Improving Writing Skills Through Good Paraphrasing Techniques in Fourth Semester Tadris Bahasa Inggris Students

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Abstract

This study is an example of classroom action research. This study aims to help Tadris Bahasa Inggris (TBI) students in their fourth semester develop their writing abilities through appropriate and effective paraphrasing methods. The participants in this study were IAIN Takengon fourth-semester TBI students. Twelve students took part in this investigation. Writing assignments in class revolve around journal paraphrases. The Middle Test scores of Tadris Bahasa Inggris students in the fourth semester and student observation notes on the learning process using the paraphrase technique were used to compile the data for this study. The outcomes demonstrated that students may achieve satisfactory grades. Consequently, using a decent paraphrasing technique can help students become more adept.

Introduction

Making a note or communicating knowledge through written material is the process of writing. Writing is another factor that is linked to other aspects. Through this skill, the writer can transmit notions based on facts and actual ones communicated to the public media. While conducting research, the writer must be able to decide on the format of his work, the use of paraphrase, and the vocabulary. This ability refers to the writer's ability to organize the ideas that will be delivered to the reader. The writer requires sentences to form the contents of the unit when preparing paragraphs. The writer must also be able to discern the proper diction as well as the choice of words, and the paragraph must have syntactical norms. Furthermore, the writer must be able to instill imagination and creativity in written work by conveying the author's views.

Writing is a language ability that is used to communicate with others indirectly, rather than face-to-face. Writing is a useful and artistic hobby. The writer in this writing exercise must be proficient in the use of graphology, language structure, and vocabulary. This writing won't come naturally; it requires lots of practice and consistent practice.

It is not hyperbole to argue that writing proficiency is a sign of a learned individual or a culture that values education. In this regard, one writer asserts that "writing is used by an educated person to record, convince, report, inform, and influence, and intentions and purposes as such can only be achieved well by those who can compose their thoughts and exclude them

clearly, which depends on the mind, the organisation, the use of words, and the sentence structure (Tarigan, 1994).

Thus, writing lessons is a medium for developing fundamental pupils' thinking skills, but it also develops a small level of ability (Agus Taufik., Hera L Mikarsa., 2015). If you want pupils to practice writing abilities, they need also be involved in reading skills and input collected so that they can enhance their writing skills. The ability to write will not come naturally, but rather through extensive and consistent practice (Tarigan, 2008)

It takes a lot of practice to write paragraphs in a narrative utilizing paraphrasing techniques. Exercises should be done in stages. The goal of paraphrasing writing in paragraphs is for students to be able to construct and compile paragraphs in a diary. Then, students are expected to be able to write a written work, express ideas creatively, and communicate with the author through the written work.

Reiterating other people's ideas and crucial information in your own words without affecting its meaning is known as paraphrasing. Another way to make what an author wrote simpler to understand is to paraphrase it in your own words. According to Bailey (2011), paraphrasing is the process of restating an idea, concept, or other piece of information while maintaining its meaning by altering the word structure from the original source.

To paraphrase is to express what someone has said or written using alternative terms. It entails modifying a text so that it is very different from the source but retains the original's meaning. In this example, paraphrase is a method of presenting someone's ideas by totally restating the concepts in a different style from the original text. It is critical to understand paraphrasing since efficient paraphrase prevents plagiarism, which is a felony (Bailey, 2006).

Furthermore, according to (Library, 2011), paraphrasing means taking a quote from an expert and rewriting it so that the reader can understand it. Paraphrasing involves taking a quote from a source's expert and rewriting it in the reader's own words. Some points from the original passage are included. Usually, do not change the sense of the original passage and add some references. The main concept is the same as the original, but the original words are not used.

Paraphrasing is the restatement of a work using a different language than the original text but not changing its meaning. Paraphrasing can also be interpreted as a text that is very different from the source but retains all of its meaning. Effective paraphrasing is very important in academic writing to avoid plagiarism.

