



**THE APPLICATION OF PARAPHRASING STRATEGY TO IMPROVE
THE STUDENTS' WRITING ABILITY AT MAS AL - WASHLIYAH
PETUMBUKAN**

A THESIS

*Submitted to the Faculty of Tarbiyah science and Teacher Training State
Islamic University of North Sumatera as a Partial Fulfillment of the
Requirements for the Degree of Sarjana Pendidikan*

By:

NIDYA PUTRI JAMILLAH PERANGIN ANGIN
NIM. 0304172064

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN**

2021



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Requirement for S-1 Program*

By:

**NIDYA PUTRI JAMILLAH PERANGIN ANGIN
NIM. 0304172064**

Advisor I

**Dr. Muhammad Dalimunte, M.Hum
NIP. 197103281999031003**

Advisor II

**Dr. Utami Dewi, M.Hum
NIP. 195804201994031001**

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN**

2021

PERNYATAAN KEASLIAN SKRIPSI

Yang bertanda tangan di bawah ini:

Nama : Nidya Putri Jamillah Perangin Angin

NIM : 0304172064

Jurusan : Tadris Bahasa Inggris

Judul : The Application of Paraphrasing Strategy to Improve the
Students' Writing Ability

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Medan, Oktober 2021

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Nidya Putri Jamillah Perangin Angin
NIM. 0304172064

Nomor :Istimewa

Medan, 20 Oktober 2021

Lamp :-

Kepada Yth;

Prihal :Skripsi

Bapak Dekan FITK UIN-SU

a.n Nidya Putri Jamillah P.

di-

Medan

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Setelah membaca, meneliti, dan memberikan saran saran perbaikan seperlunya terhadap skripsi mahasiswa:

Nama : Nidya Putri Jamillah Peranginangin

NIM : 0304172064

Jur/Prodi : Tadris Bahasa Inggris

Judul : “The Application of Paraphrasing Strategy to Improve the Students’ Writing Ability”

Maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi syarat-syarat untuk mencapai gelar Sarjana Pendidikan (S.Pd.) pada Fakultas Ilmu Tarbiyah dan Keguruan Fakultas Tarbiyah UIN Sumatera Utara Medan.

Demikian surat ini kami sampaikan, atas perhatian Bapak kami ucapkan terimakasih.

Wassalamu’alaikumWr.Wb.

Advisor I



Dr. Muhammad Dalimunte, M. Hum.
NIP.197103281999031003

Advisor II



Dr. Utami Dewi, M. Hum
NIP. 195804201994031001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jl. Williem Iskandar Pasar V Medan Estate 20371 Telp. (061) 6615683-6622925 Fax. 6615683

Email : fitk@uinsu.ac.id

///

SURAT PENGESAHAN

Skripsi ini yang berjudul **"THE APPLICATION OF PARAPHRASING STRATEGY TO IMPROVE THE STUDENTS' WRITING ABILITY"** yang disusun oleh **Nidya Putri Jamillah Peranginangin** yang telah dimunaqasyahkan dalam Sidang Munaqasyah Sarjana Strata Satu (S-1) Fakultas Ilmu Tarbiyah dan Keguruan UIN SU Medan pada tanggal:

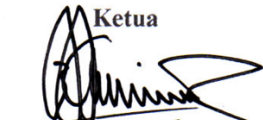
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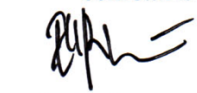
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**Panitia Sidang Munaqasyah Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Medan**


Ketua


Yani Lubis, S.Ag. M.Hum
NIP. 197006062000031006

Sekretaris

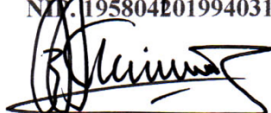

Ernita Daulay, M.Hum
NIP. 198012012009122003

Anggota Penguji


1. **Dr. Muhammad Dalimunte, M.Hum**
NIP. 197103281999031003


2. **Dr. Utami Dewi, M.Hum**
NIP. 195804201994031001



3. **Prof. Dr. Hj. Tien Rafida, M.Hum**
NIP. 197011101997032004


4. **Yani Lubis, S.Ag. M.Hum**
NIP. 197006062000031006

Mengetahui

**Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU
Medan**




Dedy Mardianto, M.Pd
NIP. 196712121994031004

ABSTRACT

This research was aimed to find out the improvement of students' ability in writing ability of writing English text through Paraphrasing Strategy. The subjects of this study were 21 students at X grade of MA Al- Washliyah Petumbukan. This research was conducted by using Classroom Action Research. The qualitative data were obtained from observation sheet and interview sheet. The quantitative data were obtained from test which carried out at the end of every cycles. the tests were given to the students in pre-test, post-test I and post-test II. The result of data analysis showed that the students' score increased from the first test, post-test of cycle I to the post-test of cycle II. It could be seen from the mean of pre-test was 60,28. There were 23,81% (5 students) who passed the Minimum Passing Grade (MPG). In the post test of cycle - I, the mean was 72,14. There were 42,86% (9 students) who passed MPG. In the post test of cycle II, the mean was 79,14. There were 61,90% (13 students) who passed MPG. From the data it indicated that the implementation of paraphrasing strategy was effective and from the data above it could be concluded that the students writing ability have been developed by using paraphrasing strategy. It's related to the result of observation showed that the students were more interested and motivated in joining the class and they were enthusiastic during teaching learning process. They asked what they didn't know, they gave response. The students were active, and they seemed enjoy discussion during teaching process.

Keywords: Writing, English Text, Paraphrasing Strategy

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Nidya Putri Jamillah Peranginangin
0304172064

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CHAPTER I

INTRODUCTION

In this chapter, the researcher wants to convey the background of the study, the research question, the objectives of the study, and the significance of the study.

A. Background of the Study

Language is an important source of our communication. This is how we share thoughts, feelings, opinions and thoughts with others¹. In simple terms, language can be interpreted as a tool to convey something that comes to the heart. However, language is a tool for interaction or a tool for communication, in the sense that it is a tool for conveying thoughts, ideas, concepts or feelings.

One of the international languages is English. English is an international language which means a language that can be used by people all over the world. When we meet and communicate with foreign people, the only way is by using English other than the native language of their country. Therefore, the ability in English must continue to be improved. English is also a language used in various fields. Starting from the economy, politics, business, to technology. In conclude that, English is the language of science, aviation, computing, diplomacy and tourism. Knowing English will increase your chances of finding a good job in a multinational company in your country/region or looking for a job abroad.

There are many ways to learn English. One of the methods through education. Education is considered the best way to learn English in some country/regions. Education is a cultural pillar and the main foundation for

¹ Rajathurai Nishanthi, *The Importance of Learning English in Today World*, (International Journal of Trend in Scientific Research and Development, 2018), p. 871.

building a nation's civilization. Awareness of the importance of education will determine the quality of the inner and outer well-being of its citizens. Therefore, the substance of education, teaching materials and learning methodologies, as well as difficult accountable education management should be of concern to state administrators. It is proven that all nations that have succeeded in achieving high levels of cultural and technological progress must be supported by a very strong quality of education.

In Indonesia, English learned as a foreign language and is one of the compulsory subjects. English that should be learned by students, especially at the secondary level, for example junior and senior high school. The English language becomes the most common, useful, and native language of most countries. In many cases, the English language helps people from different aspects.

If we don't learn English, of course the knowledge about English will be limited because English is a universal language. For example, many books or international seminars are delivered in English because they are representative of all languages in the world.

In learning English, there are four skills should be mastered; speaking, reading, listening, and writing. In this study, researchers focused on writing skills. Writing will provide a foundation for the development of other language skills. Mahmudah said that, writing is a communication skill that we must learn consciously, because no one will learn to write automatically. Without the effort of hand and mind, people cannot even write a single letter, and to go beyond a single letter, we must be shown how to form words, how to combine the displayed

content into sentences, and how to punctuate these sentences². Writing is an activity to create notes or information on a medium by using characters.

Writing is one of the important skills be mastered by students. They use writing to communicate with each other as a means expression of thoughts and emotions. They are using the best method and purpose to communicate on their paper. Many students said writing is difficult, it is caused by their ignorance about what and how to write. Writing does not only mean applying grammar rules students learn to communicate their written work form without worrying about making mistakes. Indeed, they also encountered problems. In terms of getting ideas, organizing ideas and developing details, choosing the right sentences and maintaining the unity of paragraphs. Therefore, teachers are required to use methods that encourage students.

In addition, writing is the act of putting ideas into printed or non-printed text, which is an essential part of communication constructed through graphic symbols and arranged according to specific questions to form words until a sentence is formed. Sentences are logically and grammatically connected to form a paragraph of text. On the official website of the mass media conversation, writing includes both writers and readers.³

In line the importance of teaching writing skills, researchers interviewed the English teacher of MAS Al – Washliyah Petumbukan and found some problems encountered by students in writing texts and need to be resolved. It

² Dzur Rif'ah Mahmudah, *The Correlation Between Students' Writing Ability and Their Vocabulary Mastery*, (Exposure: Jurnal Pendidikan Bahasa Dan Sastra Inggris, 2014), p. 192.

³ Ismail, Abdul Haris Sunubi Halidin, Ali Amzah, Nanning, Kaharuddin, *Paraphrasing Technique to Develop Skill for English Writing among Indonesian College Students of English*, (A multifaced review journal in the field of pharmacy, 2020), p. 292.

shows that the writing skills of MAS Al- Wasliyah Petumbukan students have difficulty in developing ideas in writing and difficult to avoid plagiarism.

According to Akib, teachers must develop students' writing ability in order to write well. Teachers develop students' ability to become independent learners because students can accurately copy language and improve their understanding of grammar and develop their own vocabulary⁴. Therefore, a new production strategy should be explored to improve writing skills and encourage students to learn writing skills. They should create interesting and creative materials to stimulate students' positive reactions in writing exercises.

Most of students in the first grade of MAS Al- Washliyah Petumbukan still cannot write English completely, because they think English subject are bored and scared, they also lack of vocabulary and they seldom practice in writing English. From the explanation the researcher tries to find the solution of these problems. So, the researcher carries out this research to help the teacher of MAS Al- Washliyah Petumbukan to improve the students' writing ability.

Therefore, using effective strategy in classroom teaching very important to improve student's writing ability. Importantly, using paraphrasing strategy can increase their writing achievement. According to Masniyah state Clark said that "Paraphrasing strategy allows the student to demonstrate their understanding of the material by pulling its ideas and meanings into their own analysis and argument".⁵

⁴ Erwin Akib, *Brain - Sketching Technique for Descriptive Text in Improve Writing Skill at Senior High School of UNISMUH Makassar*, (Exposure: Jurnal Pendidikan Bahasa dan Sastra Inggris, 2012), p. 36.

⁵ Diah Maulidya Hans, *The Effectiveness of Paraphrasing Strategy in Increasing University Students' Reading Comprehension And Writing Achievement*, (Master Program of English Education of Sriwijaya University, Palembang, 2017), p. 11.

Paraphrasing is definitely a valuable skill, which is necessary for academic writing. Paraphrase is one of the techniques of integrating sources, and each author can borrow the author's views and re-express it as his own words.⁶

Based on the description above, the researcher chooses paraphrasing strategy to teach writing because paraphrasing techniques can improve students' writing skills. In addition, by applying paraphrasing techniques, the teacher can activate students writing to write narrative text to avoid plagiarism, those were the reason why the researcher used paraphrasing strategy to be implemented in writing class of senior high school to be more creative in learning writing.

Other reason why paraphrase techniques are used for students, because by using the paraphrasing strategy, students can present the opposite point of view which they want to deny, or citing quotations indirectly. Anything else that can be applied on paraphrasing skills, for example, to adapt the language of the report to the target audience (if it is difficult to understand), or to change the writing list (from formal to informal). Paraphrasing prevents unnecessary repetition and plagiarism when writing essays.

Based on the explanation above, the researcher decides to carry out a research entitled "the application of paraphrasing strategy to improve the students' writing ability at Mas Al- Washliyah Petumbukan".

B. Research Question

The question of this research can be stated as follow:

1. How does the application of paraphrasing strategy improve the

⁶ Herdiansari Hayuningrum and Made Frida Yulia, *Students' Problems in Writing Paraphrases in Research Paper Writing Class*, (Language and Language Teaching Journal, 2012), p. 134.

students' writing ability?

2. How is the classroom atmosphere when the strategy being applied in language teaching?
3. How is the students' ability after applying paraphrasing strategy?

