 The students' score in pre-test

The pre-test had done before giving the treatment. It was conducted on Thursday, Mei 3<sup>rd</sup>, 2018. The students were given a pre-test, the researcher fond out the result of students' writing skills in pre-test based on the aspects of writing before giving paraphrasing technique which were content, organization, vocabulary,

language use, as well as mechanics, which were analyzed and resulted in the information as shown in the following table:

Table 4.1 the students' score in pre-test based on aspects of writing

C= Content, O= Organization, V= Vocabulary, L= Language Use M= Mechanics

No.	Students	Aspects					Total
		C	O	V	L	M	
1.	ML	3	1	1	2	1	8
2.	JN	3	2	1	2	3	11
3.	MI	3	1	1	1	2	8
4.	MZ	2	2	1	2	2	9
5.	SG	3	2	2	2	1	10
6.	SS	2	3	1	2	2	10
7.	WS	3	1	1	1	1	7
8.	MS	3	3	1	2	2	11
9.	AA	3	2	1	2	2	10
10.	DA	3	3	1	2	2	11
11.	IW	3	3	1	2	1	10
12.	KM	3	3	1	2	3	12
13.	MY	3	3	1	2	4	13
14.	NV	3	3	1	1	2	10
15.	SR	3	2	1	2	3	11
16.	WN	3	3	1	2	1	10
17.	WT	3	3	1	2	2	11

After knowing the students' score in pre-test based on aspects of writing, the following table are students' score to find out the mean score:

Table 4.2 the students' score in pre-test

No.	Students	Pre-test of the students (X <sub>1</sub> )			
		Max Score	Score (X)	X <sup>2</sup>	Classification
1.	ML	20	40	1600	Poor
2.	JN	20	55	3025	Poor
3.	MI	20	40	1600	Poor
4.	MZ	20	45	2025	Poor
5.	SG	20	50	2500	Poor
6.	SS	20	50	2500	Poor
7.	WS	20	35	1225	very poor
8.	MS	20	55	3025	Poor
9.	AA	20	50	2500	Poor
10.	DA	20	55	3025	Poor
11.	IW	20	50	2500	Poor
12.	KM	20	60	3600	Fair
13.	MY	20	65	4225	Fair
14.	NV	20	50	2500	Poor
15.	SR	20	55	3025	Poor
16.	WN	20	50	2500	Poor
17.	WT	20	55	3025	Poor
			$\sum X_1 = 860$	$\sum X_1^2 = 44400$	



The table above showed that the result of students' writing score before applying the paraphrasing technique. There were one student got very poor score, two students got fair score, and fourteen students got poor score. The total score in pre-test is 860. It has shown that, the students' skills in pre-test was low, because most of students still got poor score. The following are the process of calculation to find out the mean score and the standard deviation based on the calculation of students' score in pre-test of the table 4.2.

Mean score of the pre-test:

$$X = \frac{\sum x}{N}$$

$$X = \frac{860}{17}$$

$$X = 50,58$$

Thus, the mean score ( $X_1$ ) of pre-test is 50,58

The standard deviation of the pre-test

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{44.400 - \frac{(860)^2}{17}}{17 - 1}}$$

$$SD = \sqrt{\frac{4.4400 - \frac{739.600}{17}}{16}}$$

$$SD = \sqrt{\frac{44.400 - 43.505,88}{17}}$$

$$SD = \sqrt{\frac{899,12}{16}}$$

$$SD = \sqrt{56,195}$$

$$SD = 7,49$$

Thus, the standard deviation of the pre-test is 7,49

#### 4.1.1.2 The students' score in post-test

Meanwhile, the students' score in post-test would be presented in the following table:

Table 4.3 the students' score in post-test based on aspects of writing

C= Content, O= Organization, V= Vocabulary, L= Language Use M= Mechanics

No.	Students	Aspects					Total
		C	O	V	L	M	
1.	ML	3	2	2	3	2	12
2.	JN	4	3	2	2	4	16
3.	MI	3	2	3	2	3	13
4.	MZ	3	3	3	2	3	14
5.	SG	4	4	4	4	3	19
6.	SS	4	4	3	2	3	16
7.	WS	3	3	3	3	3	15

8.	MS	4	4	3	3	3	17
9.	AA	4	4	4	3	4	19
10.	DA	4	4	3	2	2	75
11.	IW	4	4	3	3	2	80
12.	KM	4	4	4	3	4	19
13.	MY	4	4	3	2	4	17
14.	NV	4	4	4	2	3	17
15.	SR	4	4	4	3	2	17
16.	WN	4	4	4	3	4	19
17.	WT	4	4	3	2	3	16

Table 4.3 is students' score in post-test based on aspects of writing. The following table are students' score to find out the mean score and the standard deviation.

Table 4.3 the students' score in post-test

No.	Students	Post-test of the students ( $X_2$ )			
		Max Score	Score ( $X_2$ )	$X^2$	Classification
1.	ML	20	60	3600	Fair
2.	JN	20	80	6400	Very good
3.	MI	20	65	4225	Fair
4.	MZ	20	70	4900	Good
5.	SG	20	95	9025	Very good
6.	SS	20	80	6400	Very good
7.	WS	20	75	5625	Good
8.	MS	20	85	7225	Very good

9.	AA	20	95	9025	Very good
10.	DA	20	75	5625	Good
11.	IW	20	80	6400	Very good
12.	KM	20	95	9025	Very good
13.	MY	20	85	7225	Very good
14.	NV	20	85	7225	Very good
15.	SR	20	85	7225	Very good
16.	WN	20	95	9025	Very good
17.	WT	20	80	6400	Very good
			$\sum X_2 = 1.385$	$\sum X_2^2 = 114.575$	

The table above showed that there were a changed of students' score after did the treatment. There were twelve students got very good score, three students got good score, and there were two students got fair score. The total score in post-test is 1.385. It proved that there were increasing of students' score in post-test.

In this, the researcher analyzed the data of students' score in post-test to know whether there is or there is no a significant difference of students' achievement before and after learning process in using the paraphrasing technique.

Mean score of the post-test

$$x = \frac{\sum x}{N}$$

$$x = \frac{1.385}{17}$$

$$x = 81,48$$

Thus, the mean score ( $X_2$ ) of post-test is 81,48

The standard deviation of the post-test

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{114.575 - \frac{(1.385)^2}{17}}{17 - 1}}$$

$$SD = \sqrt{\frac{114.575 - \frac{1.918.225}{17}}{16}}$$

$$SD = \sqrt{\frac{114.575 - 112.836,77}{16}}$$

$$SD = \sqrt{\frac{1.738,23}{16}}$$

$$SD = \sqrt{108,64}$$

$$SD = 10,42$$

Thus, the SD of the post-test is 10,42

4.1.1.3 The result of the pre-test and post-test were presented in the following:

The result of the pre-test and post-test showing in the following table.

Table 4.5 the mean score and standard deviation of the pre-test and post-test

Test	Mean Score	Standard Deviation (SD)
Pre-test	50,58	7,49
Post-test	81,48	10,42

The data in table 4.5 shows that the mean score of the pre-test was 50,58 ( $X_1$ ) while the mean score of the post-test increased 81,48 ( $X_2$ ). The standard deviation of pre-test was 7,49 (SD) while the standard deviation of the post-test was 10,42 (SD).

As the result at this item is the mean score of the post-test was greater than the mean score in pre-test. It means that the students' writing ability has improvement after doing the learning process that used the paraphrasing technique.

4.1.1.4 the rate percentage of the frequency of the pre-test and post-test

The following table shows the percentage of the frequency in pre-test and post-test.

Table 4.6 the rate percentage of the frequency of the pre-test and post-test

No.	Classification	Score	Frequency		Percentage	
			Pre-test	Post-test	Pre-test	Post-test
1.	Very Good	80 – 100	0	12	0	70,5
2.	Good	66 – 79	0	3	0	17,6
3.	Fair	56 – 65	2	2	11,7	11,7
4.	Poor	40 – 55	14	0	82,3	0
5.	Very Poor	$\leq 39$	1	0	5,8	0
Total			17	17	100 %	100 %

The data of the table above indicated that the rate percentage of the pre-test two (11,7%) students got fair score, fourteen (82,3%) students got poor score and one (5,8%) students got very poor score while the rate percentage of the post-test, twelve (7-,5%) students got very good score, three (17,6%) students got good score and two (11,7%) students got fair score. The percentage in post-test that students got very good score was higher than percentage in pre-test. It shows that students were able to improve their writing ability in writing paragraph especially in recount text after did the treatment that using the paraphrasing technique.

#### **4.1.2 Paraphrasing technique is able to Improve the Students' Writing Ability in Writing Paragraph at the Second Grade Students of SMK Negeri 5 Pinrang.**

This part presents the result of data analysis about paraphrasing technique able to improve the students' writing ability in writing paragraph at the second grade students of SMK Negeri 5 Pinrang.

##### 4.1.2.1 t-test value

The following is the table to find out the difference of the mean score between pre-test and post-test.

Table 4.7 the worksheet of the calculation of the score on pre-test and post-test on the students' writing ability in writing paragraph.

No.	X <sub>1</sub>	X <sub>2</sub>	(X <sub>1</sub> ) <sup>2</sup>	(X <sub>2</sub> ) <sup>2</sup>	D(X <sub>2</sub> -X <sub>1</sub> )	D(X <sub>2</sub> -X <sub>1</sub> ) <sup>2</sup>
1.	40	60	1600	3600	20	400
2.	55	80	3025	6400	25	625
3.	40	65	1600	4225	20	400
4.	45	70	2025	4900	25	625

5.	50	95	2500	9025	45	2025
6.	50	80	2500	6400	30	900
7.	35	75	1225	5625	40	1600
8.	55	85	3025	7225	30	900
9.	50	95	2500	9025	45	2025
10.	55	75	3025	5625	20	400
11.	50	80	2500	6400	30	900
12.	52560	95	3600	9025	35	1225
13.	65	85	4225	7225	20	400
14.	50	85	2500	7225	35	1225
15.	55	85	3025	7225	30	900
16.	50	95	2500	9025	45	2025
17.	55	80	3025	6400	30	900
<b>Total</b>	<b>860</b>	<b>1.385</b>	<b>44400</b>	<b>114.575</b>	<b>525</b>	<b>17475</b>

In the other to see the students' score, the following is t-test was statistically applied:

Find out D

$$D = \frac{\sum D}{N} = \frac{525}{17} = 30,8$$

The calculation the t-test value



$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{30,8}{\sqrt{\frac{17.475 - \frac{525^2}{17}}{17(17-1)}}$$