Additionally, a paraphrase must include references and various key ideas from the original material. In (Library, 2011) paraphrase, readers rewrite an expert's quote using their own words. Although he must maintain the original meaning of the sources, a paraphrase involves not only modifying a word but also restating the other concepts in his own words. According to Keck, (2006), a substantial paraphrase is one that reiterates inferred information from the original source in addition to changing the syntax or grammar.

The purpose of paraphrasing is not to shorten the text but to restate it. 1) The words used are different without changing the meaning of the text.) classifying the words and then rewriting them.

Then the purpose of paraphrasing is also to avoid the risk of plagiarism, especially in writings where there are many references. There are several things that can be done to avoid the risk of plagiarism, as follows:

1. Increase vocabulary mastery.
2. Lots of general knowledge

3. Able to understand the basic concepts contained in writing.

Increasing vocabulary in the paraphrase process will make it easier for a writer to develop his sentences. Likewise, having general knowledge will make his writing more varied. And no less important is the ability to understand the basic concepts of a writer's reading, which will make it easier for the writer to compose sentences that do not run away from the real meaning.(Harshbarger, 2012); (Masniyah, 2017).

Based on the statement, this paper will prove how praphrase can improve the writing ability of fourth-semester students in the TBI study programme at IAIN Takengon. This improvement can be seen in the pre-test and post-test results.

Method

In Indonesia, classroom action research (CAR) has taken over as the primary educational strategy. It has been covered in some higher education programmes, both public and private. The Open University, also known as Universitas Terbuka, has made it a requirement for its students. At all levels of education in Indonesia, it has been trained to be used by practitioners. The results have been utilised to assist practitioners in advancing in their careers. Lesson Study (LS), in line with it, is currently becoming more popular in Indonesia. It enables the instructor to enhance instruction without having to submit a report. Planning, Action, Observation, and Reflection are the four steps of CAR (Amri, 2013).

Since it is clear that the term "practitioners" refers to teachers who practice and act in classrooms, the first definition relates to the general meaning of action research, and the second reflects the meaning of classroom action research. The final one accurately describes what teachers do and how they do it in their own classrooms, as well as how they connect with students, react to their mistakes, and feel during and after sessions, among other things. Through the process of action research, educators carefully and methodically assess their own practice while utilising research methods. Participants create a research question, gather information over the course of the year, assess what they have discovered, and then present their results in writing. Observations, interviews, surveys and journals are typical data methods that participants use to investigate their questions.

In this study, the authors used the Classroom Action Research (CAR) method, which is the fruit of digestion in a learning activity that is carried out with deliberate actions that appear and occur in a class together. Classroom Action Research is the systematic collection of information thai is designed to bring about social change (Allwright. D., 1991; Bogdan & Biklen, 2007; Creswell, 2014;).

According to Khasinah (2013) stated that Classroom Action Research serves as a tool to solve problems that arise in the classroom and also as a tool for in-service training, where teachers use new skills and methods and sharpen their analytical skills. Furthermore, as a tool to create innovative learning, as a tool to improve communication between teachers and scientific researchers, and as a tool that provides alternatives to problems that occur in the classroom.

This CAR activity is a problem-solving method known as a cycle and reflection in accordance with applicable learning procedures (Indriyanti & Prasetyo, 2018); (Kekahio & Baker, 2013); (Creswell, 2012) namely:

1. Planning
    The lecturer collaborates to identify the best answer to the issues raised in class.
2. Implementation (action)

Planning for the teaching and learning process is done by the lecturer.
3. Observation
   Although the focus is primarily on the lecturer's teaching, observers are gathering information on both how the students learn and how the lecturer teaches.
4. Reflection
   Together, the lecturer and observer talk about how the activities are put into practise during the teaching and learning process. Data on how the lecturer instructs and how the students learn are presented by the observer(s).
5. The researcher writes a report that is attached to the CAR. The report can be utilised to advance one's career.

Five catagories the purpose of Classroom Action Research according to (Cohen, 1993), there are: In the first place, it is a way to address issues identified in particular circumstances or to ameliorate a specific set of conditions. Second, it is a means of in-service training, giving the teacher new tools and techniques, honing his analytical skills, and enhancing his sense of self. Thirdly, it is a way to introduce new or innovative teaching and learning methods into an established system that typically discourages innovation and change. Fourthly, it is a way to improve the typically inadequate communication between academic researchers and practising teachers. Fifth, it offers a more desirable option to problem-solving techniques that are more subjective in the classroom.