C. Objective of the Study

This research aimed to enhance the students' writing ability at the 1st year students of MAS Al- Washliyah Petumbukan. The specific objective of the research as follows:

1. To describe how the application of paraphrasing strategy improve the students' writing ability.
2. To describe the classroom atmosphere when the strategy being applied in language teaching.
3. To know the students' ability after applying paraphrasing strategy.

D. Significance of the Study

The significance of the study expected to be used theoretically and practically:

1. Theoretically

The results of the study are expected to be able to make students will add more empirical evidence to support interpretation strategy theory in writing teaching. Use paraphrase strategies it is a good technology applied in the process of learning and teaching. It allows students write important ideas in their own words and prevent them repeat and plagiarize. Using paraphrase strategies in teaching writing can improve students' writing ability.

2. Practically

a. For students

This research is very useful to help students build critical thinking for learning writing in paraphrase method.

b. For teachers

It is hoped that this study can stimulate the creativity of teachers develop and explore interesting strategies in writing teaching.

c. For other researchers

Hopefully this research can give important meaning to other researchers. The other researcher can serve as a reference for further research on similar topics.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

To support the concept or idea of this research, some theories are needed to explain the concept or terms in this research. The following concepts are found in several fundamental and important theories.

1. Writing

a. Definition of Writing

Writing is the method of figuring out ideas, thinking about how to convey effective writing, and clearly grouping the ideas into paragraphs or written type.⁷In other words, writing is a complex process. Writing may help someone to consider, discuss, and organize thoughts into good and effective word or paragraph arrangements that have meaning.

Brown defines writing as "the visual representation of spoken words, and the written performance is more like oral performance, the main exception being graphic instead of auditory signals".⁸According to the sentence, writing implies constructive ability as well as spoken skill. Writing, like speaking, is a valuable talent. Printed language is produced in written form, while spoken language is produced in spoken form that can be heard through hearing. As a consequence, spoken language reflects written language.

⁷ Caroline Linse and David Nunan, *Practical English Language Teaching*, (New York: McGraw-Hill, 2003), p.88.

⁸ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy (2nd edition)*, (New York: Longman, 2001), p. 335.

In line with it, Harmer said that writing like speaking, is regarded as a productive ability.⁹ When students deal with language development, it suggests that they can use their skills to generate the language in order to accomplish a communicative goal, whether it be spoken or written.

According to Richards and Renandya, the most difficult ability for English language learners to master is writing¹⁰. The problem is not only in creating and arranging concepts, but also in turning these ideas into a readable text. This perspective is held by Bashyal, who suggests that writing is a nuanced process that requires a range of skills such as mastery of vocabulary, grammar, and document organization.¹¹

In addition, according to Alice, writing is a progressive activity.¹² First, you write something down; you've already planned what you're going to say and how you're going to say it. It means that everyone would write about what they are thinking in their head, state it, and write it down. Writing needs a process; a writer must have certain processes in place to help him or her create his or her writing from start to finish. In this step, some components are linked together to create the writing well; these components are our thought, sight, and hand.

In the holy Al-Qur'an, Allah SWT said that existence of writing in Surah Al-Alaq verses 4-5 below.

لَاذِي لَعْنٌ وَلَمْ يَلْمَ لَعْنٌ لِّلَّاسِ لَعْمًا مَّهْلِكًا
مَ نَ مَ

Meaning:

⁹ Jeremy Harmer, *The Practice of English Language Teaching-4 th Edition*, (London: Longman, 2007), p. 265.

¹⁰ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (Cambridge: Cambridge University Press, 2002), p. 303.

¹¹ P. Basyal, *MTDP: A Model for Teaching Writing*, (Journal of NELTA vol. 14 No. 1-2, 2009), p. 14.

¹² Alice Oshima and Hogue, *Introduction to Academic Writing*, (London: Longman, 1997), p.1

(4) Who taught by the pen, (5) taught man what he did not know.¹³

Based on the verse above, we can conclude that Allah SWT gives knowledge through made him not only possessor of knowledge but also taught him the art of writing by the use of pen, which became the means of propagation, progress, dissemination and preservation of knowledge on a large scale. If Allah not given man the knowledge of the art of pen and writing (by inspiration) his intellectual faculty would have stagnated, and it would have had no opportunity to develop, expand and become a means of transmission of knowledge from one generation to the next and make future progress.

It means that, Allah SWT created qalam as the media that people can use to understand something writing. This means that writing is an activity that provides information in written form, combine with the three elements to write your thoughts, heart and hand. People can write their knowledge or information and pass it on the next generation, also can explore all their ideas and become something useful to others. So that the people from not knowing something becomes knowing something.

Caroline describes writing as a synthesis of the method and result of finding ideas, placing them on paper, and dealing with them until they are expressed in a refined and comprehensible way to readers.¹⁴

From some definition above, writing is a system of human speech. Which denotes a sign people may express themselves by writing to expressing their ideas, emotions, or experiences. All that happens in their imagination. Writing

¹³ M. Taquiddin Al-Hilali and M. Mukhsin Khan, *The Noble Qur'an*, (Madinah Maktaba Darussalam, 1996), p. 842.

¹⁴ Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (NY: McGraw Hill, 2006), p. 98.

requires students to concentrate on producing ideas, arranging them coherently, revising them into good compositions, using discourse symbols and rhetorical conventions cohesively, also editing text for proper grammar. As a result, students who wish to be able to write well must learn to write on a daily basis.

b. Types of Writing

Anderson stated that, there are many kinds types of text such as poetic, dramatic, recount, explanation, discussion, narrative, response, procedure, report, and exposition.

- 1) Poetic: a person who uses their behavior to communicate their thoughts and opinions on life. The aim is to convey the poet's feelings or perceptions in order to explain, phrase, or criticize.
- 2) Dramatic: uses acting to express ideas and feelings to turn up in their performance; the aim is to learn about human nature through enactment and often to get social commentary from other individuals.
- 3) Recount: a retelling of historical events that reflects on a single person and the sequence of events. The aim of a recount is to provide the spectator with a rundown of what happened.
- 4) Explanation: speaking or writing about how or why things happen, the aim is to explain each phase of the process (the how) and to include context (the why).
- 5) Discussion: talk or write about a subject, including both sides of the case we're constructing.
- 6) Narrative: is a piece of text that tells a story and entertains or teaches the reader or listener.

- 7) Response: a text that expresses a person's reaction or response to another text (a novel, video, play, poem, etc.) by including a summary of the work as well as a judgment. The aim is to provide an answer to an artistic work by offering a summary of the work as well as a verdict.
- 8) Procedure: a section of the text that instructs one about how to do things. The goal is to show how anything can be achieved. Recipes, itineraries, instruction manuals, and guides are examples of method documents.
- 9) Report: a piece of text that provides information about a topic, with the aim of categorizing, describing, or presenting information about a subject.
- 10) Exposition: a text that introduces one side of a question in attempts to convince the reader or listener by introducing one side of an argument.¹⁵

The type of writing structure in the native language is an important element in deciding the ease at which students learn to write. According to Mary, there are two kinds of writing: Practical and Creative or imaginary writing.

1) Practical writing

This form is concerned with factual and practical prose. It is intended for a specific reason and can be found in emails, journals, summaries, outlines, essays, and so on.

2) Creative or imaginary writing

This form is popular in literature. Novel, romance, poetry, short tale, science fiction, and so forth.¹⁶

In line with this, the type of writing assigned to students will be

¹⁵ Mark Anderson and Kathy Anderson, *Text Types in English 1*, (Australia: MacMillan, 1998), p. 4-7.

¹⁶ Mary Finocchiaro, *English as a second Language: from Theory to Practice*, (New York: Regents Publication, 1974), p.85-86.

determined by their age, interest, and level. For illustration, we might assign beginners the task of writing a simple poem. When we assign an assignment to primary students, we ensure that they have enough vocabulary to complete it, as well as intermediate and advanced students. There is no restriction on the types of text we will assign to students. Our choice will be based on how much vocabulary the students know, their desires, and what we feel will not only be beneficial to them but also inspire them.

c. The Importance of Writing

Writing began a long time ago, but it has been a minority profession for the majority of its history since, while most people grow up speaking their first language, and often their second or third as a matter of course, writing must be learned. A child's ability to speak is gained automatically as a result of being introduced to it, while the ability to write must be deliberately taught.

In today's world, written language has a variety of purposes in all aspects of life. According to David, there are three functions in written language.

- 1) The first is primarily for action. In this section, written language serves as a public sign as a way for public citizens to follow based on what they have heard. For example, writing on the road and station the role of written language as primarily for action is very useful for public people as a reference for them. Primary for intervention can also be used in product and guidance, which can be used as a reference for people when they purchase cooking tools, games, maps, tv and radio guides.
- 2) The second is primarily for information. In this situation, written language may be used to contribute to multiple people as a field of knowledge; for

example, someone can take any information from a newsletter, news article, or nonfiction book for his needs in sports, business, politics, vacancy, and medicine.

- 3) The last one is, primarily for entertainment. Most people like to have fun, so they spend some of their time entertaining themselves by watching tv, listening to music, participating in recreation and events they love, reading newspapers, magazines, and books. This allows them to feel comfortable and amused while still learning new things.¹⁷

According to Barras, there are several explanations why writing skill is important:

- 1) Writing helps to remember

Writing will help you remember something. People can keep information secure and semi-permanent, if not permanent, by keeping notes, so that they can access the information at any moment without risk of missing it.

- 2) Writing helps to think

Writing will help you think better. People should write down helpful thoughts as they come to mind, such as when they are preparing or in the beginning of writing a poem, so inspiration can hit at any moment.

- 3) Writing helps to communicate

Writing was once the best way to communicate with someone who was not within hearing distance. While there are now technologies (telephone, radio, internet, etc.) that enable people to communicate orally

¹⁷ David Nunan, *Language Teaching Methodology*, (London: Phoenix ELT, 1995), p.84.

over long distances, the importance of writing remains. There is a point at which using such devices becomes difficult, particularly when two persons communicating are separated not only by space, but also by time.¹⁸

In line with it, there are some benefits from writing. Writing makes it easier for us to understand the science or topic that we write about. In context, the Prophet in one hadith said:

ب ا و ا

Meaning:

"Bind knowledge with writing" (HR. At-Tabari).¹⁹

Based on the Hadist above that writing is a medium of contact for gluing knowledge, so that you can't forget it quickly. Without writing, we will not know and see traces of a past civilization. The writing gives hues and markers about the references of a civilization. Writing can be a way to advance a civilization. Therefore, the presence of brave media, which provide great opportunities for writing, needs to be appreciated as an effort to advance civilization.

In conclusion that writing is a best way to educate, inspire, stimulate, and educate oneself. Some children are born authors, and others must learn to compose. To be natural in this skill, one must have a strong level of awareness and relevant experience about the subject about which he or she is writing.

d. Writing Process

The writing method is one of the aspects of teaching that some English teachers place a high value on. It is concerned with how authors create and generate a text. In order to create a written document, there must be a sequence of

¹⁸ Robbert Barras, *Students Must Write: A Guide to Better Writing in Coursework and Examinations (3rd Ed.)*, (Oxon: Routledge, 2005), p.33.

¹⁹ M. Mukhsin Khan, *The Translation of the Meanings of Sahih Al-Bukhari Arabic-English Vol. 1, Book 3*, (Darussalam, Riyadh, Saudi Arabia, 2009), p. 121.

steps, according to the essence of the operation.

Rohman (as cited in McDonald & McDonald) divides the writing process into three stages. They are pre-writing, writing, and re-writing.

1) Pre-writing

Pre-writing is described as the stage of the writing process during which an individual assimilates his "subject" to himself. In other words, the pre-writing period is where the thought process begins, such as creating thoughts and constructing the concepts.

2) Writing

Writing is the point at which authors bring their thoughts into sentences. words written on paper It suggests that the authors plan out what they will say or write.

3) Re – writing

This stage is described as the process of revising or modifying what they've written.²⁰

In addition, Harmer divides the writing process into four stages: preparation, scripting, editing, and final draft.

1) Planning

It is the first step of the writing process in which authors prepare, try, and decide what they will say before beginning to write. It might mean taking thorough notes. When preparing to compose, three topics must be

²⁰ C.R. McDonald and R.L. McDonald, *Teaching Writing*, (America: Southern Illinois University Press, 2002), p. 7.

considered: intent, audience, and material structure. The type of text produced, the vocabulary used, and the details would be influenced by the intent of writing.

Second, the viewer will affect the shape of the writing (how it is written out, how the paragraphs are structured), as well as the vocabulary used, such as formal and casual tone. Third, the piece's content structure, or how to better sequence the facts, thoughts, or claims that are chosen to use.