$$t = \frac{30,8}{\sqrt{\frac{17.475 - \frac{275.625}{17}}{17(16)}}$$

$$t = \frac{30,8}{\sqrt{\frac{17.475 - 16.214}{272}}}$$

$$t = \frac{30,8}{\sqrt{\frac{1.261}{272}}}$$

$$t = \frac{30,8}{\sqrt{4,64}}$$

$$t = \frac{30,8}{2,16}$$

$$t = 14,26$$

Thus, the t-test value is 14,26

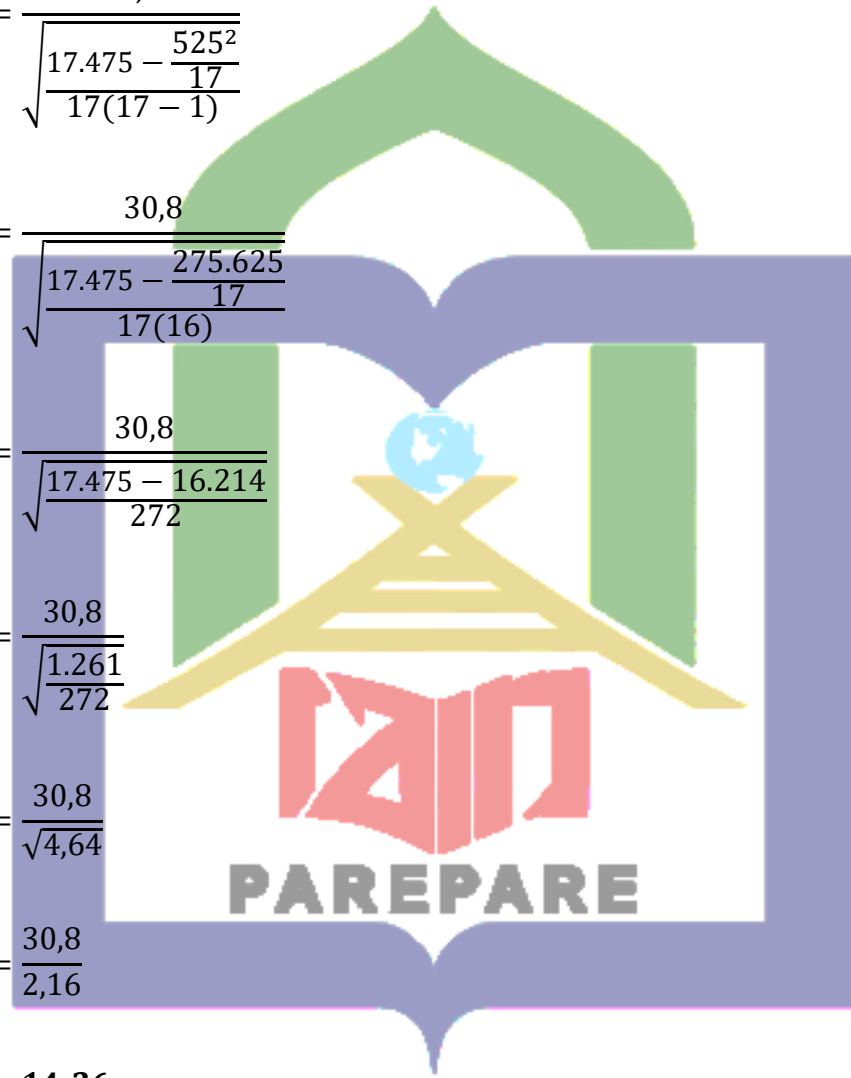


Table 4.8 the test of significance

Variable	T-test	T-table value
Pre-test – post-test	14,26	1,746

The data above showed that the value of t-test was greater than t-table value. It indicated that there was a significance difference between the result students' pre-test and post-test.

#### 4.1.2.2 Hypothesis Testing

To find out degree of freedom (df) the researcher used the following formula:

$$\begin{aligned}
 Df &= N-1 \\
 &= 17-1 \\
 &= 16
 \end{aligned}$$

For the level, significant (p) 5% and df = 16, and the value of the table is 1,746, while the value of t-test is 14,26. it means that the t-test value is greater than t-table ( $14,26 \geq 1,746$ ). thus, it can be concluded that the students' writing ability in writing paragraph through paraphrasing technique is significant better after getting the treatment. So, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted.

## 4.2 Discussion

### 4.2.1 The Improvement of Students' Writing ability in writing paragraph recount text

To know the improvement of students' writing ability in writing paragraph recount text by using paraphrasing technique, the researcher calculated the mean score of the students' writing ability was indicated from two tests namely pre-test and post-test. The mean score in pre-test before treatment was 50,58 and the mean score of post-test was 81,48 after did the treatment.

The researcher used paraphrasing technique to make the students easy to write their ideas in writing paragraph. the researcher checked the students error of writing by focusing on the aspect of writing which are content, organization, vocabulary, language use, as well as the mechanic. The researcher checked the students' error by guiding of them Based on the aspects of writing. These aspects also were a guideline of researcher in scoring the students' writing test. The students' writing ability increased after giving treatment. Because from the students' score in the pre-test before that was 50,58 and categorized as poor classification and after giving treatment that was 81,48 and categorized as very good classification.

By looking at the test finding, from the data provided in classification table based on the aspects of writing, clearly that two (11,7%) students got fair score, fourteen (82,3%) students got poor score and one (5,8%) students got very poor score while in the post-test, twelve (7,5%) students got very good score, three (17,6%) students got good score and two (11,7%) students got fair score. From the result, the researcher concluded that the students' writing ability improved from very poor to very good classification.

In addition, to know what was the hypothesis receipt between null hypothesis ( $H_0$ ) and alternative hypothesis ( $H_a$ ), the researcher used t-test to calculating result showed that on the t-test value 14,26 was greater than t-table value 1,746 table (14,26

$\geq 1,746$ ) with degree of freedom (df) 16. It means alternative hypothesis ( $H_a$ ) was concluded that the paraphrasing technique was able to improve the students writing ability in writing paragraph at the second grade students' of SMK Negeri 5 Pinrang. This hypothesis was accepted while the null hypothesis ( $H_0$ ) was rejected.

Based on the findings above, the researcher concluded that there was an improving of using paraphrasing technique in students' writing ability in writing paragraph of SMK Negeri 5 Pinrang.

#### **4.2.2 The Ways of Implementation of Paraphrasing Technique to Improve The Students' Writing Ability.**

In connection with the finding in every meeting on treatment, the researcher concluded that the students enjoyed the class and they feel at ease to write. They could be writing well because they write a paragraph by their own words. The technique of paraphrasing technique helped the students easy to write the text and the correction of the researcher helped the students did not do the same errors they have made.

The technique of paraphrasing has impact in improving the students' writing ability. As a fact, based on the finding, most students have a very good score in post-test. It meant that, the treatment was success in improving the students' writing ability and the students gave positive response in the learning. It is because the researcher used paraphrasing technique by combined with practiced writing recount text in group. In practice writing, the students used writing activity which is consisted of planning, drafting, editing (revising), as well as final version.

Writing activity made the learning process in practice writing recount text became interest, because the researcher directly also used the paraphrasing technique in corrected the students' error in writing they have made at the time.

There were six meetings for doing the treatment of this research with main material (recount text) and identified it, and Paraphrasing as a technique in teaching process. At the first, before giving the treatment, the students did the pre-test. It aimed to know students' skills before getting the treatment. The step of this test was the researcher start to do brainstorming to take the students attention and it made the students interest to do the next instruction of the researcher. The researcher after that, the researcher asked the students to write a personal recount text by their own words based on the text was gave to them of brainstorming before that they collected their paper to the researcher. It aimed to know the students' ability in writing recount text before got the treatment. In this case, the researcher checked the students' work at home. The researcher gave some correction on the students' paper by insert a missing word, phrase and sentences as well crossing the errors word, phrase, and sentence, especially in grammar. The researcher gave some correction based on the aspect of writing.

In the first meeting on Friday, Mei 4<sup>th</sup>, 2018, The researcher gave greeting and motivation about the important of English as an international language before teaching process for the students, then the researcher gave back the students' paper that have been any correction in it. She has conclusion after checked the students' paper then the researcher explained to the students' what was wrong in students' writing recount text. Most students got error in using a grammar. They also had some error in organization, mechanic and vocabulary. Then, the researcher explained to the

students' the correct of their errors they have made so that the students were not doing the same error in next writing. The students have a chance to give some question based on their writing. After that directly the researcher introduced the material about recount text and explained the first technique of paraphrasing is changing vocabulary by find the synonyms of the word in a paragraph and gave an examples, then researcher gave opportunity to the students to asking about what less they understand about material that has been learned. Next, the researcher gave the conclusion of the material that had been studied.

On Monday, Mei 7<sup>th</sup>, 2018 the second meeting, the researcher reviews the first meeting material then the researcher gave the texts to every students to read it. Next, the researcher gave some vocabularies with the meaning to the students that make the students easy to get the main point of the text. After that, the researcher doing repetition in the class to make the students understand the meaning of the vocabularies, that was the key of knowing the text. Next, the researcher asked the students to continue paraphrasing the text by individually and using the first technique of paraphrasing with changing vocabulary by find the synonyms of the words, before the students changed the vocabulary in the text that they have searched and underlined the vocabulary that they was changed. It made the students easy to paraphrasing the text.

On Friday, Mei 11<sup>th</sup>, 2018 the third meeting, the researcher gave story to motivate the students before learning. After that the researcher asked the students about the material that has been given in the first and second meeting, then the researcher continued the explanation the materials paraphrasing technique that is changing words class it was the second technique of paraphrasing. Next the

researcher divided the students into groups and gave to every group a text and oxford to the students, then the researcher gave some vocabulary with meaning and they have to memorize it, then they closed their note and point the student of every group to come forward and describe the word that they have taken from the glass, they have three key words to describe while the others should guess what was the word. After that, the researcher gave instruction to every group for paraphrasing the text that has been given by using the second technique of paraphrasing. It was changing the words class. The researcher asked the students to underline the word that they have changed. After the students did their assignments the researcher asked the student's difficulties in paraphrasing the paragraph.

On Monday, Mei 14<sup>th</sup>, 2018. the Fourth meeting. The researcher gave some motivation to the students at once reviewed the materials were given at the previous meeting. After that the researcher gave the texts and oxford to every students and they have paraphrasing the text by individually and using the second technique of paraphrasing, that was changing words class but before that, the researcher gave some vocabularies based on the text to the students for helping them understand the meaning of the text, then asked the students about what they think of the lesson and gave the explanation the difference between the first techniques with the second techniques. Next the researcher asked the student's difficulties in paraphrasing the paragraph. After did the assignment the researcher and the students answered together and last the researcher has concluded about the lessons.

On Thursday, Mei 17<sup>th</sup>, 2018, the fifth meeting. The researcher asked to some students about the material was given at the previous meeting. After that the researcher continued the explanation of the materials that is changing words order it

was the third technique of paraphrasing. Then the researcher divided the students into groups and then, the researcher gave to every groups a texts that the students have paraphrasing by using the third technique of paraphrasing that was change the words order and asked the students to determine words order in the sentences before they changed the words orders of the paragraph. Before that, the students got activities from the researcher, called arrange the sentence into paragraph. Next the researcher asked the student's difficulties in paraphrasing the paragraph. After doing the assignment the researcher and the students answered together.

On Friday, Mei 18<sup>th</sup>, 2018. The sixth meeting, the researcher reviews the materials were given at the previous meeting. After that the researcher gave the texts to every student and they have changed the words order of the sentences in paragraph by their self, when the students was did their assignment the researcher around the class and helped the students what is less students know and the researcher be a human computer in this class. Next the researcher asked the students about what they think of the lessons and gave explanations the differences between the three paraphrasing techniques that have been studied.

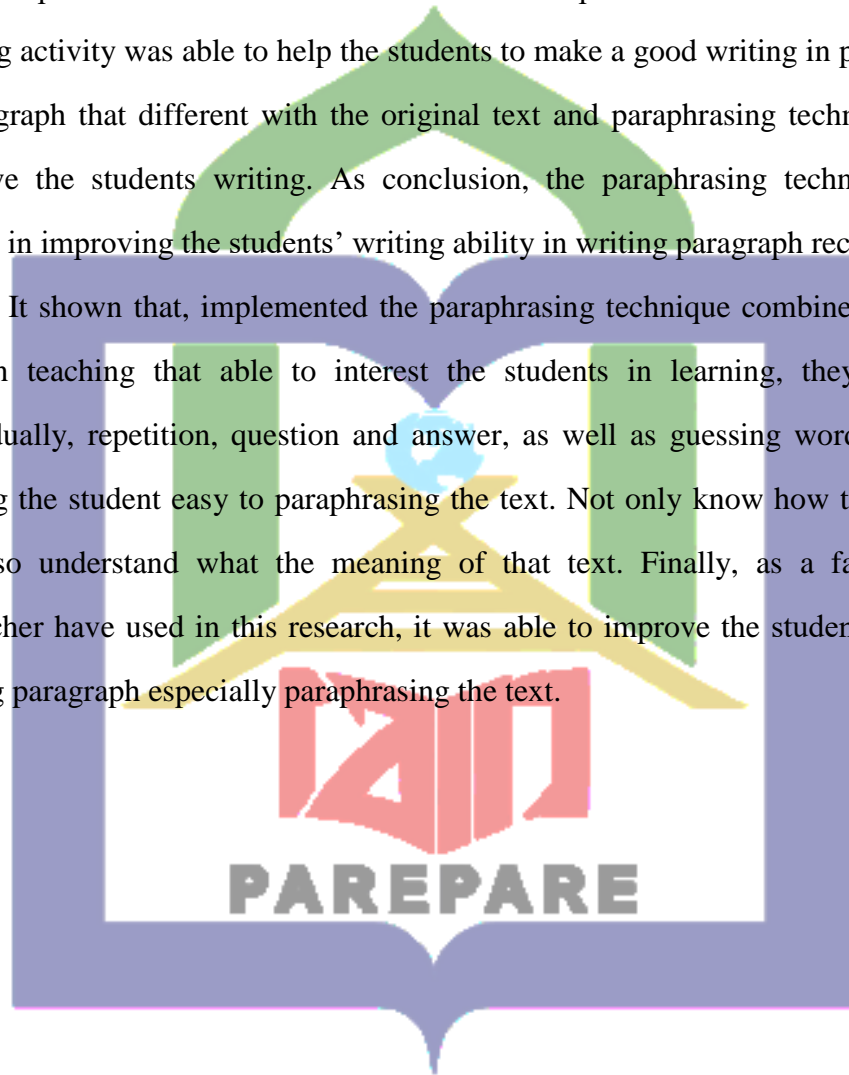
In the last, the researcher gave a post-test on Monday, Mei 21<sup>st</sup>, 2018. Before that, the researcher did brainstorming first to take the students' focusing and their attention. The students rewrote a recount text that have been given, and they wrote the recount text based on their knowledge after treatment. In this, the researcher did not give back the students' paper again. It aimed to know whether this treatment has an impact or not.