Classroom action research aims to enhance a teacher's own instruction in his or her own class, division, or institution. Although it's not necessary for the results to be extrapolated to other contexts, they can nonetheless advance our understanding of the subject. In addition to using informal research methods like quick literature reading, group comparisons, data gathering, and analysis, classroom action research extends beyond self-reflection. In order to ensure validity, the data must be triangulated. Instead of statistical or theoretical significance, the emphasis is on the findings' practical significance. Findings are typically communicated to local coworkers or administrators through succinct reports or presentations.(Khasinah, 2013)

Until then, the improvement is as expected. In this class action procedure, there are two cycles. In the following, we will clearly describe the cycle.

Cycle I
1. There are several planning stages that must be prepared, namely: a) preparation of learning programs; b) preparation of observation sheets. c) preparation of activity sheets d) preparation of evaluation tools
2. Stages of implementation of the action
   In implementing this action process, it is a process of interaction between lecturers and students, and vice versa. Then there is also a process between students and students. As an initial activity, the lecturer can perceive the subjects that have been or will be studied. The main activities are: 1) the lecturer explains paraphrasing; and 2) in the drafting process, the lecturer can provide examples of words and paraphrases that will then be used as sentences. 3) students can do what is ordered according to the formation of paragraphs; 4) the lecturer can explain the paraphrasing technique, which then arranges it so that it becomes a paragraph. 5) After finishing compiling paragraphs, the lecturer can correct them again, whether they are correct or not; 6) The lecturer can conclude and provide an evaluation.

During the learning process, observations will be made by friends and researchers. The purpose of this observation is to observe how the learning process can be more effective and efficient. During the observation, the colleague will record what the student is doing. When the observation is complete, the lecturer and students can analyze the parts that still need improvement.

After the observation process is complete, it is possible to see the strengths and weaknesses of students in the learning process. These observations will be corrected in Cycle II. These improvements are in the form of methods of delivery, learning, and evaluation processes, which will then be used.

Cycle II

In stage two, the lecturer must also make a plan in the form of 1) preparing a learning program 2) preparing observation sheets 3) preparing learning activities

The implementation stage of the action; After the analysis process carried out in cycle I was completed, the main activities were: 1) the lecturer explained paraphrasing; 2) in the drafting process, the lecturer can provide examples of words and paraphrases that will then be used as sentences. 3) students can do what is ordered according to the formation of paragraphs; 4) the lecturer can explain the paraphrasing technique, which then arranges it so that it becomes a paragraph. 5) After finishing compiling paragraphs, the lecturer can correct them again, whether they are correct or not; 6) The lecturer can conclude and provide an evaluation.

In the cycle II learning process, observations were made based on the results of observations that had been carried out in cycle I. Then the strengths and weaknesses will be reviewed. After the observation of student understanding is complete, the learning process is also complete.

Findings

Pre-Cycles

To deliver the best results possible. In addition to modifying and enhancing the standard of instruction in the classroom, particularly with regard to paraphrase writing. The researcher will also administer a preliminary test at the following meeting to determine how well fourth-semester TBI students learned to use paraphrasing as writing prompts. Based on the results of the students' initial tests that the investigators had corrected, it was determined that, of the 12 students who took the initial test, none (0%) received a score between 85 and 100 (criterion A), 4 students (30%) received a score between 75 and 84 (criterion B), 8 students (70%) received a score between 65 and 74 (criterion C), and no student received a score below 54 to 64 (criterion D).

Description of Cycle Data I

To produce the greatest outcomes possible. The quality of instruction in the classroom, particularly with regard to writing lessons, must also be modified and improved. At the subsequent meeting, the researcher will also conduct a pilot test to evaluate how effectively Writing class fourth-semester TBI students master the usage of Parapharase as writing prompts. According to the results of the students' initial tests, which the researchers had corrected, it was found that, of the 12 students who took the initial test, 2 students (20%) received a score between 85 and 100 (criterion A), 4 students (30%) received a score between 75 and 84 (criterion B), 6 students (50%) received a score between 65 and 74 (criterion C), and no student received a score between 85 and 100.