2) Drafting

The first edition of a piece of work is referred to as a draft. When the writing process progresses into editing, a variety of drafts may be created on the way to the final edition.

3) Editing

It is the drafting process that includes modifying an unclear or misleading draft by using general context and overarching form such as individual words and grammatical consistency. Other readers who comment and make recommendations are also useful in reflecting and revising. The response of readers to a piece of writing will assist the author in making required revisions.

4) Final version

That is the final stage of the writing process in which the completed text is able to be submitted to the intended audience.²¹

²¹ Jeremi Harmer, *How to Teach Writing*, (Pearson Education Limited, 2004), p. 4-6.

In line with it, According to Nation, one way to differentiate writing from other language skills is to see writing as a method because writing has seven sections that writers must fill. They are concerned about the writer's aims, creating a reader guide, collecting ideas, arranging ideas, translating ideas into written material, updating what has been written, and editing. Nation discusses the communicative aspect between the writer and the reader in order for the writer's message to be conveyed and effectively grasped by the reader.²²

From the explanation above, it can be concluded that there are four basic writing phases are integrated into the writing process as a classroom practice. They are planning, drafting (writing), revising (redrafting) and editing. The instructor also imposes three other levels on students: reacting (sharing), reviewing, and post-writing. Here is the plot of the method publishing.

The first is planning, this is the first measure that students would take before writing a letter. At this point, some exercises offered learning opportunities for students, such as group brainstorming, clustering, rapid free writing, and WH-questions to produce ideas for students before they wrote a letter.

The second is drafting, students are expected to write down the agreement they made in the preparation stage during the draft stage. Spelling rules for written text are ignored at this time. The students' primary goal is to produce content.

The third is revising. In this stage, students can choose to extend the text with new ideas or delete redundant sections. For pupils, revising is a challenging step.

²² I.S.P.Nation, *Teaching ESL/EFL Reading and Writing*, (New York: Routledge, 2009), p. 114.

The last step is editing. Up to this point, the focus has been on the material. The mechanical part of writing, such as spelling rules and punctuation, is tested at this point. Before sharing what they've written with everyone, the students go through the draft one more time and make readability corrections. An editing checklist illustrating the spelling errors may be developed.

e. Teaching Writing

According to the Indonesian curriculum, Indonesian students must perform four skills in their learning: listening, speaking, reading, and writing.²³ Furthermore, the program requires Indonesian students to perform at four literacy levels in all skills: performative, practical, informational, and epistemic.

In the previous section, writing is useful for transmitting a message for a variety of reasons, as mentioned in the preceding section. In other words, writing is one of the means, in addition to speaking, that people express in daily life. Because of the ever-increasing demand for good communication skills in English, millions of people, mostly students, want to develop their English skills, including writing skills. This problem requires an improvement in the standard of English language instruction.

In line with this, Harmer suggests several activities that English teachers can use while teaching writing. The first step is to demonstrate. The instructor must illustrate unique styles of writing conventions and genre restrictions. The aim of writing conventions is to make the writing meaningful, and the purpose of genre restrictions is to make the writing have a specific purpose.

Second, the teacher must both inspire and provoke students to write.

²³ Badan Standar Pendidikan Nasional, *Standar Kompetensi dan Kompetensi Dasar SMA/MA*. (Jakarta: Depdiknas, 2006)

Student authors often find themselves at a loss for vocabulary. Teachers will assist them here by provoking students to think of solutions, involving them in the importance of the job, and convincing them of how much fun it can be.

Third, the English teacher must serve as a cheerleader for the students.

Support is linked to the role of the instructor as a motivator and provocateur.

Teachers assist students who need a lot of assistance once they get started, both with suggestions and with the tools to carry them out. Teachers must be present in the writing classroom at all hours and be willing to help students solve challenges.

Responding is the fourth task. Teachers' reactions to their students' work can be split into two categories: reacting and judging. Teachers respond positively to the quality and construction of a piece in the responding task, and frequently make recommendations for change. Teachers do not rate or assess their students' work; instead, they merely focus on how things are going so far.

The final task is to evaluate. Teachers assess students' writing for tests by highlighting where they wrote well and where they made mistakes. Teachers have the authority to assign ratings.²⁴

In addition, Nation recommends four teaching learning standards that can be used to test writing courses.

1) Meaning – focused input

According to this theory, students should add experience and skills to their writing. Writing would be more successful and interesting for

²⁴ Jeremy Harmer, *How to Teach Writing*, (Essex: Pearson Education Limited, 2004), p. 112-113.

students if they are well prepared for what they will write.

2) Meaning – focused output

This theory holds that students must put in a lot of preparation time in various types of writing in order to convey the message on their writing. They should develop their knowledge and skill of language and computers in order to improve their writing efficiency, and they should use effective writing directions based on their need appraisal in order to feel successful in their writing.

3) Language – focused learning

This theory holds that students should be mindful of the components of the writing process and be able to work with them. They should focus on comprehension, fluency, and grammar in English writing, as well as other ethical concerns related to writing. This theory also allows the instructor to offer appropriate guidance that supports and enhances the writing of students.

4) Fluency development

This theory holds that students should be able to improve their writing pace in order to deliver basic writing in a sufficient amount of time. The instructor will assist students by assigning a simple recognizable subject for writing assignments.²⁵

On the other hand, Hyland claims that the primary tasks of EFL/ESL writing instructors are conceptualizing, preparing, and delivering classes. An English teacher can ensure that the process, literature, and learning exercises he

²⁵ I.S.P.Nation, *Teaching ESL/EFL Reading and Writing*, (New York: Routledge, 2009), p. 93-95.

employs in teaching students to write are influenced by both realistic and theoretical expertise. Hyland's point of view is shared by Read and Hays.²⁶

According to Brown, the teacher also assists students in seeing the parts of a language that make up the entire. ²⁷It ensures that students must be taught how to convey and negotiate the context of a phrase. The instructor should ensure that the students understand the intent of the exercise in the lesson at the start of the course. He or she can have a detailed description of what they would understand. As a result, the students will benefit from an edge in the teaching and learning process.

However, the majority of senior high school English language learners believe that writing is one of the most challenging skills to achieve in English. They are also unmotivated and lazy when it comes to learning the language.

The challenge for students in writing is not only creating and arranging ideas, but also converting those ideas into readable language. While writing is the most challenging skill to master, students can learn more about a language through writing. As Harmer mentions, they are writing to make them understand more. Thus, when teaching composition, the instructor must use the best method possible to help students quickly learn this skill.²⁸

f. Teaching Writing in Senior High School

The teaching and learning process for senior high school students must be structured to assist them in developing writing techniques in order for them to

²⁶ Ken Hyland, *Second Language Writing*, (New York: Cambridge University Press, 2003), p. 1.

²⁷ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (New York: Pearson Education, 2001), p. 272.

²⁸ Jeremy Harmer, *How to Teach Writing*, (Harlow: Pearson Education Ltd, 2004), p. 31.

enhance their writing skills. According to Brown, one of the most critical issues of secondary teachers is to maintain students' self-esteem by: (a) preventing humiliation at all costs, (b) affirming each person's talents and strengths, (c) accepting mistakes and other failures, and (d) deemphasizing competitiveness among classmates, also (e) supporting small-group work in which teenagers will take more chances.²⁹

Although students in elementary and junior high schools are expected to achieve performative and practical literacy standards, students in senior high school are expected to achieve informative literacy. The opportunity to access information through English is the product of senior high school student learning. Students should be able to supplement their information from a variety of sources, including those available in English.

According to the national fundamental competence and level of competency, students are required to achieve three major competencies.

- 1) improving written and oral communication competencies for informational literacy stage
- 2) recognizing the value of English to compete in the global age
- 3) improving students' comprehension of the relationship between language and culture³⁰

The Indonesian government has recently announced the 2013 Curriculum, which must be implemented in all Indonesian schools. This most recent program would serve as a roadmap for teachers as they conduct the teaching and learning

²⁹ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (New York: Pearson Education, 2001), p. 92.

³⁰ Badan Standar Pendidikan Nasional, *Standar Kompetensi dan Kompetensi Dasar SMA/MA*, (Jakarta: Depdiknas, 2006).

process. The 2013 Curriculum develops two types of learning processes: direct learning and indirect learning³¹. The researchers employed direct learning in this analysis. Direct learning is a learning process in which students improve their expertise and reasoning skills through direct contact with learning outlets in the form of learning experiences organized in a course grid and lesson plan.

Students participate in five research practices through guided learning: studying, interviewing, collecting data, interpreting data, communicating, and creating. The first step of the scientific method is observation, which motivates students to read, listen, or see with or without instruments. Questioning is a cognitive activity in which students ask questions about knowledge that they do not know based on what they have learned. The students imagine conducting an experiment or obtaining additional knowledge from other sources while collecting data. In the final step, communicating and creating, students are asked to present the outcome and, in some cases, the product of their observation and analysis.

In line with it, according to the school-based curriculum, English in Senior High Schools is intended to train students for further study in colleges and universities by bringing them to the informational standard. According to the BNSP 2006, students must be trained to hit the literacy standard by covering the following topics.³²

In addition, the standard of competence for writing ability in senior high school is to convey the meaning of written practical texts and basic short essays in the form of method, descriptive, recount, story, article, news item, theoretical

³¹ Peraturan Menteri Pendidikan dan Kebudayaan Nomor 68, *Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*, (Jakarta: Menteri Pendidikan dan Kebudayaan, 2013).

³² Badan Standar Pendidikan Nasional, *Standar Kompetensi dan Kompetensi Dasar SMA/MA*. (Jakarta: Depdiknas, 2006).

exposition, hortatory exposition, parody, description, debate, and analysis. The level of competence in writing skills for second-grade students in Senior High Schools is to articulate the essence of written practical texts and basic short essays in the form of narration, informative, and news item to communicate with their surroundings.

2. Paraphrasing Strategy

a. Definition Paraphrasing Strategy

Paraphrasing is an important role in the teaching of reading and writing. Paraphrasing should be used as a teaching strategy, according to Schumaker, Denton, and Deshler.³³

According to Pears and Shields, paraphrasing strategy has the additional benefit of fitting more neatly into students' writing styles and allowing them to show that they really understand what the author is saying.³⁴ It means that paraphrasing is regarded as an appropriate method for improving students' writing abilities.

Furthermore, paraphrasing strategy encourages writers to restate the essential idea in their own words; as a result, there is a higher opportunity for writers to improve their writing abilities through the use of paraphrasing strategy. As a result, paraphrasing strategy plays an important role in academic settings. According to Bailey, successful paraphrasing is important in scholarly writing to reduce the risk of plagiarism³⁵. In line with this, according to Clark, paraphrasing

³³ Jean B. Schumaker, Donald D. Deshler, and Pegi H. Denton, *The Paraphrasing Strategy*, (Lawrence: University of Kansas:1984), p. 52.

³⁴ Richard Pears and Graham Shields, *Cite them Right: the essential referencing guide*, (Red globe Press, 1998), p. 16.

³⁵ Stephen Bailey, *Academic Writing: A handbook for International Students*, (Routledge, 2006), p. 29.

should be used to prevent plagiarism because the source text being paraphrased must be referenced.³⁶

Fulwiler stated that, paraphrasing is the best option for thick or jargon-filled language, just as summary saves space and lets you get to your point faster³⁷. In other words, by using paraphrasing, students can make their own words based on the basic information from the text without altering the meaning of the text.

In conclusion, it is recommended for the students particularly those enrolled in English programs to practice paraphrasing strategies because paraphrasing provides significant benefits in the field of academic writing. In addition, the term of paraphrasing strategy refers to the various methods for accurately restating someone's idea into one's own words as well as style that differs from the original text. The methods researched in this current study are those for rewriting the information of a text in a different style. It means that it is included as an activity in while - paraphrase (making modifications to the original text), but rather in pre- paraphrase This is one of the writing skills.

In addition, McCarthy, Guess, and McNamara state that paraphrasing is described as restating a sentence in such a way that both sentences are lexically and syntactically distinct while being semantically equivalent. At least two echoes are implied by this definition: reading comprehension and writing ability. Paraphrasing has also been used to improve understanding, promote prior

³⁶ Shannon K. Clark, *Embedding Academic Literacy in First-Year Units of Study*, (Sydney: Australian Catholic University, 2012), p. 45.

³⁷ Toby Fulwiler, *College Writing: A Personal Approach to Academic Writing*,

(Heinemann, 1988), p. 141.

knowledge, and help in the learning of writing skills.³⁸

On the other hand, Pears and Shields said that paraphrasing technique has the added advantage of translating more neatly with students' writing style and allowing them to show that they really comprehend what the speaker is saying.³⁹ It means that paraphrasing is regarded as an important strategy for improving students' reading comprehension and writing achievement.