From the first meeting until the last meeting, the implementation of paraphrasing as a technique changed clasroom situation more active in class and in



learning process although there are many students have less of vocabulary, but the students get as long as the process of learning writing through paraphrasing as a technique. Every meeting the students write a different story to practice their writing. It was hoped to attract the students' ideas and inspiration when write a new story. Writing activity was able to help the students to make a good writing in practice write a paragraph that different with the original text and paraphrasing technique able to improve the students writing. As conclusion, the paraphrasing technique has an impact in improving the students' writing ability in writing paragraph recount text.

It shown that, implemented the paraphrasing technique combined with some way in teaching that able to interest the students in learning, they are group, individually, repetition, question and answer, as well as guessing words. That was making the student easy to paraphrasing the text. Not only know how to paraphrase but also understand what the meaning of that text. Finally, as a fact what the researcher have used in this research, it was able to improve the students' ability in writing paragraph especially paraphrasing the text.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the research about the Impact of paraphrasing technique in students' writing ability in writing paragraph.

#### 5.1 Conclusions

Based on the result of data analysis and the discussion of the result in previous chapter, the finding of the result showed the positive impact in the students' writing ability and class situation. This study is categorized pre-experimen research design, the objective in this study is to find out whether paraphrasing tehniqe was able or not to improve students' writing ability in writing paragraph. Therefore, the researcher concluded that there is a significant difference of the students' writing ability before and after treatment. The following are the description of the conclusion based on the problem statement of this research:

5.1.1 T-test result in which the value of t-test was 14,26. It was greater than t-table was 1,746 at the level signficance 0,05 and degree of freedom (df) was 16.

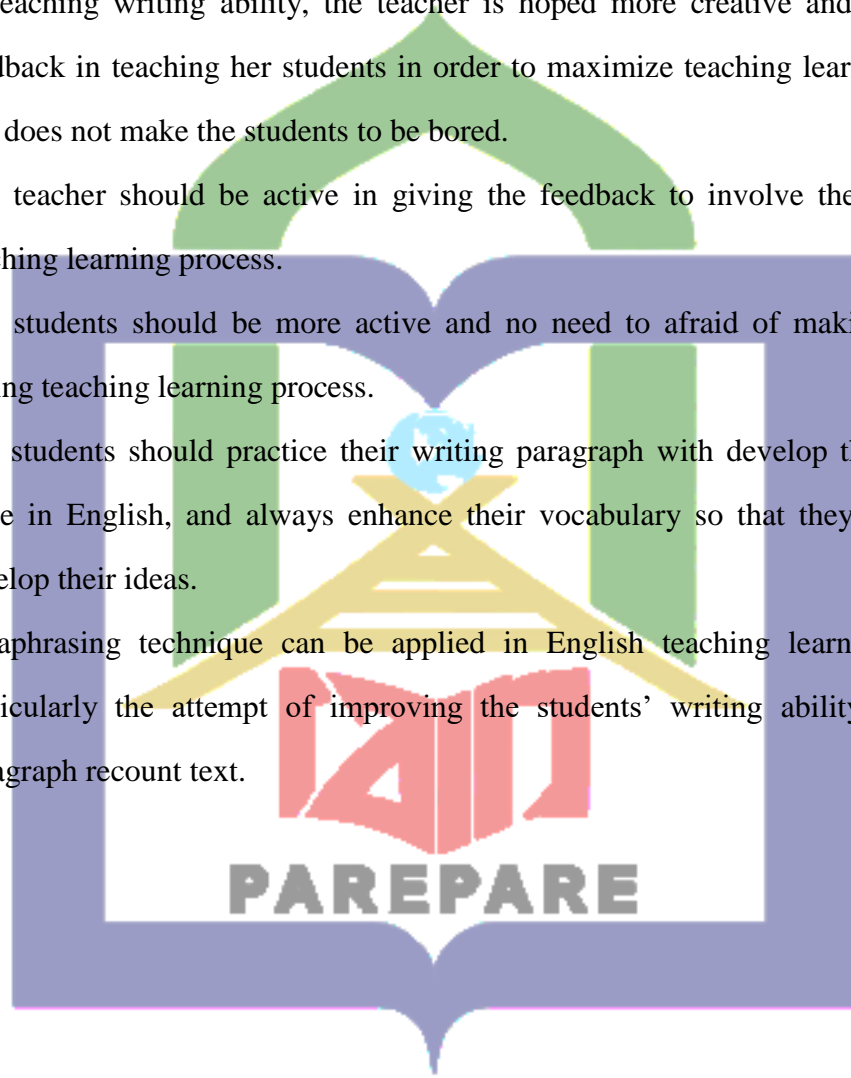
5.1.2 The mean score of pre-test (50,58), standard deviation (7,49), and the mean score of post-test (81,48) and the standard deviation (10,42)

Based on the description of the result above, it can be proved by looking at the mean score of the students' writing test in pre-test and post-test. The mean score of pre-test (50,58) is lower than the mean score of post-test (81,48). Then, the t-test (14,26) was greater than t-table (1,746). it means that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted.

## 5.2 Suggestion

Based on the conclusion presented above, the researcher would like to give some suggestions as follows:

1. In teaching writing ability, the teacher is hoped more creative and has a good feedback in teaching her students in order to maximize teaching learning process and does not make the students to be bored.
2. The teacher should be active in giving the feedback to involve the students in teaching learning process.
3. The students should be more active and no need to be afraid of making mistakes during teaching learning process.
4. The students should practice their writing paragraph with develop their ideas to write in English, and always enhance their vocabulary so that they are easy to develop their ideas.
5. Paraphrasing technique can be applied in English teaching learning process, particularly the attempt of improving the students' writing ability in writing paragraph recount text.



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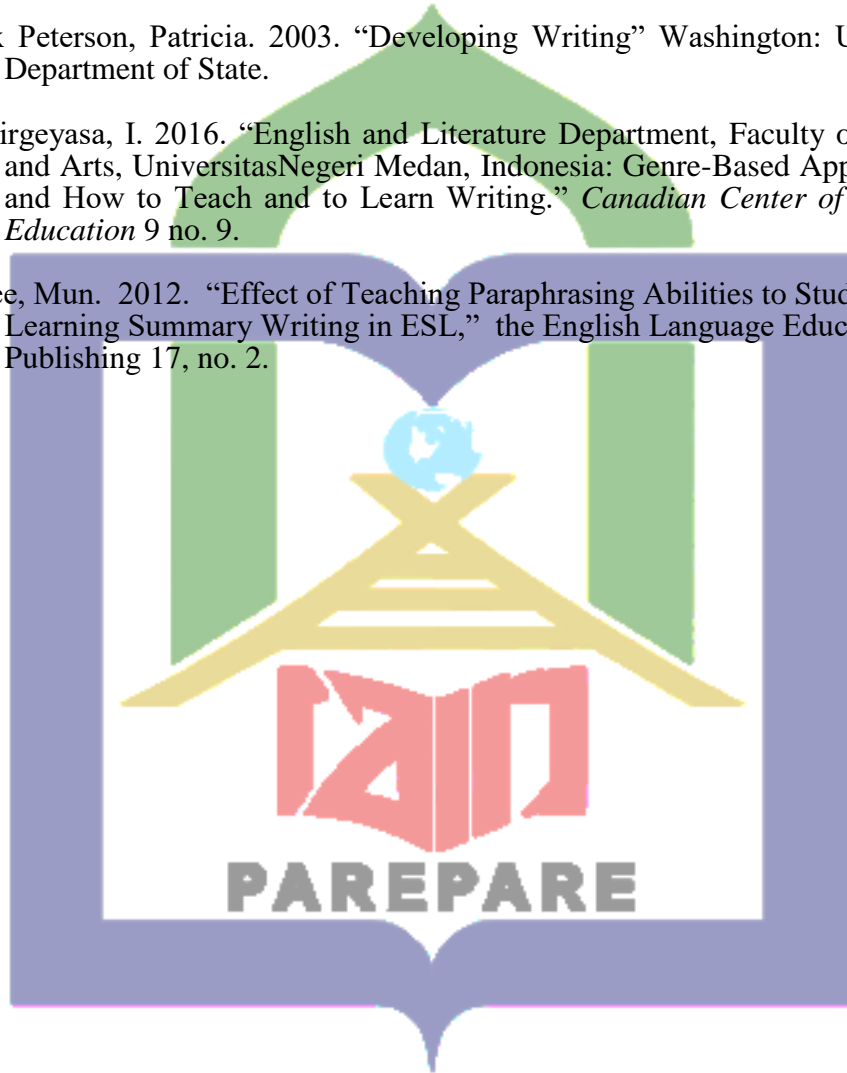
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### Appendix 1. Students Score of Pre-Test Table

#### 4.1 the students' score in pre-test based on aspects of writing

C= Content, O= Organization, V= Vocabulary, L= Language Use M= Mechanics

No.	Students	Aspects					Total
		C	O	V	L	M	
1.	ML	3	1	1	2	1	8
2.	JN	3	2	1	2	3	11
3.	MI	3	1	1	1	2	8
4.	MZ	2	2	1	2	2	9
5.	SG	3	2	2	2	1	10
6.	SS	2	3	1	2	2	10
7.	WS	3	1	1	1	1	7
8.	MS	3	3	1	2	2	11
9.	AA	3	2	1	2	2	10
10.	DA	3	3	1	2	2	11
11.	IW	3	3	1	2	1	10
12.	KM	3	3	1	2	3	12
13.	MY	3	3	1	2	4	13
14.	NV	3	3	1	1	2	10
15.	SR	3	2	1	2	3	11
16.	WN	3	3	1	2	1	10
17.	WT	3	3	1	2	2	11

After knowing the students' score in pre-test based on aspects of writing, the following table are students' score to find out the mean score:

Table 4.2 the students' score in pre-test

No.	Students	Pre-test of the students ( $X_1$ )			
		Max Score	Score (X)	$X^2$	Classification
1.	ML	20	40	1600	Poor
2.	JN	20	55	3025	Poor
3.	MI	20	40	1600	Poor
4.	MZ	20	45	2025	Poor
5.	SG	20	50	2500	Poor
6.	SS	20	50	2500	Poor
7.	WS	20	35	1225	very poor
8.	MS	20	55	3025	Poor
9.	AA	20	50	2500	Poor
10.	DA	20	55	3025	Poor
11.	IW	20	50	2500	Poor
12.	KM	20	60	3600	Fair
13.	MY	20	65	4225	Fair
14.	NV	20	50	2500	Poor
15.	SR	20	55	3025	Poor
16.	WN	20	50	2500	Poor
17.	WT	20	55	3025	Poor
			$\sum X_1 = 860$	$\sum X_1^2 = 44400$	



The table above showed that the result of students' writing score before applying the paraphrasing technique. There were one student got very poor score, two students got fair score, and fourteen students got poor score. The total score in pre-test is 860. It has shown that, the students' skills in pre-test was low, because most of students still got poor score. The following are the process of calculation to find out the mean score and the standard deviation based on the calculation of students' score in pre-test of the table 4.2.