Table 1. Results Learning Cycle I

Range Value	Frequency	Percentage	Information
85 – 100	2 students	20%	High
75 – 84	4 student	30%	Medium
65 – 74	6 student	50%	Less
55 – 65	0 students	0 %	Low

Description of Cycle Data II

Regarding the data on learning outcomes in cycle II, it can be noted that 11 students, or 92% of the total student, were learners who scored higher than the KKM. The following information is more clearly displayed in the table:

Table 2. Results Learning Cycle II

Range Value	Frequency	Percentage	Information
85 – 100	8 students	67%	High
75 – 84	3 student	25%	Medium
65 – 74	1 student	8%	Less
55 – 65	0 students	0 %	Low

Table 3. The comparison of students' learning outcomes in pre-cycle, cycle I and cycle II

Exhaustiveness	Many Students	Percentage
Pre-Cycle	4 Students	30%
Cycle I	6 Students	50%
Cycle II	11 Students	92%

The study's findings suggested that students' ability to write English text was improving. The data, which showed the students' average growth, supported this.

Discussion

Create an instruction plan using paraphrase. With this method, students are given the assignment to pay attention, identify the article that corresponds to their desired topic, analyse it, and then rework the sentences to improve their writing outcomes. Implement the learning activities in accordance with the intended stage. Asking students about their experiences with the content and their questions and answers about it throughout the introductory exercises will help to clarify the learning objectives. Students then focus on the explanation of the content provided by the teacher as material for writing an essay that must be finished and activities to foster and hone students' creativity.

The altering synonyms of words strategy was frequently used by the students to paraphrase the passage. It is because finding synonyms for words is the simplest and most straightforward way. If pupils utilize this strategy, they simply replace some original text words with synonyms without affecting the sentence structure. However, just applying this strategy results in

inappropriate paraphrasing. It would be considered plagiarism because the sentence structure is unchanged from the original. The criterion for excellent paraphrase demanded that the sentence structure be changed to a new style that differed from the original. As (Hirvela, A., & Du, 2013) stated, a decent paraphrase should be approximately the same length as the original; the original's meaning is preserved; and the reader or writer adjusts pertinent language and syntax from the author's style to one's own style.

The results of this study showed that all students tended to use synonyms and after changing each word to another synonym only 3 students tried to change the language structure. The results of this study show that all students tend to use synonyms and after changing each word to another synonym only 3 students try to change the structure of the language. There are some studies also have the same results as this study, where students tend to look for synonyms of words in paraphrasing sentences rather than changing the language structure, among them are (Pratama et al., 2022; Mariani et al., 2021).

The best strategy for avoiding plagiarism when writing a thesis is to paraphrase because it is not acceptable to just copy and paste the original sources in writing. Students must comprehend the original sources in order to paraphrase because doing so demonstrates a thorough understanding of the source. Students can demonstrate their grasp of the text's source by paraphrasing (Wette, 2010). On the other hand, it is an additional strategy that can be employed in place of a direct quote while writing a thesis.

Conclusion

Based on the description above, it can be concluded that:

1. The paraphrasing method can be used and applied in learning writing. The paraphrasing method is also able to create students who are active in learning writing through the process of learning to paraphrase a journal, which can be seen through the well-developed development of values that occur from the beginning to the end of the cycle.
2. The paraphrasing method is able to improve student learning outcomes by compiling and paraphrasing paragraphs from a journal. This means that the method used can be applied because student learning outcomes increase.

So, based on the results that have been compiled, it can be concluded that the paraphrasing method in a written work can be applied, is able to improve learning outcomes, and is able to make students active in learning.

Thus, after studying good paraphrasing techniques, students are advised to:

1. Students are expected to practice independently more often, using good paraphrasing techniques.
2. The teaching staff is expected to pay attention to the right method when teaching the material.

Acknowledgement

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