Based on the explanation above, the researcher can conclude that paraphrasing is the restatement of a literary work into another form of literary work without completely changing or even eliminating the meaning and essence of the original work. In other words, paraphrasing is restating a concept in another way in the same language, but without changing its meaning. Paraphrasing allows the author to emphasize something quite different from the original author.

b. Techniques for Paraphrasing

The first strategy is to use certain methods for paraphrasing English language. Students may benefit greatly from paraphrasing methods when writing academically. There are several methods for paraphrasing, according to Leonhard:

1) Using synonyms

A synonym is a term that has the same or somewhat similar meaning as another word. Using a synonym or synonymous phrase that can be used in the same way as the actual word or phrase. For example, "Paraphrasing is difficult without good examples" becomes "Paraphrasing

³⁸ Philip M. McCarthy, Rebekah H. Guess, and Danielle S. McNamara, *The components of paraphrase evaluations*, (Behavior Research Methods, 2009), p. 682-690.

³⁹ Richard Pears and Graham Shields, *Cite them Right: The Essential Referencing Guide*, second edition, (Basingstroke: Palgrave MacMillan, 1998), p.16.

is difficult if there are no good examples.” There are no effective cases to review.

2) Changing the word form

Changing the word form in this context means that a subject word can be replicated in various ways within a paragraph and how to restate a statement containing comparison/contrast and cause/effect structures. These modifications mostly include translating verbs (and adjectives) to nouns and vice versa. For example, “property is lost in a tornado” since a tornado destroys property.

3) Changing direct to indirect quotation

To use direct quoting, copy the author's words exactly as they are printed, and surround all copied text with quotation marks. Recognize the root but do not use quotation marks. For example, Dr. Benjamin Spock said, “it’s generally accepted that onscreen violence is harmful to children” become according to Dr. Benjamin Spock, most of people believe that TV and movie violence affects children adversely.

4) Changing voice

Changing voice involves converting a statement from active to passive mode if necessary. For example, “Good students participate in class activities, complete their assignments on time, and do outstanding work” becomes “Good students participate in class activities, complete their assignments on time, and do exemplary work.”

5) Changing clause and phrase

Changing a clause to a sentence or a phrase to a clause for

example, “the flood of water back to the sea as a result of rain accumulation and soil absorption,” The phrase has been Water runs out to the sea because rain falls and is drained by the surface (adverb clause).

6) Changing word order

Determine a new word for the details to modify the word order in the passage. For eg, "Stressful situations are as individual as you are. Your personality, genes, and interactions all have an effect on how you cope with stress." becomes "People respond differently to unpleasant scenarios. Your personality traits, genetic structure, and life experience all influence how you deal with stress."⁴⁰

In addition, according to the Akbar (as cited in article by USC Aiken), there are many techniques for paraphrasing, which are as follows: using synonyms, modifying diverse sentence patterns, changing the order of ideas, shortening a long idea, and turning an abstract concept into a concrete one.

1) Changing words and re-organizing the pattern of a sentence

The first strategy is to change a few phrases. This is the most prevalent and fundamental paraphrasing approach that all students are familiar with. In the paraphrased version, the term from the original statement will be replaced with an appropriate synonym. However, overusing this strategy may reduce the quality of paraphrasing, and it may also be considered plagiarism, even though there is a quotation mark in the passage. Students often use this approach due to a lack of vocabulary. As a result, the reader would be unable to comprehend the entire passage,

⁴⁰ Barbara H. Leonhard, *Discoveries in academic writing*, (Singapore: Thomson Learning, 2002), p. 226-229.

resulting in the work's minimal strategies.

Second, the wording pattern can be restructured. However, rearranging the structure of a sentence while retaining the meaning is another paraphrasing approach.

2) Changing the order in which information is distributed

Paraphrasing allows you to change the order of information as long as it does not change the interpretation of the original passages. However, reorganizing the order of a passage is only applicable to sentences with more than two kernels.

3) Deletion of words

Paraphrasing allows you to condense a lengthy phrase into a shorter version. This technique was classified as deletion by Howard (as cited in Badiozaman, 2014). Novice authors also have difficulty distinguishing this tactic from summary. However, keep in mind that paraphrasing and summarizing are not the same thing. While paraphrasing retains the extensive information from its source, summary tends to represent the primary information or gist by removing some minor details from the sources.

4) Modify the abstract idea into a concrete one

Changing an abstract concept into a concrete version is often helpful in paraphrasing. This does not imply that the concept has changed dramatically. Instead, this simply modifies the thought by using another relevant statement that is in sync with each other. As a result, if you want

to use this strategy in your paraphrasing, you must proceed with caution. Otherwise, the message of the source text would be lost in the paraphrased result.⁴¹

In conclude that, paraphrasing techniques are important for students who wish to accurately paraphrase an English text. Using these methods in their writing, they can improve their writing while maintaining the same sound as the original text.

c. Steps in Paraphrasing

According to Angelillo, there are some steps involved in paraphrasing, including:

- 1) Students must carefully read the original source.
- 2) Students must replace words, rearrange sentences, and ask clarifying questions about the context.
- 3) The students must compare the context of the paraphrased passage to the original passage.
- 4) Students must describe the root from which they can paraphrase.⁴²

There are four steps to writing a good paraphrase, according to Oshima and Hogue:

- 1) The students would read the original text many times before they completely comprehend it. Then, in the passage, look for unfamiliar phrases.

⁴¹ Muhammad Taufik Akbar, *Students' Paraphrasing Skill in the Literature Review Section of Research Proposal*, (Jambura Journal of English Teaching and Literature, 2020), p. 4.

⁴² Janet Angelillo, *writing about reading: from book talk to literary essays, grades 3-8*, Pouthsmouth, (NH: Heinemann, 2002), p. 28.

- 2) The students must write the paraphrased text from memory, using as much of the detail as they can recall.
- 3) The students must compare the paraphrased text to the original text. Initial for completeness and consistency.
- 4) The students must identify the original text's origins at the end of the paraphrased text in parentheses.⁴³

According to Deborah, students must cover five measures in paraphrasing sentences, which include:

- 1) The students must properly understand the context of the sentence.
- 2) Students must use meaning to correctly understand the statement.
- 3) Students must pick the paraphrase that most correctly restates the key facts in the initial sentence.
- 4) Students must understand various sentence forms while maintaining the initial sentence's context.
- 5) The students must understand multiple vocabulary terms while preserving the context of the initial sentence.⁴⁴

B. Related Studies

There are several previous studies that discuss about paraphrasing strategy too, where in 2019 Sanlissy Puspa Pratiwi analyzed paraphrasing technique with the title “An Analysis of Students’ Technique in Paraphrasing at English Department of Stkip Pgri Sumatera Barat’. The researcher used content analysis

⁴³ Alice Oshima and Ann Hogue, *Writing academic English, third edition*, (Young publishing house, 1998), p. 59.

⁴⁴ Philips Deborah, *Longman preparation course for the TOEFL test, Ibt.* (Pearson Education, 2006), p. 275.

method by journal article on the jim.stkip-pgri- sumbar.ac.id site. She focused to identify student's technique in paraphrasing in the journal article. The technique makes abstract ideas concrete, divide long sentence and combine short sentence, omitted unnecessary word, and use synonyms. So, she concluded from this research, 14 data paraphrasing used technique make abstract ideas concrete, 1 data paraphrasing use omitted unnecessary word, 0 data used technique divide long sentence and combine short sentence, and 0 data in using synonym technique. no one of the students that used technique divide long sentence and combine short sentence and using synonym. And also 1 journal article that used 2 techniques of paraphrasing in one data, it is: Journal article 2 in datum 2.1 that used technique omitted unnecessary.⁴⁵

Then in 2015 Umi Thohirodiyah college students' from Muhammadiyah University of Jember also conducted research with the same topic by the author, the title is "The Effect of Teaching Paraphrasing Strategy on Reading Comprehension". She focused to the impact of summarizing strategies on students' reading comprehension. This research uses an experimental research method. The conclusion of the study, there is a significant difference in reading comprehension between grade VIII students who are taught using the paraphrasing strategy and students who are not at Bustanul Ulum PAKUSARI Islamic Junior High School in the 2014/2015 academic year.⁴⁶

Furthermore, there is also research from Irmadamayanti in 2018 in which she raised the title of "An Analysis of Paraphrasing Experienced by English

⁴⁵ Pratiwi Sanlissy Puspa, Thesis: *"An Analysis of Students' Technique in Paraphrasing at English Department of Stkip Pgri Sumatera Barat"*, (Padang: STKIP, 2019)

⁴⁶ Umi Thohirodiyah, Thesis: *"The Effect of Teaching Paraphrasing Strategy on Reading Comprehension"*, (Jember: Muhammadiyah University, 2015)

Students in Academic Writing”. The study is conducted by applying a mix method research which involves writing task and questionnaire as the techniques of data collections used. The result of the study indicates that the participants consider to use various type of paraphrasing. One of the most paraphrasing types used in the study is minimal revision. Then, near copy is consider as the second paraphrasing strategies used by the students in paraphrasing.⁴⁷

The last finding from I.G.G. Suwana, L.P. Artini, And K.S. Piscayanti (2018) entitled “The Use of R.A.P. Paraphrasing Strategy to Improve Students’ Reading Comprehension at Class X.A3 In Smkn 2 Singaraja in Academic Year 2013/2014”. This research can be categorized as a classroom action research carried out with the aim of improving the reading skills of Class X.A3 students at SMKN 2 Singaraja in the academic year 2013/2014 through the application of the R.A.P Paraphrasing Strategy. The data collection uses planning, action, observation, and reflection. The conclusion after two assessments of cycle I and cycle II from experiment I and experiment II, the researchers discovered that R.A.P. Uses interpretation strategies to improve students' reading comprehension in SMKN 2 Singaraja's X.A3 class. One of the indicators showing the success of the study is the overall improvement of students’ average scores and the improvement of their average scores in the four reading indicators, including discovering main ideas, discovering specific ideas, text references, and word meanings.⁴⁸

⁴⁷ Irmadamayanti, *Thesis: “An Analysis Of Paraphrasing Experienced By English Students in Academic Writing”*, (Aceh:Ar-Raniry University,2018)

⁴⁸ I.G.G.Suwana, L.P.Artini, and K.S.Piscayanti, “*The Use Of R.A.P. Paraphrasing Strategy To Improve Students’ Reading Comprehension At Class X.A3 In Smkn 2 Singaraja In Academic Year 2013/2014*”, Pendidikan Inggris Journal, 2018.

C. Conceptual Framework

Based on the theoretical framework, The use of paraphrasing strategy can improve the students' ability in comprehending the text because this technique is very helpful for the students, they will be very helped by the technique of paraphrasing to understand what the text told them about. The purpose of this strategy, is to improve the students' writing ability of narrative text by using paraphrasing strategy.

D. Actional Hypothesis

The hypothesis in this research is "paraphrasing strategy can improve the students' writing ability".

CHAPTER III

RESEARCH METHODOLOGY

This chapter consists of research setting, the subject of the study, research design, technique of data collection, technique of data analysis.

A. Research Setting

This research was conducted in MAS Al- Washliyah Petumbukan which is located on street Petumbukan kec. Galang, Kab. Deli Serdang. The school chosen as the setting because MAS Petumbukan is accessible in terms of time and found and also the researcher discovered that the students still have weakness in writing English text.

B. The Subject of the Study

The subject of this research is the first grade of MAS Al - Washliyah Petumbukan, in academic year 2021/2022. This class was chosen as the subject of the study since it had the problems in writing. There were 21 students in the class and all of the students got same treatment in the teaching and learning process. The other reason, there no similar studies were conducted before.

Other persons who provide information on the subject under research classified as informant. They are included the English teacher and the Principle of MAS Al- Washliyah Petumbukan.

C. Research Design

This research was classified as classroom action research. According to Edward L. Vockell and J. William Asher, action research is the practical application of scientific method or other ways of disciplined analysis to the

process of dealing with everyday problems. It focuses on teachers and other educators who do intervention research to improve the effectiveness of their instructional practices.⁴⁹

According to Arikunto, action research is a type of inquiry that has reflective participatory, constructive, and spiral characteristics with the goal of repairing and improving the structure, procedure, mechanism, material, expertise, and condition.⁵⁰ Furthermore, action research focuses on a particular concern or problems that arise from professional practice. It means that classroom action analysis is a study conducted in the classroom to find and solve problems that arise during the teaching and learning process.