Mean score of the pre-test:

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{860}{17}$$

$$\bar{X} = 50,58$$

Thus, the mean score ( $\bar{X}_1$ ) of pre-test is 50,58

The standard deviation of the pre-test

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{44.400 - \frac{(860)^2}{17}}{17 - 1}}$$

$$SD = \sqrt{\frac{4.4400 - \frac{739.600}{17}}{16}}$$

$$SD = \sqrt{\frac{44.400 - 43.505,88}{17}}$$

$$SD = \sqrt{\frac{899,12}{16}}$$

$$SD = \sqrt{56,195}$$

$$SD = 7,49$$

Thus, the standard deviation of the pre-test is 7,49



## Appendix 2. Students' Score of Post-Test

Table 4.3 the students' score in post-test based on aspects of writing C= Content, O= Organization, V= Vocabulary, L= Language Use M= Mechanics

No.	Students	Aspects					Total
		C	O	V	L	M	
1.	ML	3	2	2	3	2	12
2.	JN	4	3	2	2	4	16
3.	MI	3	2	3	2	3	13
4.	MZ	3	3	3	2	3	14
5.	SG	4	4	4	4	3	19
6.	SS	4	4	3	2	3	16
7.	WS	3	3	3	3	3	15
8.	MS	4	4	3	3	3	17
9.	AA	4	4	4	3	4	19
10.	DA	4	4	3	2	2	15
11.	IW	4	4	3	3	2	16
12.	KM	4	4	4	3	4	19
13.	MY	4	4	3	2	4	17
14.	NV	4	4	4	2	3	17
15.	SR	4	4	4	3	2	17
16.	WN	4	4	4	3	4	19
17.	WT	4	4	3	2	3	16

Table 4.3 is students' score in post-test based on aspects of writing. The following table are students' score to find out the mean score and the standard deviation.

Table 4.3 the students' score in post-test

No.	Students	Post-test of the students (X <sub>1</sub> )			
		Max Score	Score (X <sub>2</sub> )	X <sup>2</sup>	Classification
1.	ML	20	60	3600	Fair
2.	JN	20	80	6400	Very good
3.	MI	20	65	4225	Fair
4.	MZ	20	70	4900	Good
5.	SG	20	95	9025	Very good
6.	SS	20	80	6400	Very good
7.	WS	20	75	5625	Good
8.	MS	20	85	7225	Very good
9.	AA	20	95	9025	Very good
10.	DA	20	75	5625	Good
11.	IW	20	80	6400	Very good
12.	KM	20	95	9025	Very good
13.	MY	20	85	7225	Very good
14.	NV	20	85	7225	Very good
15.	SR	20	85	7225	Very good
16.	WN	20	95	9025	Very good
17.	WT	20	80	6400	Very good
			$\sum X_2 = 1.385$	$\sum X_2^2 = 114.575$	

The table above showed that there were a changed of students' score after did the treatment. There were twelve students got very good score, three students got

good score, and there were two students got fair score. The total score in post-test is 1.385. It proved that there were increasing of students' score in post-test.

In this, the researcher analyzed the data of students' score in post-test to know whether there is or there is no a significant difference of students' achievement before and after learning process in using the paraphrasing technique.

Mean score of the post-test

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{1.385}{17}$$

$$\bar{X} = 81,48$$

Thus, the mean score ( $\bar{X}_2$ ) of post-test is 81,48

The standard deviation of the post-test

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{114.575 - \frac{(1.385)^2}{17}}{17 - 1}}$$

$$SD = \sqrt{\frac{114.575 - \frac{1.918.225}{17}}{16}}$$

$$SD = \sqrt{\frac{114.575 - 112.836,77}{16}}$$

$$SD = \sqrt{\frac{1.738,23}{16}}$$

$$SD = \sqrt{108,64}$$

$$SD = \mathbf{10,42}$$

Thus, the SD of the post-test is 10,42



Appendix 3. The T-Test Value

No.	X <sub>1</sub>	X <sub>2</sub>	(X <sub>1</sub> ) <sup>2</sup>	(X <sub>2</sub> ) <sup>2</sup>	D(X <sub>2</sub> -X <sub>1</sub> )	D(X <sub>2</sub> -X <sub>1</sub> ) <sup>2</sup>
1.	40	60	1600	3600	20	400
2.	55	80	3025	6400	25	625
3.	40	65	1600	4225	20	400
4.	45	70	2025	4900	25	625
5.	50	95	2500	9025	45	2025
6.	50	80	2500	6400	30	900
7.	35	75	1225	5625	40	1600
8.	55	85	3025	7225	30	900
9.	50	95	2500	9025	45	2025
10.	55	75	3025	5625	20	400
11.	50	80	2500	6400	30	900
12.	52	95	3600	9025	35	1225
13.	65	85	4225	7225	20	400
14.	50	85	2500	7225	35	1225
15.	55	85	3025	7225	30	900
16.	50	95	2500	9025	45	2025
17.	55	80	3025	6400	30	900
<b>Total</b>	<b>860</b>	<b>1.385</b>	<b>44400</b>	<b>114.575</b>	<b>525</b>	<b>17475</b>

In the other to see the students' score, the following is t-test was statistically applied:

Find out D

$$D = \frac{\sum D}{N} = \frac{525}{17} = 30,8$$

The calculation the t-test value

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{30,8}{\sqrt{\frac{17.475 - \frac{525^2}{17}}{17(17-1)}}$$

$$t = \frac{30,8}{\sqrt{\frac{17.475 - \frac{275.625}{17}}{17(16)}}$$

$$t = \frac{30,8}{\sqrt{\frac{17.475 - 16.214}{272}}$$

$$t = \frac{30,8}{\sqrt{\frac{1.261}{272}}}$$

$$t = \frac{30,8}{\sqrt{4,64}}$$



$$t = \frac{30,8}{2,16}$$

$$t = 14,26$$

Thus, the t-test value is 14,26



## Appendix 4. Instrument of Pre-test

Pre-Test

Name : .....

Class : .....

**A. Read the text below !****A Funeral in Toraja**

Last month my family and I went to Toraja to attend Grandpa's funeral. It was my first time to go to such a ceremony. We gathered there with our kin in the ceremony.

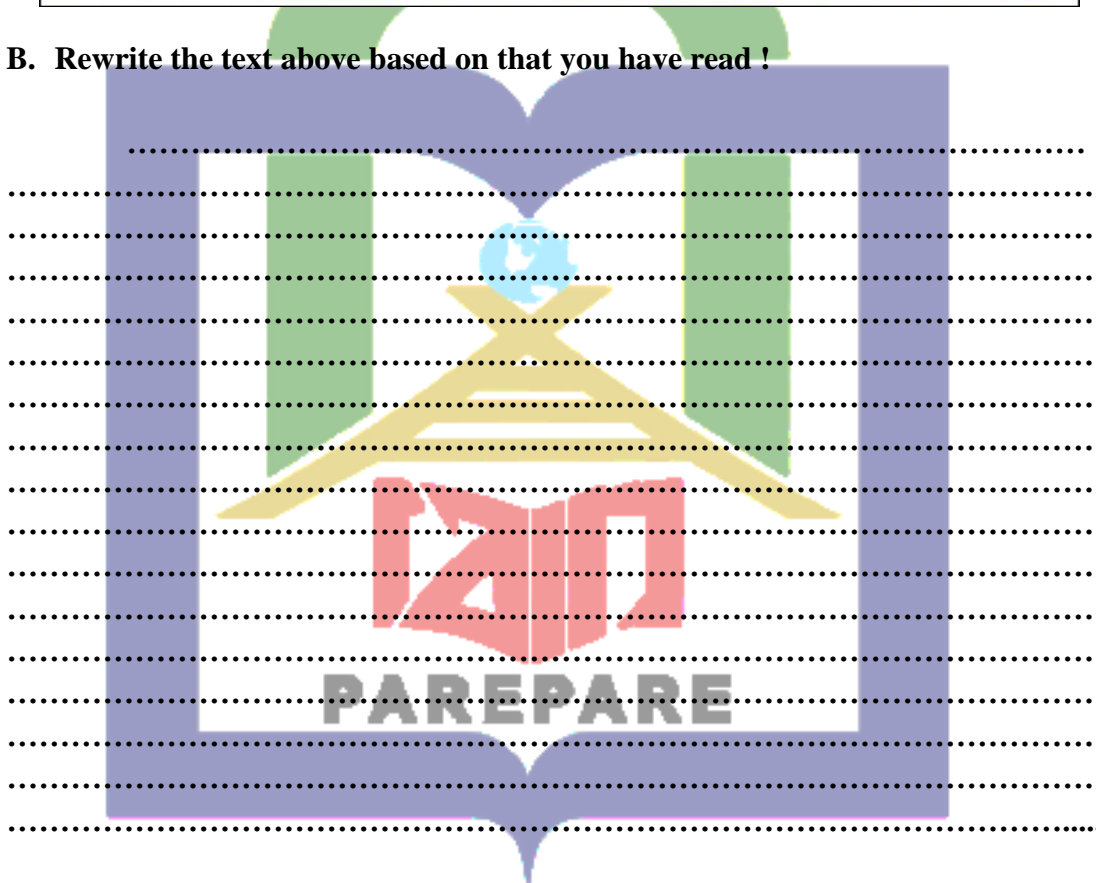
Overall, the ceremony was quite elaborate. It took about a week. Several days before the ceremony was done, grandpa's body was kept in a series of houses arranged in a circular row around an open field called tongkonan. His corpse was dressed in a fine wearing.

The funeral was performed in two phases. First, we slaughtered the pigs and buffaloes, and then moved the corpse to face north. In this ceremony we wore black clothes. After that, the corpse was placed in a sandal wood coffin. Then, it was brought out of the house and placed on an open platform beneath the granary. Meanwhile, my uncle, my brother, and I prepared the wooden puppet and a funeral tower called lakian. The next phase of the ceremony was held in this place. The coffin is borne from the house and placed in the lakian. During the day, there were also buffalo matches. They were great matches. In the night, we were feasting, chanting, and dancing.

On the last day, the grandpa's coffin were lowered from the funeral tower and brought up to the mountain side family graveyard. It was followed by great shouting and excitement from the relatives and the guests. Finally, we installed the wooden puppet on a high balcony where other puppets representing the members of a whole family were already there. The funeral ceremonies made my family and me tired. However, we were grateful because it ran smoothly.



B. Rewrite the text above based on that you have read !



## Appendix 5. Lesson Plan

<b>Rencana Pelaksanaan Pembelajaran</b>	
Mata Pelajaran	: ENGLISH
Kelas / Semester	: XI / II
Pertemuan Ke -	: 1 – 6
Alokasi Waktu	: 12 x 45 Menit (6 pertemuan)
Standar Kompetensi	: 1. Berkomunikasi dengan Bahasa Inggris setara <i>Level Elementary</i>
Kompetensi Dasar	: Menulis Recount Text dengan tehnik paraphrasing yang benar.
Indikator	: <ol style="list-style-type: none"> <li>1. Mampu menulis Recount Text dengan Structure yang benar.</li> <li>2. Mengetahui beberapa technique paraphrasing dalam membuat resume sebuah cerita.</li> <li>3. Menulis resume Ulang Recount Text dengan menggunakan paraphrasing technique.</li> </ol>

<b>I. Tujuan Pembelajaran</b>	
Siswa dapat	: <ol style="list-style-type: none"> <li>1. Memahami technique dalam melakukan paraphrasing dengan benar.</li> <li>2. Mengemukakan beberapa technique paraphrasing dengan lancar.</li> <li>3. Siswa dapat menulis ulang cerita dengan menggunakan paraphrasing technique.</li> </ol>

<b>1 Materi Ajar</b>	
1. Recount Text	
	<p>A recount is a text that tells about past experiences or story that can be found on the writers personal or historical events. A recount text is a text which</p>

retells events or a part of experiences in the past, the purpose of recount text is to list and describe past experiences by retelling events in order in which they happened.

This type of text chosen as whatever the students write.

