An analysis of English Department Students' Accuracy and Originality in Paraphrasing Science Text

Dwi Megista Putri

Universitas Putra Indonesia YPTK Padang

Abstract

Getting valuable information when write papers, paraphrase is an useful process. This research was conducted with aims to find out the students skill in paraphrasing, the problems faced and the causes of the problems in paraphrasing. There were 16 participants in this study. The data were collected from paraphrasing test, interview and questionnaire. The finding of the data analysis showed 62.5% of the students" ability in paraphrasing qualified in unsatisfactory level. From the test, it was found that the students made mistake in changing the order of ideas, lack of understanding toward the criteria of a good paraphrasing and changing word as their problem in paraphrasing. Last, lack of vocabulary and understanding about paraphrasing included as the causes of the students' problems in paraphrasing.

Keywords: Paraphrasing, Science Text, Accuracy, Originality

1. INRODUCTION

Reading and writing are integrated skill that must be mastered by the students, especially Students in Teacher Training Faculty of University of Putra Indonesia YPTK Padang.Paraphrase as one method of taking another person's ideas in your own words. The value of paraphrase go beyond meeting the requirement that you find your own way of saying what you found in your reading source. Unfortunately, based on the interview done by the researcher on reading 3 class, it was found that 70% of the students have not achieved the criteria of an acceptable paraphrasing when they paraphrase since they tend to change the wording but keep the original structure of ideas and sentence structure. Moreover, 60 % of students preferred to use direct quotation rather than paraphrasing in their research method, however they found that paraphrasing is difficult to do. Besides, on the interview, only few students admitted that they tend to use direct quotation rather than paraphrasing since it is difficult to completely understand the ideas of the expert to be restated in the writing. Without completely gain the understanding of the theory they just copied the theory from expert. It can be concluded that they used the experts' ideas without thoroughly comprehending it.

Therefore, the researcher find out the problems that existed in the students' paraphrasing in order to help the students improve their reading skill, especially paraphrasing. Considering the fact found by the writer, a study should be conducted to find out problems in the students' paraphrasing. The similar study had been done by Hayuningrum and Frida M (2012) in their work "Students' problems in writing paraphrases in research paper writing class". They found that English Language Education Study Program (ELESP) students, Sanata Dharma University, were unable to paraphrase properly since they tended to copy the author's words directly. If this problem was continuously ignored, it would be dangerous for the students because they could be charged with inadvertent plagiarism. This study was intended to investigate ELESP students' problems in writing paraphrases and the reasons why they produce unacceptable paraphrases by conducting document analysis and interview in Research Paper Writing class. From the findings, it could be identified that the most frequent type of problem encountered by the students was word-for-word plagiarism. So the researcher interested in

conducting the study to figure out the problems that are presented in the students" paraphrasing of English Education Study Program of FKIP UPI-YPTK Padang.

Based on the explanation above, the researcher interested in conducting a study entitled "An analysis of English department students accuracy and originality in paraphrasing science text to the third semester students in English Education department of FKIP UPI-YPTK Padang. The students were chosen based on the consideration that they had already learned about paraphrasing in Writing 2 class, therefore, they were expected to be able to do paraphrasing well. Then, the researcher also interested in knowing how far they do paraphrasing and what are the problems occurred in the students paraphrasing as well as the causes of the problems in the students paraphrasing.

The ability on paraphrase text have generated ideas for developing students paper and became useful skill in writing research paper. In addition, in science writing often paraphrases sophisticated ideas before they combine them into papers they are writing to. So, students actively and closely observed the way to know others ideas.

Since paraphrase is not a simple process, one has to know and remember some principles in paraphrasing to be a good paraphrase. Hogue (1993) states that paraphrasing is used to rewrite short selections, such as sentences, a series of sentences, or paragraphs. A paraphrase is usually as long as the original text in order to communicate its full meaning. The length is almost same as the original text and not too long.

In addition Barnet and Stubbs (2000) note that paraphrasing is often bit longer than a summary. Replace each word or phrase in it with one of your own to paraphrase a sentence. There are some steps to paraphrase. According to Courter and Hamp – Lyons write steps in paraphrasing. First, read and understand the source. Then, make a simple list of main points you remember from source and join together the points from your list into proper sentence structure. Last, Check and rewrite your paraphrase to make it good paraphrase.

Some consideration in writing good paraphrase: (Raimes, 2000)

1. Grammatical structure should be changed without changing meaning. This can be done by joining up sentences or dividing up long sentences.
2. Meaning has to be similar with the source text; have the same relationship between main idea and supporting details.
3. Use different vocabulary when possible and simple phrases.
4. The lenght should not different enough from the original.
5. Style should be your own and not imitate from the source.

Agara (2000) did an analysis of students' summary writing scientific articles at English Department of FBBS of UNP . The students' summaries showed explicitly the relationship between vocabularies, reading skills, writing strategies and quality of summary.

Adrianti (2001) did an analysis of the students' paraphrasing ability of a text at English department. The result showed that not all students have good ability in paraphrasing text. It was interpreted that students had poor level in organize sentence structure and mechanics of proofreading.

2.   RESEARCH METHOD

This research is a descriptive research. The population of the research was second year's students of education program of English department of UPI YPTK Padang. They were taken as the as population since they have studied reading 3. The method of sampling is purposive sampling. Science text paraphrase was the instrumentation of this research. Test was done to measure the quality of science text paraphrase. Test consists of three paragraphs and the topic is about teaching and learning English, which were paraphrased by the students.

The researcher took texts from English teaching forum magazine, since it is familiar to the students, especially the second year students of Educational program of English department and they often

found and read it. Other consideration of choosing the articles is viewed from practicality of understanding language and the importance of information from the articles toward English department students.