This action research was carried out using the spiral model of action research suggested by Kemmis and McTaggart, and the test design is as follows:

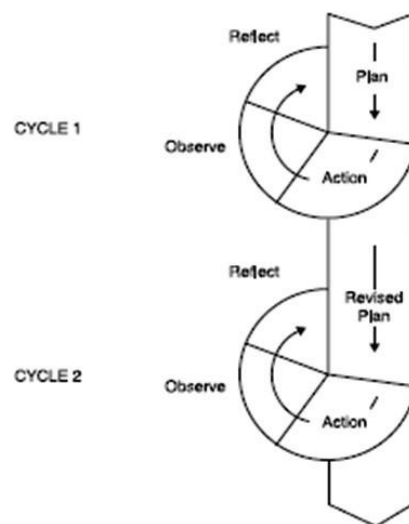


Figure 3.1. Cyclical Action Research Model Based on Kemmis and McTaggart

⁴⁹ Edward L. Vockell and J. William Asher, *Educational Research, Second Edition*, (Englewood Cliffs: Merrill, an Imprint of Prentice Hall, 1995), p.10.

⁵⁰ Suharsimi Arikunto, et. Al, *Penelitian Tindakan Kelas*, (Jakarta: PT Bumi Aksara, 2008), p.104.

Basically, it is a method for improving teaching practice by beginning with a problem. When approached with a problem, action analysis was gone through a sequence of cycles and steps. According to Kemmis and McTaggart, action analysis consists of four main steps: planning, acting, observing, and reflecting. According to Chandra Wijaya and Syharum, one cycle consists of four stages (planning, acting, observing, and reflecting), and there is no limitation on using the cycle in research. It was focused on the researcher's satisfaction.⁵¹

Planning is the preparation for doing something, such as planning a lesson plan, conducting a pre-test as an instrument to determine the student's basic ability to write narrative text, arranging learning materials, media, writing tests, and data collection instruments such as interview sheets and observation sheets.

The method of doing actions is referred to as action. That is the implementation of strategy. The researcher will be adaptable and open to changes in the school environment.

The object of observation is to learn about the action. Such as the students' behavior and any challenges that arise. As a result, it is gathered as data that can be used as a base for reflection. The observing must be conducted with caution.

Reflection is a mechanism that provides guidance on previous behavior. Reflection is used to assist the instructor in making a decision. Reflection has an evaluative component that allows it to assess the impact of the spacious problem and propose solutions.

⁵¹ Chandra Wijaya and Syharum, 2013, *Penelitian Tindakan Kelas*, (Bandung: Citapustaka Media Perintis), p. 61.

D. Technique of Data Collection

In this study, the quantitative and qualitative data was used in the data collection methodology. The quantitative data was collected by administering tests to the students. The qualitative data consists of an observation sheet, an interview, and documentation. The full clarification is as follows:

1. Quantitative Data

The quantitative results were used to determine the mastery of the students by assigning grades to the subjects that they were study. The researcher was used the following methods to gather quantitative data:

a. Test

A test was offered the students to assess their ability to write narrative language. There are two types of tests was used: pre-test and post-test. Students was done a pre-test before using the paraphrasing method to determine their specific abilities to write narrative text. Then, the students were done a post-test by using the paraphrasing method to see how their ability to write narrative text had improved. The researcher was given the test to compose narrative text after teaching or illustrating the lesson in the pre-test. The researcher will give a test to write narrative text after teaching or describing the lesson using the paraphrasing technique in the post-test.

2. Qualitative Data

To explain the condition during the learning and teaching period, qualitative data were used. The following methods were used by the researcher to gather qualitative data:

a. Observation sheet

The English teacher as observer. The English teacher were watch the researcher personally during the teaching and learning processes, such as opening and closing the class, the sequences of events in the teaching process, the researchers' behaviour, and so on, and then created an observation sheet for the students during the learning process. The researcher will be studied students' activities such as their attention, enthusiasm, self-confidence, and motivation.

b. Interview

The implementation paraphrasing technique were used in the classroom action studies, and interviews was conducted before and during research. Before giving treatment, the researcher inquired of the English teacher about the students' skill and difficulties in writing. The interview was conducted after the application of the paraphrasing technique in order to determine the teacher's responses to the application of the paraphrasing technique.

E. Technique of Data Analysis

Data analysis techniques that were used by researchers to analyze data correctly are qualitative and quantitative data. The information was used to explain the situation during the teaching and learning period.

1. Quantitative Data

To evaluate the quantitative results, the researcher was compared the pre-test and post- test outcome scores to determine whether or not the students' writing could increase. The researcher was measured the results of the students' writing in the pre-test and counted the mean of the results as part of the data processing phase. The writer was measured the results of each cycle's students'

writing abilities and calculated the mean of the results. The researcher then compared the improvement on the pre-test and each cycle.

The quantitative data were evaluated using the t-test formula to determine the difference in test success after using the paraphrasing technique.

The t-test formula as follows:

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

where:

\bar{D} = Mean of difference of post - test 1 and post - test 2

D = Difference

N = Subject of Students.⁵²

2. Qualitative Data

The researcher was followed the measures outlined by Miles and Huberman in order to analyze the qualitative results.⁵³ Qualitative analysis is defined as three activities: data reduction, data display, and conclusion drawing. Both are as follows:

a. Data Reduction

The method of selecting, concentrating, simplifying, abstracting, and converting data that appears in written-up field notes or transcriptions is known as data reduction.

⁵² Chandra Wijaya and Syahrur, 2013, *Penelitian Tindakan Kelas*, (Bandung: Citapustaka Media Perintis), p. 134.

⁵³ Matthew B. Miles and A. Michael Huberman, 1994, *Qualitative Data Analysis*, (USA: Sage Publications), p.10.

b. Data Display

The second major flow of analysis activity is data display. It is defined as an ordered collection of information that allows for the drawing of conclusions and the taking of action.

c. Conclusion Drawing

This is the third line of research. Drawing interpretation from viewed data, reducing data, observing regularities, variations, description, potential arrangement, causal flows, and preposition are all part of the action. The result will be a recent finding that might be a solution to the research dilemma. Finally, in this process, the researcher will receive the research's findings and conclusions.

CHAPTER IV

DATA ANALYSIS AND RESEARCH FINDING

A. Data Analysis

In this chapter, the researcher describes the data that have been gotten in the process of Classroom Action Research in each cycle with the applying paraphrasing strategy at the first grade of MA Al - Washliyah Petumbukan in academic year 2021/2022. The input was used in both qualitative and quantitative ways. The interview, observation sheet, and documentation were taken from the qualitative evidence. The quantitative data was taken from the average score of the students in the exam. The thesis consisted of one class of 21 participants. The research findings consist of two cycles by the writer. Four levels of action testing were used in each loop (planning, action, observation, and reflection). Three meetings were held in the first cycle, including pre-testing. The second cycle was carried out in two days. The exam was taken as the Post – Test by all students in the last meeting of each term.

1. Preliminary Study

Before doing a treatment in the first cycle, the researcher did a preliminary study. It was aimed to know the students' ability and to evaluate the students' improvement in writing. In this preliminary study, there were quantitative and qualitative data. The quantitative data were strengthened by the qualitative data.

The first meeting of this preliminary study was held on 26 July 2021. The 21 students who observed the Pre – test was there. In order to assess the collaborator. The researcher gave a narrative text and then the students paraphrase it. The outcome of the Pre – Test shows that the capacity of the learners to write

English text was limited.

The qualitative data was gathered during an interview. The interview was conducted before the interviewer introduced the learning process. There were some problems in writing English. It can be seen from the interview of English teacher about students' ability in writing, as follows: *"Ketika saya mengajar murid murid saya, ada beberapa masalah seperti kurangnya penguasaan kosakata, kurang dalam tata Bahasa, dan agak sulit dalam menuangkan ide."* It was strengthened by the result of students' interview as follows: *"Menulis teks Bahasa Inggris itu agak sulit miss, kadang gak tau apa yang mau ditulis, sulit nuangkan idenya dan harus banyak vocabulary juga"*.

Another student said that, *"kalau belajar di kelas, ya, gurunya menjelaskan, terus kasih tugas dan kadang ada game nya juga. Tapi kalau disuruh menulis kadang bingung mau nulis apa miss"*. Based on the qualitative data, it shows that students faced difficulties and they were confused in writing English particularly in figuring ideas out, arranging sentences and mastering vocabulary.

When any of the students were interviewed by the consultant, the investigator found that the students were not interested in writing English text. Before conducting the study, the finding that the researcher received in the interview sheet was the teacher's dilemma of making the learning process meaningful. The students still have no comprehension of narrative text, however, and while they were pouring their idea into a written form, they were losing terminology and encountered some difficulties. They did not, however, know what they should compose about.

Based on the qualitative and quantitative data above, the researcher concluded that the students' ability and interest to write English text was still low. Therefore, the researcher would like to continue to the first cycle expecting that the students will improve their skill in writing English text more be better.

2. The Quantitative Data

The information was derived from the exam that provided the students with the skill at the end of each term. Based on the outcome measures in each period administered, it was discovered that the student score increased from the first meeting to the last meeting. It can be seen from the students' percentages from the Pre-Test in the first cycle to the Post-Test in the first cycle.

a. The Students' Score in Pre – Test

Table 4.1. The percentage of the students who passed and did not pass the standart score in preliminary data

Category	Standart Score	Frequency	Percentage
Passed	≥ 75	5	23,81 %
did not pass	< 75	16	76,19 %

Based on the table, it can be seen that there were the Minimum Passing Grade (MPG) of English lesson at MA Al – Washliyah Petumbukan is 75. The researcher gave a pre-test to 21 students of X – 1. The total score of the students' pre-test was 1266 and the mean score was 60,28. It shows that the mean score of the students did not fulfill MPG. The percentage of the students' score of the pre-test was 5 students who passed or got the score up to 75 was 23,81%. Then, the percentage of 16 students' score who failed or didn't get the score up 75 was 76,19%. From the percentage above knwn that the students who competence in

writing were very low.

b. The Students' Score in Post – Test 1

**Table 4.2. The percentage of the students who passed and did not pass
the standart score in cycle 1**

Category	Standart Score	Frequency	Percentage
Passed	≥ 75	9	42,86 %
did not pass	< 75	12	57,14 %

Based on the table post-test of cycle I, the percentage of the students' score of the post - test was 9 students who passed or got the score up to 75 was 42,86%. Then, the percentage of the students' score of the post – test was 12 students who failed or did not get the score up to 75 was 57,14%. From the analysis knew that the students' writing ability got increasing. It could be concluded that the students' writing ability in got higher in Post – Test in cycle I than pre-test. The next action continued on the cycle II.

c. The Students' Score in Post – Test II

**Table 4.3. The percentage of the students who passed and did not pass
the standart score in cycle 2**

Category	Standart Score	Frequency	Percentage
Passed	≥ 75	13	61,90 %
did not pass	< 75	8	38,10 %

Based on the table above, the researcher got the mean of the students' score was 79,14. The percentage of the students' score of the post-test was 13 students who passed or got the score up to 75 was 61,90%. Then, the percentage

of the students' score of the post-test was 8 students who failed or did not get the score up to 75 was 38,10%. From the percentage, the students' writing ability was classified on good level when doing the action research on cycle II. The students score showed the increasing which could be determined that they showed the progress little by little. They got increasing score in each cycle.

Table 4.4. The mean score of preliminary data, cycle 1, cycle 2

X	Preliminary Data	Cycle 1	Cycle 2
Mean	60,28	72,14	79,14

Based on the mean above, the researcher could be concluded that the students' score showed better improvement. Most of students' score increase from the cycle I to the cycle II. It made the researcher stopped the cycle in this research because the students' ability in writing English text was improved through paraphrasing strategy.

3. The Qualitative Data

The qualitative data was collected from the interview sheet, the observation sheet, and the documentation. They were done in two cycles. There were four meetings that were held. The researcher was conducted in two cycles, each with two meetings.

a. Observation Sheet

From the observation sheet, the observer observed that the researcher did some activities which deal with implementing the technique in the classroom. It can be showed by the observation sheet such as the researcher explained the generic structure and example of narrative text, the researcher gave students an object that want to be described, the researcher explained and directed the

students to make sentences using paraphrasing strategy. The researcher saw the students got enthusiast enough in this situation and the students could follow the researcher's instruction well and they could figuring ideas out so that they could write English text better.