## 2. The Characteristic of Recount Text

There are Some characteristic of recount text, there are;

1. Recount text normally began by setting the scene , such as WH Questions (what, when, where, why, who, and how.)
2. Followed by a series of events, in the order that they happened (Chronological Order).
3. In the end of the text lead the reader back to the subject. This may be the scheme of interpretation.
4. They are written factual past events.
5. They use Connectives related to time, for examples., after, then, next, meanwhile, to cause, Examples., because, since, or to contrast, examples., however, although, nonetheless.
6. They not focus in general topics, they focus on specific people or events.
7. They use the first person (I, we) in life story, and drama; in another way they use the third person.
8. They Use critical vocabulary relevant to subject.

In Recount text always use simple past tense, so in this text will not get “is” or “are” in the phrase but it will change to “was” or “where”. Most often in recount text, the subject is “I” or “the name of human”.

## 3. The Generic Structure of Recount Text

A recount text has the following general structure, there are;

1. Orientation, usually start by setting the scene, e.g., tells who was muddled, what appeared, where the events took place, and when it appeared.

Example: last month my family and I went to Toraja to attend Grandpa's funeral.

2. Events, tells what appeared and in what sequence. Describing series of events typically ordered in chronological order.

Example : The funeral was performed on two phases. First we slaughtered the pigs and buffaloes, and then moved the corpse to face north. In this ceremony we wore black clothes. After that, the corpse was placed in a sandal wood coffin, then, the next.....

3. Reorientation, consists of optional-closure of events/ending. a reorientation which "rounds off" the sequences of events or retell about what appeared in the end.

Example : The funeral ceremonies made my family and me tired. However, we were grateful because it ran smoothly.

4. Paraphrasing is one of the ways to overcome writing problems. Paraphrasing is rewreting using different words. Changing the wording of a text so that it is significantly different from the original source, without changing the meaning.
5. How to Paraphrasing the text with the first technique (changing the vocabulary).

- A. The first technique is change the vocabulary by finding synonyms of the words but with the same meaning. For example "study" and the synonym of study is "research".

Some common academic synonyms :

Nouns	synonyms	Verbs	Synonyms
Goal	Target	Reduce	Cut
Study	Research	Accelerate	Speed up
Result	Findings	Strengthen	Reinforce
Area	Field	Retain	Keep
authority	Source	Prohibit	Ban
benefit	Advantage	Predict	Forecast
category	Type	Maintain	Insist
component	Part	Develop	Evolve
concept	Idea	Found	Establish
behavior	Conduct	Eliminate	Remove
controversy	Argument	Show	Demonstrate
feeling	Emotion	Confine	Limit
beliefs	Ethics	Concentrate	Focus
expansion	Increase	Quote	Cite
interpretation	Explanation	Clarify	Explain
issue	Topic	Challenge	Question
method	System	Attach	Join
option	Possibility	Assist	Help
statistics	Figures	Claim	Suggest
frameworks	Structure	Evaluate	Examine
trend	Tendency	Alter	Change
quotation	Citation	Achieve	Reach
drawback	Disadvantage	Reduce	Decrease
output	production		

NB : not all and phrases can be paraphrased. For example economics, socialism and global warming have no effective synonyms.

Example in a sentence:

Find synonyms of the underlined words

2 The growth of the car industry parallels the development of modern capitalism.

⇒ The rise of the automobile industry matches the progress of contemporary capitalism.

3 He began to teach me riding the motorcycle around a field in my village.

⇒ He start to coach me driving the scooter around a territory in my hometown.

#### B. Changing words class:

The second technique in paraphrasing is changing words class but with the same meaning. There are some class word changes.

Noun (N)	Verb (V)	Adjective (Adj)	Adverb (Adv)
Beauty	Beautify	Beautiful	Beautifully
Benefit / beneficiary	Benefit	Beneficial	Beneficially
Creation / creator	Create	Creative	Creatively
Decision	Decide	Decisive	Decisively
	Differentiate	Different	Differently



Difference	Distract	Distracted / distracting	Distractedly
Distraction	Justify	Justifiable	Justifiably
Justification	Protect	Protective	Protectively
Protection	Rely	Reliable	Reliably
Reliability	Sadden	Sad	Sadly
Sadness	Signify	Significant	Significantly
Significance	Strengthen	Strong	Strongly
Strength	Succeed	Successful	Successfully
Success	Understand	Understandable	Understandably
Understanding			

### C. Changing words order:

In this technique talking about how to change words order of the sentences. Word order of the sentence will be change to be a new words order without changing the meaning.

Examples:

- Ancient Egypt collapsed > the collapse of Egyptian society began
- In this ceremony we wore black clothes > black clothes of this ceremony

Recount text :

- A. Pertemuan pertama
  - Materi tentang Recount Text
  - Tehnik Pertama Paraphrasing

## B. Pertemuan kedua

### The Last School Semester Holiday

The last semester holiday was a moment that I'd been waiting for. Because as long as I sit in ninth grade, I was spending more time to learn than doing some activities associated with my hobby.

My last holiday was classified as a very simple holiday. I was only at home for doing my hobbies such as writing, drawing, and visiting my friends' house. On the first day until the fifth day I spent time with writing some short stories, chatting with family, and painting some objects at home.

Then in the following days, I visited my friends' home to study and to do fun things together. Having finished studying, we then cycled around the area to see new things together. After being tired of cycling, we took visit at other friends' house while fulfilling the thirst. Every time the day got dark, we went back to our homes to spend time with family.

Those days were very enjoyable for me. Although I only spent holiday at home by doing funny things, spending time with family, and visiting my friends' home while studying, I really enjoyed that short holiday.

#### Task 2

1. Rewrite the text above individually with the first technique of paraphrasing and underline the words that you want to change !

## C. Pertemuan ke tiga

### Camping

Last holiday, my friends and I went camping on the mountain. We went to Guci, Tegal. The spot is near from our town. It is about 2 hours to get there. We choose Guci because it is not too far from settlement.

We prepared everything before going on camping. The boys prepared the tents, the girls prepared the food, and I checked the accommodations. We brought cooking utensils and the food from home, clothes, camera, guitar, etc. We went there by a car and a motorcycle for unwanted condition. We went there in the sunny morning and hoped no rain during camping.

On the first day, we sat up the tent on the spot near waterfall. The girls made the fence of the area but the boys took a bath on the river. Then, we cooked the food for the lunch, had lunch together, tried to fish in the river but we got a sandal.

On the second day, we had some activities. We went on hiking up the mountain, took some pictures in tea garden, and picked strawberry. The last night of our camping was so cold, we made a campfire, sang song together and told spooky stories which made us fear.

We had camping for about three days. On the last day, we packed everything we bought. we cleaned the area and made sure there was nothing left except our footprint. We didn't took anything except took photos, we remembered that we must

keep the nature, friendly with them and they will be friendly with us. We made a memory by taking photos together in front of a waterfall and then went home happily. We felt very tired.

#### Task 1

1. Rewrite the text above with your group's friends according to the first paraphrasing technique by searching synonyms of the words in the text !

#### D. Pertemuan ke empat

##### My Adolescence

I had my adolescence when I was thirteen.

It started with acne that showed up on my face. It was very annoying. It lowered my self-esteem and I was embarrassed to come out of my house and play with friends. Fortunately, my Mum gave me a good medicine. In my three weeks, the acnes started to vanish although those showed some black spots in my face.

That was my bad experience with adolescence, though there were still lots of good experience too.

#### E. Pertemuan ke-lima

##### A Page from A Girl's Diary ditulis oleh Pratama Lysa Hapsari

Tuesday, September 30<sup>th</sup>, 2008

It was *takbiran* night. It was also my birthday, and nothing happened. Or I had thought nothing would happen, but I was wrong.

That night, I was *watching television* with my family when I heard someone lit fireworks in my front yard. I *peeped* through my window glass but could see nothing. It was very dark outside. Then I *thought* it had to be my cousins who lit the fireworks. Then I *plopped down* on my sofa again and tried to concentrate on the television since my mind raced with disappointment that no one gave something special on my birthday.

I *shrugged*, it was almost the end of the day and I became pessimist. Five minutes later my mobile *beeped*. It was a text from my friend *asking* me to come out.

Wondering what was going on, I **grabbed** my jacket and **hurried** to the front door. I was **surprised** to see her bring a bag full of firework and fire drills. Next I was surprised to see my other friend come out from the darkness. She **brought** a beautiful birthday cake on her hands. Oh my God! I **shrieked**. Then they **gave** the cake to me who was too stunned to say anything. I **realized** I was blushing furiously because my whole family was watching. Not to mention my neighbors too!

A plain day, or I thought it was before, turned out to be one of the greatest moment in my life. I didn't even know how to describe what I felt. Happy was the simplest word.

#### F. Pertemuan ke-enam

##### A Trip to the Zoo

Yesterday my family went to the zoo to see the elephant and other animal.

When we got to the zoo, we went to the shop to buy some food to give to the animals.

After getting the food we went to the nocturnal house where we saw birds and reptiles which only come out at night.

Before lunch we went for a ride on the elephant. It was a thrill to ride it. Dad nearly fell off when he let go of the rope.

During lunch we fed some birds in the park. In the afternoon we saw the animals being fed.

When we returned home we were tired but happy because we had so much fun.

3.
  - i. Samples of words or sentences that have been paraphrasing
  - i. Grammar review:
  - i. Relevant tenses.

### III. Metode Pembelajaran

1. Ceramah

2.	Tanya jawab
3.	Diskusi
4.	Pemberian tugas

#### IV. Langkah – Langkah Pembelajaran

##### *Pertemuan Pertama*

##### **1 Kegiatan Awal**

No	Jenis Kegiatan	Alokasi Waktu
1.	Absensi kehadiran peserta didik	10 menit
2.	Penanaman nilai-nilai karakter yaitu rasa <b>ingin tahu, mandiri, kreatif, dan kerja keras.</b>	
3.	Penjelasan awal mengenai kompetensi yang akan dipelajari serta hubungannya dengan kompetensi lainnya	
4.	Apersepsi, Materi pendukung	
5.	Motivasi, Menginformasikan kepada peserta didik tentang pentingnya mempelajari materi ini.	
<b>JUMLAH</b>		<b>10 menit</b>

##### **2. Kegiatan Inti**

No	Jenis Kegiatan	Alokasi Waktu

1.	<p><i>Eksplorasi</i></p> <ul style="list-style-type: none"> <li>• Guru memberikan stimulus kepada peserta didik berupa pemberian materi mengenai :       <ol style="list-style-type: none"> <li>1. A recount is a text that tells about past experiences or story that can be found on the writers personal or historical events. A recount text is a text which retells events or a part of experiences in the past, the purpose of recount text is to list and describe past experiences by retelling events in order in which they happened. This type of text chosen as whatever the students write.           <ul style="list-style-type: none"> <li>⇒ A recount text has the following general structure, there are;               <ol style="list-style-type: none"> <li>1. Orientation, usually start by setting the scene, e.g., tells who was muddled, what appeared, where the events took place, and when it appeared. Example: last month my family and I went to Toraja to attend Grandpa’s funeral.</li> <li>2. Events, tells what appeared and in what sequence. Describing series of events typically ordered in chronological order. Example : The funeral was performed on two phases. First we slaughtered the pigs and buffaloes, and then moved the corpse to face north. In this ceremony we wore black clothes. After that, the corpse was placed in a sandal wood coffin, then, the next.....</li> <li>3. Reorientation, consists of optional-closure of events/ending. a reorientation which “rounds off” the sequences of events or retell about what appeared in the end. Example : The funeral ceremonies made my family and me tired. However, we were grateful because it ran smoothly.</li> </ol> </li> </ul> </li> <li>2. Paraphrasing Technique               <ul style="list-style-type: none"> <li>- Changing vocabulary The first technique is change the vocabulary by finding synonyms of the words but with the same meaning. For example “study” and the synonym of study is “research”.</li> </ul> </li> </ol> </li> <p>NB : not all and phrases can be paraphrased. For example economics, socialism and global warming have no effective synonyms.</p> </ul>	20 menit
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	<ul style="list-style-type: none"> <li>• Secara individu guru meminta peserta didik untuk memberikan tanggapan</li> <li>• Guru memberikan informasi penguatan terhadap jawaban peserta didik dengan memberikan penjelasan lebih lanjut mengenai materi tersebut</li> </ul>	
2.	<p><i>Elaborasi</i></p> <ol style="list-style-type: none"> <li>1. guru memberikan sebuah teks ke setiap siswa, dan mereka harus membuatkan paraphrase untuk paragraph pertama yaitu mengganti kata-katanya dengan mencari sinonim dari kata tersebut.</li> <li>2. Sebelum siswa mengganti kata-kata yang ada pada paragraph peertama , guru memberikan arahan agar menggaris bawahi terlebih dahulu kata-kata yang ingin mereka ganti agar mempermudah mereka dalam mengerjakan tugas tersebut.</li> </ol>	35 menit
3.	<p><i>Konfirmasi</i></p> <ul style="list-style-type: none"> <li>• Guru mengumpulkan hasil kerja siswa</li> <li>• Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik.</li> <li>• Guru menjelaskan tentang hal-hal yang belum diketahui</li> </ul>	15 menit
<b>JUMLAH</b>		<b>70 menit</b>