In collecting data, the researcher distributed text to the students and students paraphrased the three paragraphs in limited time. Then, the researcher collected the paraphrasing text and with another corrector, researcher evaluated answer sheets by scoring accuracy aspect and originality aspect to find the quality of science text paraphrase written by the students. The concept of determining scores were given to other corrector in order to get same concept of determining students' paraphrases. Both of score were averaged to get the mean scores of each student. The mean score of students' score for each aspect analyzed bu using formula from Gay (1987):

$$X = \frac{\Sigma X}{N}$$

X = the mean score

N= the total number of student

ΣX = the total of obtain score

In scoring aspects, the researcher uses the following range scores: (Buku Pedoman UPI YPTK Padang)

81-100	: High grade /A
64-80	: Medium grade / B
56-64	: Low grade / C
45-55	: Poor /D
0-44	: Very poor /E

Then, students' average scores were divided by the total score and multiples by 100% to find its percentage.

3. FINDINGS

The data were collected by means of authentic text to be paraphrased. The test was given to the sixteen students.

Table 1. Score Table

No.	Accuracy	Originality	All Aspects
1.	71,8	56,7	64,3
2.	55,6	45,2	50,4
3.	58,9	42,8	50,9
4.	49,0	45,5	47.3
5.	43,4	26,7	35,1
6.	38,1	28,5	33,3
7.	41,6	33,0	37,3
8.	35,1	28,6	31,9
9.	66,0	47,6	56.8
10.	69,0	55,1	62,1
11.	72,8	67,0	69.9
12.	64,1	47,5	55,8
13.	43,5	36,7	40,1
14.	38,9	34,2	36,6
15.	37,5	21,3	29,4
16.	66,8	53,0	59.9
M	53,26	45,68	47,6

1. Accuracy Aspect

To observe the percentage and the quality if students' science text paraphrase in each aspect, see the following table:

Table 2: *Accuracy Aspect*

Distribution and percentage score of accuracy

Range Score	Score (X)	Average Score	Student's Number	Percentage
81-100	A	0	0	0%
64-80	B	68,4	6	37,5%
56-65	C	58,9	1	6,3%
45-55	D	52,3	2	12,5%
0-44	E	39,7	7	43,7%
Mean Score		44,1	16	100%

Table 2 shows the score obtained by the students in accuracy aspect. There was no student who got A and the mean score of accuracy aspect is 44,1. It could be concluded that the quality of students paraphrasing in accuracy aspect is poor.

2. Originally Aspect

Table 3

Score Distribution and Percentage in Originality Aspect

Range Score	Score (X)	Average Score	Student's Number	Percentage
81-100	A	0	0	0%
64-80	B	67,0	1	6,3%
56-65	C	56,7	1	6,3%
45-55	D	49,0	6	37,5%
0<44	E	31,5	8	50%
Mean Score		40,84	16	100%

After analyzing the data, the researcher found the result of the students' average score and the percentage in each aspect and all components. Based on the students' average score in paraphrasing text of each aspect, it was described that the quality of students' paraphrasing science text in accuracy and originality were still low. None of students have high grade in paraphrasing science text. Students' problems in accuracy could be caused by students poor knowledge in understanding every idea in paragraph, thus they cannot restate all the ideas. The relationship between ideas are not similar with original.

If the length of students' paraphrase is shorter than the original, all of the ideas of the original are restated. Most of the students' paraphrase are shorter than original. That is why the quality is poor. The quality of paraphrase viewed from the originality aspect is the lowest. It was found that most of them copied the original texts, they did not try to write their own. Some of the students used synonyms and passive form. Unfortunately, the meaning and the sense of their paraphrases were different from original. Last, they tend to omit some words and phrases.

4. CONCLUSION

The purpose of the research was to describe and explain students' ability in two aspects of paraphrasing text. The aspects were accuracy and originality. The data were taken from paraphrasing text made by students. It was analyzed that none of the student got high score in those aspects. The quality of students' paraphrasing text were low. The had little knowledge about accuracy and originality to guide them in writing good paraphrase. It was also found that most of the students

copied the sentences without try to rewrite it in their own words. Some of them try to change words and grammar, but the result did not give the sense and meaning. They did not represent all details from the source.

REFERENCES

Adrianty. 2001. An analysis of the students' paraphrasing ability of a text at English department. Unpublished Thesis: Padang

Agara, Windi. 2000. An analysis of students' summary writing scientific articles at English Department of FBBS of UNP. Unpublished Thesis : Padang

Barnet, Sylvan and Stubbs's, Marcia. 2000. Practical Guide to Writing.: with additional reading. USA : Harper Collins Publisher

Gay, L. 1987. Educational Research. Columbus: Meril Publshing Company

Courter, Karen Berry. 1994. Research Matter. Massachusetts: Newbury House Publishers, INC

Hayuningrum H. and Frida M. Yulia. Students' Problems in Writing Paraphrases in Research Paper Wrting Class. From LLT Journal Vol.15. No.1, Sanata Darma University

Hogue, Ann. 1993. Writing Academic English: A Writing and Sentence structure Workbook for International Students. USA: Addison-Wesley Publishing Company

Oshima, Alice. 1993. Paraphrase: write it in Your Own Words. Retrieved on September 21st 2004 from http://owl English.Purdue.edu/handsout/print/research/paraphrase.html

Raimes. Ann. Why write? From Purpose to pedagogy: English Teaching Forum. Vol. XXV No.4

Weidenborner, Stephen and Caruso. 1990. Writing Research Papers: A Guide to the Process. New York: St. Martin's Press

Wyrick, Jean. 1997. Steps to Writing Well. USA: Holt, Rineheart and Wiston, INC