According to the observation sheet in cycle 1, the researcher discovered that some students were active during the teaching learning process; the class situation was excellent because the students' paid attention to the researcher's explanation. Although the students enjoyed the teaching-learning process, some of them did not pay attention to what the researcher said. Furthermore, two or more students stayed quiet in the group. They were also unable to absorb the material effectively. Some students expressed fear of the teacher and the lesson. Some of them thought English was difficult; the words in English were strange to them.

In the observation sheet cycle II, the researcher did some activities which deal with implementing the technique in the classroom. It can be showed by the observation sheet cycle II such as the researcher explained the generic structure and example of narrative text, the researcher gave students a narrative text that want to be described, the researcher explained and directed the students to make a sentence using paraphrasing technique.

Then, the researcher asked students to rewrite the sentences and gave them some minutes to write sentences through narrative text based on technique paraphrasing strategy. The researcher saw the students got more enthusiast and enjoyable in the competitive situation that could make the students more active in learning activity and the students could follow the researcher's instruction well and they could figure ideas out.

From the observation sheet in cycle 2, can be seen that the students listen and pay attention to the teachers' explanation and instruction about narrative text. The students' improvement from cycle 1 to cycle 2 are the students come on time to the class via whatsapp group, the students reply quickly to the teacher's chat, and also the students asked the teacher about something that is not clear.

b. Interview Sheet

Until conducting the first cycle, the interview was carried out. It was discovered that the issue with teachers teaching writing was a lack of teaching technique. The interview has discovered the challenges of students interpreting writing English text. The interview was also administered after the plan was applied for English teachers and some students who earned low and high importance during the learning process.

c. Documentation

Photography is one of the sources that the researcher used as evidence or reaction observation to see what happens at any given time. The photo was taken while the teacher was instructing the students.

a. The Activity of the Cycle I

After doing preliminary study, the researcher decided to do the cycle I. in this cycle I, the researcher conducted four steps: planning, action, observation and reflection.

1) Planning

In this step, the researcher prepared all of materials which were needed in learning such as preparing lesson plan (core competency, basic competence, indicators, the objectives of learning, learning method, steps

of learning activities, learning sources, media, and assessment), preparing observation sheet and preparing the post test of cycle I. First of all, the author mentioned the benefits of writing ability. The researcher introduced the Paraphrasing Strategy. Then it was correlated into the text.

2) Action

Cycle 1 action was taken on Monday, 26 July 2021 and Wednesday, 28 July 2021. In the first meeting the researcher acted as a teacher done the teaching and learning process based on the lesson plan that researcher made before in planning. They are: the teacher explained the material about narrative text which consisted of its definition, generic structure, language features and gave an example how to write narrative text. The researcher also explained about technique and steps to using paraphrasing strategy.

The first, the researcher started the class with greeting. The second, the researcher send the link of Zoom meeting and power point it contains the material about narrative text, following the instruction in lesson plan. The third, the researcher asked the students about narrative text. The fourth, the researcher introduce the paraphrasing strategy, technique and steps to using paraphrasing strategy.

In the second meeting, during the PPKM Level 3, the researcher did teaching and learning process by online (school from home) by using some application like Whatsapp, Zoom, and shared link Google Form. The first, the researcher started the class with greeting by using whatsapp group. The second, introduced by the researcher and explained before

teaching and studying information, the researcher says about the material things in the class intent. And the next researcher asks students about the narrative text, and with their phone to the whatsapp group, the students typed what they know about narrative text. The researcher would evaluate their text and question them for the correct answer. In the teaching and learning process, researchers applied paraphrasing strategy on narrative text. Then, researcher asked students to make their own sentences based on the topic that researcher given by narrative text. After finishing, the researcher submitted the students' writing narrative text. The final period of the teaching and learning process, the researcher inspired students, gave feedback, and closed the conference.

3) Observation

The observation was conducted to observe the activities of teacher and students in teaching and learning process. It was aimed to find out the information about all activities during the action process. The study focused on the situation in the teaching and learning process, the behaviours of students, the ability of students to write English text, the engagement of the students and the final outcome of the evaluation of the students in this observation.

4) Reflection

In this step, the researcher evaluated the teaching and learning process in the end of cycle I. The evaluation was done by collecting data such as observation sheet, the result test of qualitative and quantitative data which were used to make consideration for the next cycle.

From the data got, the researcher asked the teacher English to discuss together about the problem that the students most faced in the class and tried to find out the way out by changing the writing learning model used to improve the students' writing skill in order to the teaching learning process success. Thus, the researcher stated to continue doing cycle two. Because the researcher believed that the students' ability still could be improved to get the better result.

b. The Activity of the Cycle II

The researcher decided to continue the research in cycle two. In this cycle, the researcher expected that the result of cycle II was better than cycle I. The researcher applied the technique of paraphrasing strategy in cycle II and the researcher could use the information of cycle I to help in considering the better planning in this cycle. The researcher did the same steps as follows:

1) Planning

Based on the reflection in cycle I, the researcher rearranged the plan by preparing the lesson plan, preparing the general explanation briefly of the lesson and preparing the post test of cycle II. In this cycle, the researcher tried to create the active and competitive condition of teaching and learning process. The researcher made teaching video to make students be enjoyable of teaching and learning process.

2) Action

In this step, there were all activities in planning step which were done by researcher. The researcher implemented the action based on the lesson plan which had been made in planning step. The cycle 2 acts were

carried out on Monday, 02 August 2021 and Wednesday, 04 August 2021. For the second cycle, researcher applied paraphrasing strategy on narrative text as the previous meeting in cycle 1.

Before explained teaching and learning material, researcher ask question to students. And the next researcher asks students to apologize for the expression of making and accepting. The researcher also asks students about the material through the whatsapp group. In this cycle II, the researcher gave teaching video to the students to teaching and learning process. The video contains the researcher explained the material about narrative text briefly and gave an example.

So that they can better understand the material taught. The researcher also opened up more conversation time in cycle 2 to encourage students to better understand the text content of the text using paraphrasing strategy. Then, researcher asked students to make their own English text based on the topic that researcher given trough narrative text by using paraphrasing strategy. After finishing, the researcher submitted the students' writing English test.

Then the researcher inspired students at the conclusion of the teaching and learning process, offered input and closed the meeting.

3) Observation

This step was conducted to observe the activities of teacher and students in teaching and learning process. It was aimed to find out the information about all activities during the action process. This observation was used as basic data to do reflection. For the second cycle, the

observation was finished. The behaviours of the students during the teaching period are observed.

4) Reflection

In this step, the researcher could reflect the data such as the result of post - test cycle II and the quantitative data such as interview students and teacher. They showed that the action given could improve students' writing ability which was better result than the first cycle. As the measure of observation and effect, the researcher could enhance the ability of the students writing English text using Paraphrasing Strategy through Narrative text and the students ranking was also improved. It was based on the percentage of the score of the students in the pre – test was 23,81 %, and in the first cycle, post – test I was 42,86 %. And the average increase in the students' performance in post – test II was 61,90 % in cycle II.

Table 4.5. The Percentage of Students who got point up to 75

Competence Test	Percentage
Pre – Test	23,81%
Post – test I	42,86%
Post – test II	61,90%

The students who scored 75 or more were 5 out of 21 students in the Pre-Test (23,81 percent). The students who got a score of 75 or more were 9 out of 21 students in the post test of the first cycle (42,86 percent). The students who earned a score of 75 or more were 13 out of 21 students in the second cycle post - test (61,90 percent).

The application of classroom action testing was acceptable for the writing task, based on the results of the evidence. In addition, it was directed at recognizing the progress of students in writing English text. It can be inferred that it will work effectively and efficiently to prepare the reflection that the researcher and partner have completed.

In this study, the researcher also used the t-test to test the hypothesis in this study. The research can be seen from the table below:

Table 4.6. The Statistical Analysis of the Students' Score in Pre-Test and Post-Test I

No.	Initial of Name	Pre – Test	Post – Test I	D	D ²
1.	NA	59	70	11	121
2.	AR	78	80	2	4
3.	AWS	62	78	16	256
4.	MB	51	62	11	121
5.	CEA	48	55	7	49
6.	DRS	52	65	13	169
7.	DFP	55	77	22	484
8.	EH	75	82	7	49
9.	DF	52	70	18	324
10.	SC	49	60	11	121
11.	JS	46	66	20	400
12.	AJK	57	66	9	81
13.	PAS	76	81	5	25

14.	PR	62	73	11	121
15.	SAN	66	75	9	81
16.	SQ	60	77	17	289
17.	MHP	58	65	7	49
18.	SW	52	74	22	484
19.	WN	77	83	6	36
20.	YEK	56	68	12	144
21.	MA	75	88	13	169
TOTAL:				$\sum D = 249$	$\sum D^2 = 3577$

From the last computation has been found that:

$$D = \frac{249}{21} = 11,85$$

$$\begin{aligned}
 T &= \frac{D}{\frac{D^2 - \frac{D^2}{N}}{N(N-1)}} \\
 &= \frac{11,85}{\frac{3577 - 2952,42}{420}} \\
 &= \frac{11,85}{1,487} \\
 &= \frac{11,85}{1,219} \\
 &= 9,72
 \end{aligned}$$

It could be seen that the coefficient of t- observation = 9,72.

From the computational above, it can be seen that the coefficient of t- observed and t-table to $df=N-1=21-1=20$, with fact that $\alpha=0,05$ was 1,725 in the

coefficient of t-observed (9,72) > t-table (1,725).

Table 4.7. The Statistical Analysis of the Students' Score in Post- Test I And Post-Test II

No.	Initial of Name	post – Test I	Post – Test II	D	D²
1.	NA	70	75	5	25
2.	AR	80	82	2	4
3.	AWS	78	88	10	100
4.	MB	62	65	3	9
5.	CEA	55	70	15	225
6.	DRS	65	73	8	64
7.	DFP	77	83	6	36
8.	EH	82	87	5	25
9.	DF	70	73	3	9
10.	SC	60	72	12	144
11.	JS	66	74	8	64
12.	AJK	66	75	9	81
13.	PAS	81	86	5	25
14.	PR	73	75	2	4
15. d	SAN	75	85	10	100
16.	SQ	77	88	11	121
17.	MHP	65	74	9	81
18.	SW	74	84	10	100
19.	WN	83	88	5	25

20.	YEK	68	73	5	25
21.	MA	88	92	4	16
TOTAL:				$\Sigma D = 147$	$\Sigma D^2 =$ 1283

From the last computation has been found that:

$$\begin{aligned}
 D &= \frac{147}{21} = 7 \\
 T &= \frac{D}{\frac{D^2 - \frac{D^2}{N}}{N(N-1)}} \\
 &= \frac{7}{\frac{1283 - 1.029}{420}} \\
 &= \frac{7}{0,6047} \\
 &= \frac{7}{0,77} \\
 &= 9,09
 \end{aligned}$$

It could be seen that the coefficient of t- observation = 9,09.

From the computation above, it can be seen that the coefficient of t-observed and t-table to $df = N - 1 = 21 - 1 = 20$, with fact that $\alpha = 0,05$ was 1,725 in the coefficient of t-observed (9,09) > t-table (1,725).

Thus, alternative hypothesis (H_0) can be accepted. Based on the finding, the alternative hypothesis (H_0) stating that the use of Paraphrasing Strategy can improve the students' writing English text.

B. Research Finding

The results of the study found that students were improving their ability to write English Text. The data, which showed the students' average progression, proved this.

The result of data analysis showed that the students' score increased from the first test, post-test of cycle I to the post-test of cycle II. It could be seen from the mean of pre-test was 60,28. There were 23,81% (5 students out of 21 students) who passed the Minimum Passing Grade (MPG). In the post test of cycle - I, the mean was 72,14. There were 42,86% (9 students out of 21 students) who passed MPG. In the post test of cycle II, the mean was 79,14. There were 61,90% (13 students out of 21 students) who passed MPG.

C. Discussion

Based on the research finding above, the researcher found that Paraphrasing Strategy had been able to improve students' ability in writing English text through narrative text at X-1 Grade of MA Al – Washliyah Petumbukan.

Based on the result of quantitative data which were obtained from tests in every cycles. It shows that there was score's improvement after giving a treatment in the classroom. The mean of the students' score in the post-test of cycle I was 72,14. Then, the mean of the students' score in the post-test of cycle II was 79,14. It means that there are the number of students' score improved through implementing paraphrasing strategy technique in writing English text through narrative text and the improvement of post-test of cycle II was higher than the post-test of cycle I.

Based on the result of the qualitative data which were obtained from observation sheet, interview and documentation. It was found that the effectiveness of teaching and learning activities in the classroom was improve in every step of cycles. It indicated that the implementation of paraphrasing strategy could help students in figuring out the ideas to describe something in detail through their own senses so that it could make the self-confident of students grown, more enthusiastic and enjoyable in learning English particularly in writing English text.