### 3 Kegiatan Akhir

No	Jenis Kegiatan	Alokasi Waktu
1.	Guru membuat kesimpulan pembelajaran	10 menit

2.	Guru memotivasi peserta didik untuk mengembangkan diri dengan membaca atau mencari informasi tambahan setelah pulang ke rumah	
3.	Guru menginformasikan materi yang akan dibahas pada hari berikutnya	
4.	Tugas Terstruktur: memberikan PR  Tugas Tidak Terstruktur : menugaskan peserta didik untuk mempelajari mengenai materi yang akan dipelajari pada pertemuan berikutnya	
<b>J U M L A H</b>		

### *Pertemuan Kedua*

1 Kegiatan Awal		
No	Jenis Kegiatan	Alokasi Waktu
1.	Absensi kehadiran peserta didik	10 menit
2.	Penanaman nilai-nilai karakter yaitu rasa <b>ingin tahu, mandiri, kreatif, dan kerja keras.</b>	
3.	Penjelasan awal mengenai kompetensi yang akan dipelajari serta hubungannya dengan kompetensi lainnya	
4.	Apersepsi,  Materi Pelajaran sebelumnya	
5.	Motivasi,  Menginformasikan kepada peserta didik tentang pentingnya mempelajari materi ini.	
<b>J U M L A H</b>		<b>10menit</b>

### **2. Kegiatan Inti**

No	Jenis Kegiatan	Alokasi
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		Waktu
1.	<p><i>Eksplorasi</i></p> <ul style="list-style-type: none"> <li>Guru memberikan stimulus kepada peserta didik berupa pemberian materi mengenai : <ul style="list-style-type: none"> <li>- Changing vocabulary</li> </ul> </li> </ul> <p>Example in a sentence:</p> <p>Find synonyms of the underlined words</p> <p>a. The <u>growth</u> of the <u>car</u> industry <u>parallels</u> the <u>development</u> of <u>modern</u> capitalism.</p> <p>⇒ The <u>rise</u> of the <u>automobile</u> industry <u>matches</u> the <u>progress</u> of <u>contemporary</u> capitalism.</p> <p>b. He <u>began to teach</u> me <u>riding</u> the <u>motorcycle</u> around a <u>field</u> in my <u>village</u>.</p> <p>He start to coach me driving the scooter around a territory in my hometown.</p> <p>NB : not all and phrases can be paraphrased. For example economics, socialism and global warming have no effective synonyms.</p> <ul style="list-style-type: none"> <li>Guru memberikan beberapa kosa kata beserta artinya menyangkut recount text yang akan di berikan guna mempermudah mereka untuk mengetahui inti point-point yang ada di cerita tersebut.</li> <li>Guru melakukan repeatition dengan vocabulary yang telah diberikan.</li> <li>Secara individu guru meminta peserta didik untuk memberikan tanggapan</li> <li>Guru memberikan informasi penguatan terhadap jawaban peserta didik dengan memberikan penjelasan lebih lanjut mengenai materi tersebut</li> </ul>	20 menit

2.	<p><i>Elaborasi</i></p> <ol style="list-style-type: none"> <li>1. Guru member teks kepada setiap siswa untuk melanjutkan tugas untuk paragraph kedua dari cerita yang telah diberikan, dan menulis paraphrase nya menggunakan teknik yang pertama yaitu mengganti kata-kata nya dengan mencari sinonimnya.</li> <li>2. sebelum mengganti kosa katanya siswa harus menggaris bawahi terlebih dahulu lalu mengganti kelas kata yang sesuai tanpa mengganti maknaya.</li> </ol>	35 menit
3.	<p><i>Konfirmasi</i></p> <ul style="list-style-type: none"> <li>• Guru mengumpulkan hasil kerja siswa</li> <li>• Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik.</li> <li>• Guru menjelaskan tentang hal-hal yang belum diketahui</li> </ul>	10 menit
<b>J U M L A H</b>		<b>70 menit</b>

3 Kegiatan Akhir		
No	Jenis Kegiatan	Alokasi Waktu
1.	Guru membuat kesimpulan pembelajaran	10 menit
2.	Guru memotivasi peserta didik untuk mengembangkan diri dengan membaca atau mencari informasi tambahan setelah pulang ke rumah	
3.	Guru menginformasikan materi yang akan dibahas pada hari berikutnya	
4.	<p>Tugas Terstruktur: memberikan PR</p> <p>Tugas Tidak Terstruktur : menugaskan peserta didik untuk mempelajari mengenai materi yang akan dipelajari pada pertemuan berikutnya</p>	

<b>J U M L A H</b>	<b>10 menit</b>
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### *Pertemuan Ketiga*

#### 1 Kegiatan Awal

No	Jenis Kegiatan	Alokasi Waktu
1.	Absensi kehadiran peserta didik	10 menit
2.	Penanaman nilai-nilai karakter yaitu rasa <b>ingin tahu, mandiri, kreatif, dan kerja keras.</b>	
3.	Penjelasan awal mengenai kompetensi yang akan dipelajari serta hubungannya dengan kompetensi lainnya	
4.	Apersepsi, Materi Pelajaran sebelumnya	
5.	Motivasi, Menginformasikan kepada peserta didik tentang pentingnya mempelajari materi ini.	
<b>J U M L A H</b>		<b>10menit</b>

#### 2. Kegiatan Inti

No	Jenis Kegiatan	Alokasi Waktu
1.	<p><i>Eksplorasi</i></p> <ul style="list-style-type: none"> <li>Guru memberikan stimulus kepada peserta didik berupa pemberian materi mengenai : Changing words class:</li> </ul>	20 menit

	<p>The second technique in paraphrasing is changing words class but with the same meaning. For example from Noun (N) =&gt; Verb (V) {Sadness(N) =&gt; Sadden(V)} different words classes, but have same meaning.</p> <p>There are some class word changes.</p> <table border="1" data-bbox="370 720 1328 1161"> <thead> <tr> <th>Noun (N)</th> <th>Verb (V)</th> <th>Adjective (Adj)</th> <th>Adverb (Adv)</th> </tr> </thead> <tbody> <tr> <td>Beauty</td> <td>Beautify</td> <td>Beautiful</td> <td>Beautifully</td> </tr> <tr> <td>Benefit</td> <td>Benefit</td> <td>Beneficial</td> <td>Beneficially</td> </tr> <tr> <td>Creation</td> <td>Create</td> <td>Creative</td> <td>Creatively</td> </tr> <tr> <td>Decision</td> <td>Decide</td> <td>Decisive</td> <td>Decisively</td> </tr> <tr> <td>Difference</td> <td>Differentiate</td> <td>Different</td> <td>Differently</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• Guru member beberapa vocabulary beserta artinya, agar siswa mudah menemukan main point dari isi cerita .</li> <li>• Dengan menggunakan vocabulary guru memberikan sebuah game agar siswa tidak bosan yaitu guessing words.</li> <li>• Secara individu guru meminta peserta didik untuk memberikan tanggapan</li> <li>• Guru memberikan informasi penguatan terhadap jawaban peserta didik dengan memberikan penjelasan lebih lanjut mengenai materi tersebut.</li> </ul>	Noun (N)	Verb (V)	Adjective (Adj)	Adverb (Adv)	Beauty	Beautify	Beautiful	Beautifully	Benefit	Benefit	Beneficial	Beneficially	Creation	Create	Creative	Creatively	Decision	Decide	Decisive	Decisively	Difference	Differentiate	Different	Differently	
Noun (N)	Verb (V)	Adjective (Adj)	Adverb (Adv)																							
Beauty	Beautify	Beautiful	Beautifully																							
Benefit	Benefit	Beneficial	Beneficially																							
Creation	Create	Creative	Creatively																							
Decision	Decide	Decisive	Decisively																							
Difference	Differentiate	Different	Differently																							
2.	<p><i>Elaborasi</i></p> <ol style="list-style-type: none"> <li>1. Guru membagi siswa menjadi beberapa kelompok.</li> <li>2. Guru mengarahkan siswa untuk membagi tugas dalam kelompok perparagraf setiap siswa untuk melihat kerja sama setiap siswa</li> </ol>	35 menit																								

	<p>terhadap kelompoknya.</p> <p>3. Guru membebi Recont text paragraph dari untuk di paraphrase dengan tehnik yang kedua yaitu mengganti kelas katanya.</p> <p>4. Guru memberitahu cara untuk mempermudah dalam merubah kelas kata yaitu dengan menentukan terlebih daulu kelas kata dari kata yang akan diganti.</p>	
3.	<p><i>Konfirmasi</i></p> <ul style="list-style-type: none"> <li>• Guru mengumpulkan hasil kerja siswa</li> <li>• Guru dan siswa menjawab dan menadai vocabulary yang ada pada text yang sudah atau mau paraphrase.</li> <li>• Guru memberikan umpun balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik.</li> <li>• Guru menjelaskan tentang hal-hal yang belum diketahui</li> </ul>	10 menit
<b>J U M L A H</b>		<b>70 menit</b>

<b>3 Kegiatan Akhir</b>		
No	Jenis Kegiatan	Alokasi Waktu
1.	Guru membuat kesimpulan pembelajaran	10 menit
2.	Guru memotivasi peserta didik untuk mengembangkan diri dengan membaca atau mencari informasi tambahan setelah pulang ke rumah	
3.	Guru menginformasikan materi yang akan dibahas pada hari berikutnya	
4.	<p>Tugas Terstruktur: memberikan PR</p> <p>Tugas Tidak Terstruktur : menugaskan peserta didik untuk mempelajari mengenai materi yang akan dipelajari pada pertemuan berikutnya</p>	

<b>J U M L A H</b>	<b>10 menit</b>
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***Pertemuan Keempat***

**1 Kegiatan Awal**

No	Jenis Kegiatan	Alokasi Waktu
1.	Absensi kehadiran peserta didik	10 menit
2.	Penanaman nilai-nilai karakter yaitu rasa <b>ingin tahu, mandiri, kreatif, dan kerja keras.</b>	
3.	Penjelasan awal mengenai kompetensi yang akan dipelajari serta hubungannya dengan kompetensi lainnya	
4.	Apersepsi, Materi Pelajaran sebelumnya	
5.	Motivasi, Menginformasikan kepada peserta didik tentang pentingnya mempelajari materi ini.	
<b>J U M L A H</b>		<b>10menit</b>

**2. Kegiatan Inti**

No	Jenis Kegiatan	Alokasi Waktu
1.	<p><i>Eksplorasi</i></p> <ul style="list-style-type: none"> <li>• Guru memberikan stimulus kepada peserta didik berupa pemberian materi mengenai : Tehnik kedua yaitu changing words classi kelas kata dalam sebuah cerita atau kalimat. Contoh : - Verb (V) &gt; Noun (N) “Protect” &gt; “Protection”  - Noun (N) &gt; Adjective (Adj) “management” &gt; “managerial”</li> <li>• Secara individu guru meminta peserta didik untuk memberikan</li> </ul>	20 menit

	<p>tanggapan</p> <ul style="list-style-type: none"> <li>Guru memberikan informasi penguatan terhadap jawaban peserta didik dengan memberikan penjelasan lebih lanjut mengenai materi tersebut</li> </ul>	
2.	<p><i>Elaborasi</i></p> <ol style="list-style-type: none"> <li>Guru memberikan tugas individu kesetiap siswa untuk meresume atau menuliskan kembali cerita tersebut sesuai dengan teknik paraphrasing yang kedua yaitu mengganti kelas kata.</li> <li>Guru member pertanyaan pendapat siswa apa dan bagaimana perbedaan teknik paraphrasing yang pertama dan kedua.</li> </ol>	35 menit
3.	<p><i>Konfirmasi</i></p> <ul style="list-style-type: none"> <li>Guru mengumpulkan hasil kerja siswa</li> <li>Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik.</li> <li>Guru menjelaskan tentang hal-hal yang belum diketahui</li> </ul>	10 menit
<b>JUMLAH</b>		<b>70 menit</b>