From the explanation above, there were some data which could be collected and analyzed. The quantitative data which showed the score of students got better from the pre-test to the post-test of cycle II. It can be strengthened by the qualitative data which showed that the students were more enthusiastic in writing English text and the teacher could teach better through applying the technique.

Based on the data which had been collected and analyzed, it can be concluded, the result of this research that the implementation of paraphrasing strategy can improve the students' ability in writing English text at X – A MA Al-Washliyah Petumbukan.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

On the basic of the researcher's outcome and debate, it may be inferred that:

1. Based on the result has done, the application of paraphrasing strategy improved the student's writing ability using techniques and steps in paraphrasing. It can increase students' understanding about the text. This strategy can increase writing abilities with figuring out ideas and also can pulling its' ideas and meanings into their own analysis and argument.
2. The classroom atmosphere when the strategy being applied in language teaching is going very well and enjoy the class. Most of the students were very involved in the use of paraphrasing strategy. In each cycle, there is an increase in student interest in learning such as students not feeling lazy and students feel enjoy in learning process. The students showed the good responses in the learning process via online through whatsapp group, zoom meeting, and google form. This is proved by the result of interview and observation which show the students take part actively activity in class.
3. The students' ability after applied paraphrasing strategy has increased.

This is proven by the result of test in every cycle. There is significance increase in students' mean score which is 60,28 in the pre – cycle increased to 72,14 in the cycle I and increased to 79,14 in the cycle II. The students were also more confident to write on their own word.

Therefore, the hypothesis of this research was accepted because Paraphrasing Strategy could improve the students' ability in writing English text through narrative text at the tenth grade of MA Al – Washliyah Petumbukan. The learning process by using paraphrasing strategy is considered effective in making it easier for students to write English text and meaning the text.

B. Suggestion

The research showed that the implementation of paraphrasing strategy had improved students' ability in writing English text through narrative text at the 1st grade students of MAS Al- Washliyah Petumbukan. Therefore, the researcher gave several suggestions for the English teacher, students and other researchers as follow:

1. For the English teachers.

The use of paraphrasing strategy can help students to figure out ideas in writing English text. so that the students' ability can improve and they will be confident to write English text that engage their own senses in detail.

2. For the students.

They must improve their ability in writing English text. Because writing is one of skills that must be mastered in learning English.

3. For the other researcher.

This research is useful as information in conducting the deep and further research which is related this research.

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APPENDIX I

LESSON PLAN FOR 1st CYCLE

SMA/MA	: MAS Al –Washliyah Petumbukan
Subject	: English
Class/Semester	: Grade X/II
Skill Focus	: Reading and Writing
Material	: Narrative Text
Allocated Time	: 2 x 45 Minutes

A. Standard of Competence

Understanding the meaning of short functional text and simple essay form of a Narrative Text in the daily life context and accessing the knowledge.

B. Basic Competence

1. Responding the meaning of short formal and informal functional text accurately, fluently, and acceptability by using a variety of written language in the daily life context.
2. Responding the meaning and the rhetorical steps in the simple essay accurately, fluently, and acceptability by using a variety of written language in the daily life context and accessing the knowledge form of a Narrative Text.

C. Indicators

1. Understanding the meaning and information of Narrative Text.
2. Identifying the generic structure of Narrative Text.
3. Making paragraphs of Narrative Text.

D. Learning Objectives

By the end of the lesson with paraphrasing strategy, students are able to respond the main topic and information in Narrative Text and making paragraphs of Narrative Text.

E. Learning Materials

Narrative Text is a kind of text, which is telling or describing an activity or events. The basic purposes of the Narrative Text are to entertain or amuse and to get the reader's attention about the story. Besides, the story can be used as an education media, fleet to the author experiences, and to develop the reader's imagination. Narrative deals with problematic events, which lead to a crisis or turning point of some kind.

Kind of Narrative Text as follows: folktales (legend, fables, myth, fairy tales), short stories, fantasy, fiction (science fiction and historical fiction). The generic structures of Narrative Text are:

1. Orientation; in this stage, the readers are introduced to the characters and setting of the story.
2. Complication; in the middle of the story, it presents what is so called complication when the characters find a problem.
3. Resolution; the stage where the main character finds solution from her/his problem. The writer usually gives a moral value and message based on the story.

The language features of Narrative Text are:

1. Focus on specific and usually individualized participants.
2. Use of material process, behavioral, and verbal process.

3. Use of temporal conjunction and temporal circumstance.
4. The text emphasizes on the presence of the time order.
5. The text usually uses simple past tense.
6. It uses chronological order.
7. It uses action verbs
8. It usually found the presence of dialogue

AN UGLY CHICK

Orientation

One day, at the farm there was a hen with her 7 eggs. The one of those eggs was too big for the usual hen's egg. The hen did not understand how she had that egg but she still took care of it.

Complication

At one morning, all of those eggs cracked. There were six cute yellow chicks and one big black and ugly chick. The mother did not understand why one of his chicks was too big and black and ugly. That ugly chick also grew too fast than the other six chicks. All chicken at that farm laughed at that ugly chick and every day they mocked him. That ugly chick was so sad. He felt different and ugly and he was so shy of his appearance.

One day, the ugly chick decided to run away from the farm. He asked the other bird about his kind but there was no bird knew about him. He was more and more sad and lonely. He walked slowly near the river to get food. He saw his appearance at the river and it was true that he was so ugly and different from the other chicks. When the ugly chick went alone, a man come and caught him. The man took it home and kept it in a stall. Every day that man gave some food and

water for that ugly chick. He was saved actually but he felt alone inside that stall. He can see the other chicken outside the stall. He did not understand why that man did not release him outside the stall. The chick grew bigger and he did not know how long he had been in the stall so far. He did not know yet how he looked like after he grew bigger.

What he knew was that all chickens on that farm were afraid of him. That made him became more and more sad and felt ugly.

Resolution

One day, the man released him outside that stall because its stall was not enough for his size. He can feel a little bit happier because finally he could walk around. He saw a big and beautiful bird came close to him. That bird was as big as him and has so very beautiful feather. He was afraid and the he run away. Near the pool at that farm, finally he can see his appearance. He was the same with the big bird he had seen before. Then he understood that he was not a chicken but a bird. Then he came to that bird and asked about his kind. He told all of his sad stories to that bird. Finally, he knew that he was a peacock and he was happy because he was not alone and ugly anymore. He was a beautiful peacock with his new family.

F. Teaching Method

Contextual teaching and learning.

G. Learning Activities

Learning Steps	Activities	Time
Opening Activity	<ul style="list-style-type: none"> • The teacher greets the students. • Praying before starting the class that lead 	10 minutes

	<p>by the chairman.</p> <ul style="list-style-type: none"> • Checking the attendance list of students. • Reviewing the last material. • Explaining the objectives of learning. 	
Implementation	<ul style="list-style-type: none"> • The teacher giving the material about the narrative text. • The teacher explains about paraphrasing strategy and the steps in paraphrasing. • The teacher gives the examples of narrative text that will be paraphrased and students pay attention • The teacher instructs students to paraphrase the narrative text according to the paraphrasing steps that have been explained. • The teacher gives the feedback to students by gives another narrative text and instructs the students to paraphrase the text in front of the class using the paraphrasing technique previously described. • The teacher guides the students who come 	70 minutes

	<p>forward and other students pay attention.</p> <ul style="list-style-type: none"> • Teachers gives the opportunities for students to ask questions and respond about the material. 	
Evaluation	<ul style="list-style-type: none"> • Sum up the material given to the students. • Closing the class by motivating the students. • Praying before leaving the class 	10 minutes

H. Instrument

Read the text below and paraphrase the text below!

TRUE FRIENDS

Once upon a time, there were two close friends who were walking through the forest together. They knew that anything dangerous can happen any time in the forest. So, they promised each other that they would always be together in any case of danger.

Suddenly, they saw a large bear getting closer toward them. One of them climbed a nearby tree at once. But unfortunately, the other one did not know how to climb up the tree. So being led by his common sense, he lay down on the ground breathless and pretended to be a dead man.

The bear came near the one who was lying on the ground. It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, the friend on the tree came down and asked his friend that was on the ground, "Friend, what did the bear whisper into your ears?" The other friend replied, "Just now the bear advised me not to believe a false friend."

I. Assessment

Categories	Score	Criteria
Content	30 – 27	Excellent to very good: Knowledgeable; substantive; thorough; development to thesis; relevant to assigned topic.
	26 – 22	Good to average: Some knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic, but lacks detail.
	21 – 17	Fair to poor: Limited knowledge of subject; little substance; inadequate development of topic.
	16 – 13	Very poor: Does not show knowledge of subject; non substantive; not pertinent.



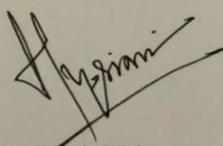
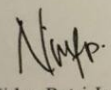
Organization	20 – 18	Excellent to very good: fluent expression; ideas clearly stated/ supported; succinct; well- organized; logical sequencing; cohesive.
	17 – 14	Good to average: Somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing.
	13 – 10	Fair to poor: Non-fluent; ideas confused or disconnect; lacks logical sequencing and development.
	9 – 7	Very poor: Does not communicate; no organization.
Vocabulary	20 – 18	Excellent to very good: Sophisticated range; effective word/ idiom choice and usage; word from mastery; appropriate register.
	17 – 14	Good to average: Adequate range; occasional errors of

		word/ idiom form; choice; usage but meaning not obscured.
	13 – 10	Fair to poor: Limited range; frequent errors of word/ idiom form, choice, usage; meaning confused or obscured.
	9 – 7	Very poor: Essentially translation; little knowledge of English vocabulary, idioms, word form.
Language use / grammar	25 – 22	Excellent to very good: Effective complex construction; few errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions.
	21 – 18	Good to average: Effective but simple constructions; minor problems in complex constructions; several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured.

	17 – 11	Fair to poor: Major problems in simple/complex constructions; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, preposition and fragments, run-ons, deletions; meaning confused or obscured.
	10 – 5	Very poor: Virtually no mastery of sentence construction rules; dominated by errors; does not communicate.
Mechanics	5	Excellent to very good: Demonstrates mastery of conventions; few errors of spelling, punctuation.
	4	Good to average: Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
	3	Fair to poor: Frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning confused.
	2	Very poor:

		No mastery of conventions; dominated by errors of spelling, punctuation, capitalization, etc. paragraphing; handwriting illegible.
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Known by:

Principal	English Teacher	Researcher
  P. Ahmadi, M.Pd	 Supriani, S.Pd	 Nidya Putri Jamillah P.

APPENDIX II

LESSON PLAN FOR 2nd CYCLE

SMA/MA	: MAS Al –Washliyah Petumbukan
Subject	: English
Class/Semester	: Grade X/II
Skill Focus	: Reading and Writing
Material	: Narrative Text
Allocated Time	: 2 x 45 Minutes

A. Standard of Competence

Understanding the meaning of short functional text and simple essay form of a Narrative Text in the daily life context and accessing the knowledge.

B. Basic Competence

1. Responding the meaning of short formal and informal functional text accurately, fluently, and acceptability by using a variety of written language in the daily life context.
2. Responding the meaning and the rhetorical steps in the simple essay accurately, fluently, and acceptability by using a variety of written language in the daily life context and accessing the knowledge form of a Narrative Text.

C. Indicators

1. Understanding the meaning and information of Narrative Text.
2. Identifying the generic structure of Narrative Text.
3. Making paragraphs of Narrative Text.

D. Learning Objective

By the end of the lesson with paraphrasing strategy, students are able to respond the main topic and information in Narrative Text and making paragraphs of Narrative Text.

E. Learning Materials

Narrative Text is a kind of text, which is telling or describing an activity or events. The basic purposes of the Narrative Text are to entertain or amuse and to get the reader's attention about the story. Besides, the story can be used as an education media, fleet to the author experiences, and to develop the reader's imagination. Narrative deals with problematic events, which lead to a crisis or turning point of some kind.

Kind of Narrative Text as follows: folktales (legend, fables, myth, fairy tales), short stories, fantasy, fiction (science fiction and historical fiction). The generic structures of Narrative Text are:

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2. Complication; in the middle of the story, it presents what is so called complication when the characters find a problem.
3. Resolution; the stage where the main character finds solution from her/his problem. The writer usually gives a moral value and message based on the story.

The language features of Narrative Text are:

1. Focus on specific and usually individualized participants.
2. Use of material process, behavioral, and verbal process.