3 Kegiatan Akhir		
No	Jenis Kegiatan	Alokasi Waktu
1.	Guru membuat kesimpulan pembelajaran	10 menit
2.	Guru memotivasi peserta didik untuk mengembangkan diri dengan membaca atau mencari informasi tambahan setelah pulang ke rumah	
3.	Guru menginformasikan materi yang akan dibahas pada hari berikutnya	
4.	Tugas Terstruktur: memberikan PR Tugas Tidak Terstruktur : menugaskan peserta didik untuk mempelajari	

	mengenai materi yang akan dipelajari pada pertemuan berikutnya	
<b>J U M L A H</b>		<b>10 menit</b>

### *Pertemuan Kelima*

#### 1 Kegiatan Awal

No	Jenis Kegiatan	Alokasi Waktu
1.	Absensi kehadiran peserta didik	10 menit
2.	Penanaman nilai-nilai karakter yaitu rasa <b>ingin tahu, mandiri, kreatif, dan kerja keras.</b>	
3.	Penjelasan awal mengenai kompetensi yang akan dipelajari serta hubungannya dengan kompetensi lainnya	
4.	Apersepsi, Materi Pelajaran sebelumnya	
5.	Motivasi, Menginformasikan kepada peserta didik tentang pentingnya mempelajari materi ini.	
<b>J U M L A H</b>		<b>10menit</b>

#### 2. Kegiatan Inti

No	Jenis Kegiatan	Alokasi Waktu
1.	<p><i>Eksplorasi</i></p> <ul style="list-style-type: none"> <li>• Guru memberikan stimulus kepada peserta didik berupa pemberian materi mengenai :               <ul style="list-style-type: none"> <li>- Tehnik paraphrasing yang ketiga</li> </ul> </li> </ul>	20 menit



	<p>Changing words order:</p> <p>In this technique talking about how to change words order of the sentences. Word order of the sentence will be change to be a new words order without changing the meaning.</p> <p>Examples:</p> <p>- Ancient Egypt collapsed &gt; the collapse of Egyptian society began</p> <ul style="list-style-type: none"> <li>• Grammar review: <ul style="list-style-type: none"> <li>- Relevant tenses.</li> </ul> </li> <li>• Guru memberikan beberapa vocabulary beserta artinya.</li> <li>• Guru membagikan sebuah text dan dari text tersebut guru memberikan sebuah game yaitu arranmg sentence into paragraph.</li> <li>• Secara individu guru meminta peserta didik untuk memberikan tanggapan</li> <li>• Guru memberikan informasi penguatan terhadap jawaban peserta didik dengan memberikan penjelasan lebih lanjut mengenai materi tersebut</li> </ul>	
2.	<p><i>Elaborasi</i></p> <ol style="list-style-type: none"> <li>1. Guru akan membagi siswa menjadi beberapa kelompok.</li> <li>2. Guru memberikan kesetiap sebuah teks paragraph ke setiap kelompok.</li> <li>3. Guru memerintahkan siswa secara berkelompok untuk mem paraphrasing teks tersebut secara kelompok dengan tehnik yang ke tiga yaitu mengganti pola kata, aturan katanya.</li> </ol>	35 menit

	4. Guru mengajar siswa bagaimana agar mempermudah siswa dalam mengerjakan tugas tersebut yaitu dengan menentukan fungsi setiap kata dalam sebuah kalimat yang ada pada paragraf tersebut.	
3.	<i>Konfirmasi</i> <ul style="list-style-type: none"> <li>• Guru mengumpulkan hasil kerja siswa</li> <li>• Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik.</li> <li>• Guru menjelaskan tentang hal-hal yang belum diketahui</li> </ul>	10 menit
<b>J U M L A H</b>		<b>70 menit</b>

3 Kegiatan Akhir		
No	Jenis Kegiatan	Alokasi Waktu
1.	Guru membuat kesimpulan pembelajaran	10 menit
2.	Guru memotivasi peserta didik untuk mengembangkan diri dengan membaca atau mencari informasi tambahan setelah pulang ke rumah	
3.	Guru menginformasikan materi yang akan dibahas pada hari berikutnya	
4.	Tugas Terstruktur: memberikan PR  Tugas Tidak Terstruktur : menugaskan peserta didik untuk mempelajari mengenai materi yang akan dipelajari pada pertemuan berikutnya	
<b>J U M L A H</b>		<b>10 menit</b>

### *Pertemuan Keenam*

1 Kegiatan Awal		
No	Jenis Kegiatan	Alokasi Waktu

1.	Absensi kehadiran peserta didik	10 menit
2.	Penanaman nilai-nilai karakter yaitu rasa <b>ingin tahu, mandiri, kreatif, dan kerja keras.</b>	
3.	Penjelasan awal mengenai kompetensi yang akan dipelajari serta hubungannya dengan kompetensi lainnya	
4.	Apersepsi, Materi Pelajaran sebelumnya	
5.	Motivasi, Menginformasikan kepada peserta didik tentang pentingnya mempelajari materi ini.	
<b>J U M L A H</b>		<b>10menit</b>

## 2. Kegiatan Inti

No	Jenis Kegiatan	Alokasi Waktu
1.	<p><i>Eksplorasi</i></p> <ul style="list-style-type: none"> <li>- Tehnik paraphrasing yang ketiga Changing words order:</li> </ul> <p style="text-align: center;">In this technique talking about how to change words order of the sentences. Word order of the sentence will be change to be a new words order without changing the meaning.</p> <p>Examples:</p>	20 menit

	<p>- In this ceremony we wore black clothes &gt; black clothes of this ceremony.</p> <p>Grammar review:</p> <ul style="list-style-type: none"> <li>- Relevant tenses.</li> <li>• Secara individu guru meminta peserta didik untuk memberikan tanggapan</li> <li>• Guru memberikan informasi penguatan terhadap jawaban peserta didik dengan memberikan penjelasan lebih lanjut mengenai materi tersebut</li> </ul>	
2.	<p><i>Elaborasi</i></p> <ol style="list-style-type: none"> <li>1. Guru memberikan sebuah text paragraph kepada setiap siswa untuk di resume atau di tulis ulang dengan kata-kata mereka sendiri.</li> <li>2. Guru memberitahu kepada siswa cara mengerjakan tugas tersebut dengan menggunakan tehnik yang ketiga yaitu <i>changing word order</i> (mengganti urutan kata) dalam sebuah kalimat.</li> </ol>	35 menit
3.	<p><i>Konfirmasi</i></p> <ul style="list-style-type: none"> <li>• Guru mengumpulkan hasil kerja siswa</li> <li>• Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik.</li> <li>• Guru menjelaskan tentang hal-hal yang belum diketahui</li> </ul>	10 menit
<b>J U M L A H</b>		<b>70 menit</b>

### 3 Kegiatan Akhir

No	Jenis Kegiatan	Alokasi Waktu
1.	Guru membuat kesimpulan pembelajaran	10 menit
2.	Guru memotivasi peserta didik untuk mengembangkan diri dengan membaca atau mencari informasi tambahan setelah pulang ke rumah	

3.	Guru menginformasikan materi yang akan dibahas pada hari berikutnya	
4.	Tugas Terstruktur: memberikan PR  Tugas Tidak Terstruktur : menugaskan peserta didik untuk mempelajari mengenai materi yang akan dipelajari pada pertemuan berikutnya	
<b>J U M L A H</b>		<b>10 menit</b>

#### **V. Bahan dan Sumber Pembelajaran**

Bahan : -  
Sumber Belajar :

1. Buku referensi lain yang relevan

#### **VI. Alat**

1. Spidol
2. Papan Tulis

#### **VII. Penilaian**

1. Kuis
2. Tes Lisan
3. Tes tertulis
4. Pengamatan
5. Penugasan (Pekerjaan Rumah)

Peneliti

SITI LESTARI  
14.1300.110

## Appendix 6. Instrument of the post-test

### Post-Test

Name : .....

Class : .....

### Read the text below !

#### A Funeral in Toraja

Last month my family and I went to Toraja to attend Grandpa's funeral. It was my first time to go to such a ceremony. We gathered there with our kin in the ceremony.

Overall, the ceremony was quite elaborate. It took about a week. Several days before the ceremony was done, grandpa's body was kept in a series of houses arranged in a circular row around an open field called tongkonan. His corpse was dressed in a fine wearing.

The funeral was performed in two phases. First, we slaughtered the pigs and buffaloes, and then moved the corpse to face north. In this ceremony we wore black clothes. After that, the corpse was placed in a sandal wood coffin. Then, it was brought out of the house and placed on an open platform beneath the granary. Meanwhile, my uncle, my brother, and I prepared the wooden puppet and a funeral tower called lakian. The next phase of the ceremony was held in this place. The coffin is borne from the house and placed in the lakian. During the day, there were also buffalo matches. They were great matches. In the night, we were feasting, chanting, and dancing.

On the last day, the grandpa's coffin were lowered from the funeral tower and brought up to the mountain side family graveyard. It was followed by great shouting and excitement from the relatives and the guests. Finally, we installed the wooden puppet on a high balcony where other puppets representing the members of a whole family were already there. The funeral ceremonies made my family and me tired. However, we were grateful because it ran smoothly.



Rewrite the text above based on Paraphrasing Technique that you have learned !

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## Appendix 7. Students' Writing in pre-test

No. \_\_\_\_\_  
Date: \_\_\_\_\_

~~Pre-Test~~  
Pre-Test  
Karmila / XI. TGB

A Funeral in Toraja 60

Last month my family and I went to Toraja to attend Grandpa's funeral. It was my first time to go to such a ceremony. We gathered there with our kin in the ceremony.

Several days before the ceremony was done, grandpa's body was kept in a series of houses arranged in a circular row around an open field called tongkonan. His corpse was dressed in a fine wearing.

The funeral was performed in two phases. First, we slaughtered the pigs and buffaloes, and then moved the corpse to face north. After that, the corpse was placed in a sandal wood coffin. Then, it was brought out of the house and placed on an open platform beneath the granary, a funeral tower called Lakian. During the day, there were also buffalo matches. In the night, we were feasting, chanting, and dancing.

On the last day, the grandpa's coffin were lowered from the funeral tower and brought up to the mountain side family graveyard. The funeral ceremonies made my family and me tired. However, we were grateful because it ran smoothly.

! Tidak ada kalimat ataupun kata yang dirubah. (Tambahan).

C	O	V	L	M
3	3	1	2	3

MIRAGE



No. \_\_\_\_\_

Date: \_\_\_\_\_

Nama : Asriani

Kls : X T&B ! Tidak ada tambahan kata !!!  
hanya memo Long.

## A FUNERAL IN TORAJA

50

Last month my family and I went to Toraja to attend grandpa's funeral. It was my first time to go to such a ceremony we gathered there with our kin in the ceremony.

Several days before the ceremony was done, grandpa's body was kept in a series of houses arranged in a circular row around an open field called kongkomin. His corpse was dressed in a fine wearing.

The funeral was performed in two phases. First, we slaughtered the pigs and buffaloes and then moved the corpse to face north. After that, the corpse was placed in a sandal wood coffin.

Then it was brought out of the house and placed on an open pit at farm beneath the granary. The next phase of the ceremony was held in this place.

On the last day, the grandpa's coffin were lowered from the funeral tower and brought up to the mountain side family graveyard. It was followed by great shouting and excitement from the relatives and the guests. Finally we installed the warden puppet on a high balcony where funeral puppet representing the members of a whole family were already there the funeral ceremonies made my family and me tired. However, we were grateful because it ran smoothly.

C	O	V	L	M
3	2	1	2	2

## Appendix 8. Students' Writing in post-test

KARMILA

Post-test

 $\frac{19}{20} \times 100$ No. 95  
Date

## A Funeral In Toraja

Last month my family and I went to Toraja to worship Grandpa's funeral. It was my prime time to go to such a ceremony. We collected there with our kin in the ceremony.

In short, the ceremony was a bit complicated. It took about a week. Several days before the ceremony was done. Around the open field there is a series of houses arranged in a circular line called Tongkonan where the grandpa's body is kept. God's clothes worn for his corpse.

The mortuary was performed in two stage. First, we slaughtered to pigs and buffaloes and then moved the corpse to surface north. In this ceremony we wore black clothes. After that, the corpse was placed in a sandal wooden coffin. The, it was brought out of the house and placed on an disclose platform beneath the granary. Meanwhile, my uncle, my brother, and I prepared the wood puppet and a mortuary rise called Lakian.

The next stage of ceremony was held in this placed. The coffin is borne from the house and placed in the Lakian. During the day, there were also buffallo match. They were master match. In the night, we were feasting, chanting, and dancing.

On the last day, the grandpa's coffin were down from the funeral tower and brought up to the mountain side family graveyard. It was followed by great yelling and thrill from the reati relatives and guest. Finally, we installed the woody puppet on a high bal cony where otherwile puppets representing the members of a entire family were already there. The funeral ceremonies of a entire family and we fired. However, we were thankfull because it ran smoothly.

C	O	V	L	M
4	4	4	3	4

No. \_\_\_\_\_

Date: \_\_\_\_\_

Nama : Asriani  
Kls : XI TGB

### A funeral in Toraja

Last month my family and I went to Toraja to attend Grandpa's funeral. It was my first time to go to such a ceremony. We gathered there with our kin in the ceremony.

Overall the parade was fully elaborate. It lasted about a week. Several days before the parade was done, Grandpa's body was kept in a series of houses arranged in a circular row over an open field called Ongkann. His corpse was dressed in a fine, exhausting.

The obituary (Adj) was performed in two stage (N). First, we performed, slaughtered the pigs and buffaloes, and then moved the corpse to surface (N) north. In this ceremony we wore black clothes. After that, the corpse was placed in a sandal wooden Adj coffin. Then, it was brought out of the house and placed on an disclose (V) platform beneath the granary. Meanwhile, my uncle, my brother, and I prepared the wood (N) puppet and a musical (Adj) rice (V) called lakian. The next stage (N) of the ceremony was held in this place. The coffin is borne from were also buffalo match (N). The were master (N) match (N). In the night, we were fasting, chanting, and dancing.

On the last day, the grandpa's coffin were lowered from the funeral tower and brought up to the mountain side family graveyard. It was followed by great shouting and excitement from the relatives and the guests.

Finally, we installed the wooden puppet on a high balcony where other puppets representing the members of a whole family were already there. The funeral ceremonies made my family and me tired. However, we were grateful because it ran smoothly.

C	O	V	L	M
9	9	9	3	9

MIRAGE

Appendix 9. Distribution of T-Table

Df	$\alpha$ (level of significance) ( <i>one-tailed test</i> )					
	0,25	0,10	0,05	0,025	0,01	0,005
1	1,000	3,078	6.314	12.706	31,821	63.657
2	0,816	1,886	2.920	4.303	6,965	9.925
3	0,765	1,638	2.353	3.182	4,541	5.841
4	0,741	1,533	2.132	2.776	3,747	4.604
5	0,727	1,476	2.015	2.571	3,365	4.032
6	0,718	1,440	1.943	2.447	3,143	3.707
7	0,711	1,415	1.895	2.365	2,998	3.499
8	0,706	1,397	1.860	2.306	2,896	3.355
9	0,703	1,383	1.833	2.262	2,821	3.250
10	0,700	1,372	1.812	2.228	2,764	3.169
11	0,697	1,363	1.796	2.201	2,718	3.106
12	0,695	1,356	1.782	2.179	2,681	3.055
13	0,692	1,350	1.771	2.160	2,650	3.012
14	0,691	1,345	1.761	2.145	2,624	2.977
15	0,690	1,341	1.753	2.131	2,602	2.547
16	0,689	1,337	1.746	2.120	2,583	2.921
17	0,688	1,333	1.740	2.110	2,567	2.989
18	0,688	1,330	1.734	2.101	2,552	2.878
19	0,687	1,328	1.729	2.093	2,539	2.861
20	0,687	1,325	1.725	2.086	2,528	2.845
21	0,686	1,325	1.721	2.080	2,518	2.831
22	0,686	1,321	1.717	2.074	2,508	2.829
23	0,685	1,319	1.714	2.069	2,500	2.807
24	0,685	1,318	1.711	2.064	2,492	2.797
25	0,684	1,316	1.708	2.060	2,485	2.787
26	0,684	1,315	1.706	2.056	2,479	2.7798
27	0,684	1,314	1.703	2.052	2,473	2.771
28	0,683	1,313	1.701	2.048	2,467	2.763
29	0,683	1,311	1.699	2.045	2,462	2.756
30	0,683	1,310	1.697	2.042	2,457	2.750
40	0,681	1,303	1.684	2.021	2,423	2.704
60	0,679	1,296	1.671	2.000	2,390	2.660
120	0,677	1,289	1.658	1.980	2,358	2.617

Appendix 10. Documentation















**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

Alamat : JL. Amal Bakti No. 8 Soreang Kota Parepare 91132 ☎ (0421)21307 📠 (0421) 24404  
Po Box : 909 Parepare 91100 Website : www.iainparepare.ac.id Email: info.iainparepare.ac.id

Nomor : B 99 /Sti.08/PP.00.9/05/2018  
Lampiran : -  
Hal : Izin Melaksanakan Penelitian

Kepada Yth.  
Kepala Daerah KAB. PINRANG  
di  
KAB. PINRANG

*Assalamu Alaikum Wr. Wb.*

Dengan ini disampaikan bahwa mahasiswa INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE :

Nama : SITI LESTARI  
Tempat/Tgl. Lahir : MAROS, 02 Agustus 1996  
NIM : 14.1300.110  
Jurusan / Program Studi : Tarbiyah dan Adab / Pendidikan Bahasa Inggris  
Semester : VIII (Delapan)  
Alamat : JL. UDANG, KEL. PENRANG, KEC. WATANG SAWITTO,  
KAB. PINRANG

Bermaksud akan mengadakan penelitian di wilayah **KAB. PINRANG** dalam rangka penyusunan skripsi yang berjudul :

**"IMPROVING THE ABILITY IN WRITING PARAGRAPH AT THE SECOND GRADE STUDENTS OF SMK NEGERI 5 PINRANG THROUGH PARAPHRASING TECHNIQUE"**

Pelaksanaan penelitian ini direncanakan pada bulan **Mei** sampai selesai.

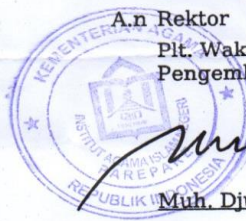
Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

3 Mei 2018

A.n Rektor

Pt. Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL)



Muh. Djunaidi



**PEMERINTAH KABUPATEN PINRANG  
SEKRETARIAT DAERAH**

Jln. Bintang No. 01 Telp (0421) 923 056 – 922 914 - 923 213  
**PINRANG**

Pinrang, 04 Mei 2018

Kepada

Nomor : 070/240/Kemasy.

Yth Kepala SMK Negeri 5 Pinrang

Lamp. : -

di-

Perihal : **Rekomendasi Penelitian.**

**Bettoeng.**

Berdasarkan Surat Plt.Wakil Rektor Bidang Akademik dan Pengembangan Lembaga Institut Agama Islâm Negeri (IAIN) Parepare Nomor : B-99/Sti.08/PP.00.9/05/2018 tanggal 3 Mei 2018 Perihal Izin Melaksanakan Penelitian, mahasiswa atau peneliti di bawah ini :

<b>Nama</b>	: SITI LESTARI
<b>Nim</b>	: 14.1300.110
<b>Jenis Kelamin</b>	: Perempuan
<b>Pekerjaan/Prog Study</b>	: Mahasiswi /Pend. Bahasa Inggris
<b>Alamat</b>	: Jl.Udang, Kel.Penrang, Kec.Watong Sawitto, Kab. Pinrang
<b>Telephone</b>	: 082162452880.

Bermaksud mengadakan Penelitian di Daerah / Instansi Saudara dalam rangka Penyusunan Skripsi dengan judul "IMPROVING THE ABILITY IN WRITING PARAGRAPH AT THE SECOND GRADE STUDENTS OF SMK NEGERI 5 PINRANG THROUGH PARAPHRASING TECHNIQUE" yang pelaksanaannya pada tanggal 03 Mei s/d 03 Juni 2018.

Sehubungan dengan hal tersebut di atas, pada prinsipnya kami menyetujui atau merekomendasikan kegiatan yang dimaksud dan dalam pelaksanaan kegiatan wajib memenuhi ketentuan yang tertera di belakang surat rekomendasi penelitian ini:

Demikian rekomendasi ini disampaikan kepada Saudara untuk diketahui dan pelaksanaan sebagaimana mestinya.

An. **SEKRETARIS DAERAH**  
Asisten Administrasi Umum



**Drs. BAU PAWERIGADING**

Pangkat : Pembina Utama Muda

Nip. 19601231 1988031 1 087

**Tembusan:**

1. Bupati Pinrang sebagai laporan di Pinrang;
2. Dandim 1404 Pinrang di Pinrang;
3. Kapolres Pinrang di Pinrang;
4. Kepala Dinas P & K Kab.Pinrang di Pinrang
5. Kepala Badan Kesbang dan Politik Kab.Pinrang di Pinrang;
6. Plt Wakil Rektor Bidang APL IAIN Parepare di Parepare;
7. Camat Duampanua di Lampa
8. Yang bersangkutan untuk diketahui;
9. Arsip.



**PEMERINTAH PROVINSI SULAWESI SELATAN  
CABANG DINAS PENDIDIKAN WILAYAH X  
SMK NEGERI 5 PINRANG**

Alamat : Jalan Poros Pinrang – Polman Km. 26 Bittoeng Pinrang  
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**SURAT KETERANGAN**

No. *000/106/UPT-SMKN/PRG/BIKD/IC*

Yang bertanda tangan di bawah ini, Kepala SMK Negeri 5 Pinrang menerangkan bahwa,

Nama	: SITI LESTARI
Nomor Pokok Mahasiswa	: 14.1300.110
Jurusan/Prodi	: Tarbiyah dan Adab/Pendidikan Bahasa Inggris
Alamat	: JL.Udang Kel.Pinrang Kec.Watang Sawitto Kab.Pinrang

Benar yang tersebut namanya telah melaksanakan penelitian di SMK Negerri 5 Pinrang ,dengan Judul Penelitian:”

IMPROVING THE ABILITY IN WRITING PARAGRAPH AT THE SECOND GRADE STUDENTS OF SMK NEGERI 5 PINRANG THROUGH PARAPHRASING TECHNIQUE

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sebagai mana mestinya.

Bittoeng, 30 Mei 2018

Kepala SMKN 5 Pinrang



MUNIR AMIR, SP.M.Si  
NIP:19750302 200801 1 015

## CURRICULUM VITAE



The researcher was born on August 02<sup>nd</sup>, 1996 in Maros. She is the second child from three siblings; she has one sister and one brother. Her father name is Syarif and her mother name is Suginem. Her educational background began 2001 in garden school (TK) AR-Rahma Pinrang, Kec. Watang Sawitto, Kab. Pinrang and graduate on 2002. She continue her study in the same year on 2001 in SDN 12 Pinrang, Kec Watang Sawitto, Kab. Pinrang and graduated on 2008.

She continued her study at SMPN 2 Pinrang, Kec. Paleteang Kab. Pinrang and graduated on 2011. She registered in senior High school SMAN 1 Kab. Pinrang but now it was changed become SMAN 1 Model Pinrang and graduated on 2014. She continued her education at State Islamic College (STAIN) Parepare bur now it was changed become State Islamic Institute (IAIN) Parepare and took English Department of Tarbiyah and Adab Department as her major. Finally, she graduated her study at State Islamic Institute (IAIN) Parepare and has gotten S1 degree in English program of Tarbiyah and Adab Department on 2018. With the title of her skripsi “Improving the ability in writing paragraph at the second grade students of SMK Negeri 5 Pinrang through paraphrasing technique”