3. Use of temporal conjunction and temporal circumstance.
4. The text emphasizes on the presence of the time order.
5. The text usually uses simple past tense.
6. It uses chronological order.
7. It uses action verbs
8. It usually found the presence of dialogue

THE ANT AND THE DOVE

One hot day, an ant was seeking for some water. After walking around for a moment, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell unintentionally into the water.

She could have sunk if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly put off a leaf from a tree and dropped it immediately into the water near the struggling ant. Then the ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground. Not long after at that, there was a hunter nearby who was throwing out his net towards the dove, hoping to trap it in this way.

Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and the dove flew away quickly from this net.

F. Teaching Method

Contextual Teaching and Learning

G. Learning Activities

Learning Steps	Activities	Time
Opening Activity	<ul style="list-style-type: none"> • The teacher greets the students. • Praying before starting the class that lead by the chairman. • Checking the attendance list of students. • Reviewing the last material. • Explaining the objectives of learning. 	10 minutes
Implementation	<ul style="list-style-type: none"> • The teacher gives a brief description of the paraphrase strategy with the steps. • Students and teachers ask questions about what students still do not understand. • The teacher gives the narrative text. • The teacher placed the students into a partnership (student A and B). • The teacher gives the text to each student. • The students sit with their partner in chair. • The students needed to prepare a piece of paper to write their paraphrasing. • The teacher asked the students to read text and start to paraphrase. • After paraphrasing, the student asked to exchange their result of writing with their 	70 minutes

	partner. <ul style="list-style-type: none"> • Student A and B compared their result and understood the differences between their writing. • Each partner read their writing to the other students in the class. • The teacher engaged the whole class into a group discussion about the piece of text. 	
Evaluation	<ul style="list-style-type: none"> • Sum up the material given to the students. • Closing the class by motivating the students. • Praying before leaving the class 	10 minutes

H. Instrument

PHINOCCIO

In the past, there was a puppeteer whose name is Geppetto. He eager to have a son very much but his wife passed away several years ago. One day, he got an idea to make a puppet in order not to be lonely again. He made a puppet all day long. Finally, in the morning he had finished his work and he named the puppet Pinocchio. Soon he felt lonely again since Pinocchio couldn't walk or talk by itself. One night, Geppetto prayed to the God to become a real boy. He always thought it on his mind in his dream.

In the next morning, he was surprised that Pinocchio was alive. He taught Pinocchio how to walk, how to read, how to speak and to do other things as

human. He then studied at an elementary school. One day, Pinocchio felt bored and it made him go home late. When Pinocchio finally came home, Geppetto asked him. He said that he was on school but he wasn't. Instantly, Pinocchio's nose grew longer and longer and it meant that Pinocchio has lied.

The next morning, Pinocchio was kidnaped by the owner of circus. Pinocchio soon became a slave for the circus. He was so famous because he was a puppet which can talk. Geppetto worried about him because Pinocchio had not been going home for almost two days. He tried to find Pinocchio everywhere but he found nothing. When he searched him on the sea, big wave smashed him. He was then in whale's stomach when he awoke. He couldn't find the way to go out.

In the other side, Pinocchio finally could escape out from the circus. He came home but nobody was there. Letter on, he searched Geppetto in the sea. He got the same accident like Geppetto and he met Geppetto in whale's stomach. Both of them got out from its stomach by making a fire. In the end of the story, they went home together and lived happily ever after.

J. Assessment

Categories	Score	Criteria
Content	30 – 27	Excellent to very good: Knowledgeable; substantive; thorough; development to thesis; relevant to assigned topic.



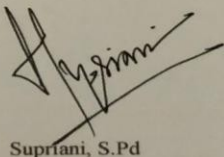
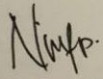
	26 – 22	Good to average: Some knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic, but lacks detail.
	21 – 17	Fair to poor: Limited knowledge of subject; little substance; inadequate development of topic.
	16 – 13	Very poor: Does not show knowledge of subject; non substantive; not pertinent.
Organization	20 – 18	Excellent to very good: fluent expression; ideas clearly stated/ supported; succinct; well- organized; logical sequencing; cohesive.

	17 – 14	Good to average: Somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing.
	13 – 10	Fair to poor: Non-fluent; ideas confused or disconnect; lacks logical sequencing and development.
	9 – 7	Very poor: Does not communicate; no organization.
Vocabulary	20 – 18	Excellent to very good: Sophisticated range; effective word/ idiom choice and usage; word form mastery; appropriate register.
	17 – 14	Good to average: Adequate range; occasional errors of word/ idiom form; choice; usage but meaning not obscured.
	13 – 10	Fair to poor: Limited range; frequent errors of word/ idiom form, choice, usage; meaning

Language use / grammar		confused or obscured.
	9 – 7	Very poor: Essentially translation; little knowledge of English vocabulary, idioms, word form.
	25 – 22	Excellent to very good: Effective complex construction; few errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions.
	21 – 18	Good to average: Effective but simple constructions; minor problems in complex constructions; several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured.
	17 – 11	Fair to poor: Major problems in simple/complex constructions; frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, preposition

		and fragments, run-ons, deletions; meaning confused or obscured.
	10 – 5	Very poor: Virtually no mastery of sentence construction rules; dominated by errors; does not communicate.
Mechanics	5	Excellent to very good: Demonstrates mastery of conventions; few errors of spelling, punctuation.
	4	Good to average: Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
	3	Fair to poor: Frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning confused.
	2	Very poor: No mastery of conventions; dominated by errors of spelling, punctuation, capitalization, etc. paragraphing; handwriting illegible.

Known by:

Principal	English Teacher	Researcher
  P. Ahmadi, M.Pd	 Supriani, S.Pd	 Nidya Putri Jamillah P.

APPENDIX III**THE INSTRUMENT OF PRE – TEST**

Rewrite the narrative text below with your own sentences!

SURA AND BAYA

Once upon a time, there are two animals, Sura and Baya. Sura is the name of a shark and Baya is a crocodile. They live in the ocean. Somewhere Sura and Baya are looking for food. Suddenly, Baya saw a goat. "Yummy, this is eating my lunch," Baya said. "No way! This is my lunch. You are greedy," said Sura. Then they struggled to get a goat. After a few hours, they struggled. Feeling tired of fighting, they live in different places. Sura lives in water and Baya lives on the ground. The border is a sandy beach, so they will never fight again. One day, Sura went to the land and looked for food on the river. He was very satisfied and not much food at sea. Baya is very angry to compile know they fight again. They both beat each other. Sura bit Baya's tail. Baya does the same with Sura. He bit so hard that Sura finally gave up and returned to the sea. Baya is happy.

APPENDIX IV

THE INSTRUMENT OF POST – TEST

Rewrite the narrative text below with your own sentences!

PHINOCCHIO

In the past, there was a puppeteer whose name is Geppetto. He eager to have a son very much but his wife passed away several years ago. One day, he got an idea to make a puppet in order not to be lonely again. He made a puppet all day long. Finally, in the morning he had finished his work and he named the puppet Pinocchio. Soon he felt lonely again since Pinocchio couldn't walk or talk by itself. One night, Geppetto prayed to the God to become a real boy. He always thought it on his mind in his dream.

In the next morning, he was surprised that Pinocchio was alive. He taught Pinocchio how to walk, how to read, how to speak and to do other things as human. He then studied at an elementary school. One day, Pinocchio felt bored and it made him go home late. When Pinocchio finally came home, Geppetto asked him. He said that he was on school but he wasn't. Instantly, Pinocchio's nose grew longer and longer and it meant that Pinocchio has lied.

The next morning, Pinocchio was kidnaped by the owner of circus. Pinocchio soon became a slave for the circus. He was so famous because he was a puppet which can talk. Geppetto worried about him because Pinocchio had not been going home for almost two days. He tried to find Pinocchio everywhere but he found nothing. When he searched him on the sea, big wave smashed him. He was then in whale's stomach when he awoke. He couldn't find the way to go out.

In the other side, Pinocchio finally could escape out from the circus. He came

home but nobody was there. Later on, he searched Geppetto in the sea. He got the same accident like Geppetto and he met Geppetto in whale's stomach. Both of them got out from its stomach by making a fire. In the end of the story, they went home together and lived happily ever after.

APPENDIX V

THE STUDENTS' SCORE BEFORE TREATMENT (PRE – TEST)

No.	Initial of Name	Score	
		Pre – Test	Criteria of Success ≥ 75
1.	NA	59	Unsuccess
2.	AR	78	Success
3.	AWS	62	Unsuccess
4.	MB	51	Unsuccess
5.	CEA	48	Unsuccess
6.	DRS	52	Unsuccess
7.	DFP	55	Unsuccess
8.	EH	75	Success
9.	DF	52	Unsuccess
10.	SC	49	Unsuccess
11.	JS	46	Unsuccess
12.	AJK	57	Unsuccess
13.	PAS	76	Success
14.	PR	62	Unsuccess
15.	SAN	66	Unsuccess
16.	SQ	60	Unsuccess
17.	MHP	58	Unsuccess
18.	SW	52	Unsuccess

19.	WN	77	Success
20.	YEK	56	Unsuccess
21.	MA	75	Success
TOTAL:		= 1266 M = 60,28	

APPENDIX VI

THE STUDENTS' SCORE IN POST – TEST I

No.	Initial of Name	Score	
		Post – Test I	Criteria of Success ≥ 75
1.	NA	70	Unsuccess
2.	AR	80	Success
3.	AWS	78	Success
4.	MB	62	Unsuccess
5.	CEA	55	Unsuccess
6.	DRS	65	Unsuccess
7.	DFP	77	Success
8.	EH	82	Success
9.	DF	70	Unsuccess
10.	SC	60	Unsuccess
11.	JS	66	Unsuccess
12.	AJK	66	Unsuccess
13.	PAS	81	Success
14.	PR	73	Unsuccess
15.	SAN	75	Success
16.	SQ	77	Success
17.	MHP	65	Unsuccess
18.	SW	74	Unsuccess

19.	WN	83	Success
20.	YEK	68	Unsuccess
21.	MA	88	Success
TOTAL:		= 1515 M = 72,14	

APPENDIX VII

THE STUDENTS' SCORE IN POST – TEST II

No.	Initial of Name	Score	
		Post – Test II	Criteria of Success ≥ 75
1.	NA	75	Success
2.	AR	82	Success
3.	AWS	88	Success
4.	MB	65	Unsuccess
5.	CEA	70	Unsuccess
6.	DRS	73	Unsuccess
7.	DFP	83	Success
8.	EH	87	Success
9.	DF	73	Unsuccess
10.	SC	72	Unsuccess
11.	JS	74	Unsuccess
12.	AJK	75	Success
13.	PAS	86	Success
14.	PR	75	Success
15.	SAN	85	Success
16.	SQ	88	Success
17.	MHP	74	Unsuccess
18.	SW	84	Success

19.	WN	88	Success
20.	YEK	73	Unsuccess
21.	MA	92	Success
TOTAL:		= 1662 M = 79,14	

APPENDIX VIII**THE STUDENTS' SCORE IN PRE – TEST, POST – TEST I, POST TEST****II**

No.	Initial of Name	Scores		
		Pre – Test	Post – Test I	Post – Test II
1.	NA	59	70	75
2.	AR	78	80	82
3.	AWS	62	78	88
4.	MB	51	62	65
5.	CEA	48	55	70
6.	DRS	52	65	73
7.	DFP	55	77	83
8.	EH	75	82	87
9.	DF	52	70	73
10.	SC	49	60	72
11.	JS	46	66	74
12.	AJK	57	66	75
13.	PAS	76	81	86
14.	PR	62	73	75
15.	SAN	66	75	85
16.	SQ	60	77	88
17.	MHP	58	65	74
18.	SW	52	74	84

19.	WN	77	83	88
20.	YEK	56	68	73
21.	MA	75	88	92
TOTAL:		$\Sigma X = 1266$ M = 60,28	$\Sigma X = 1515$ M = 72,14	$\Sigma X = 1662$ M = 79,14

APPENDIX IX

DISTRIBUSI NILAI t_{tabel}

d.f	$t_{0.10}$	$t_{0.05}$	$t_{0.025}$	$t_{0.01}$	$t_{0.005}$
1	3.078	6.314	12.71	31.82	63.66
2	1.886	2.920	4.303	6.965	9.925
3	1.638	2.353	3.182	4.541	5.841
4	1.533	2.132	2.776	3.747	4.604
5	1.476	2.015	2.571	3.365	4.032
6	1.440	1.943	2.447	3.143	3.707
7	1.415	1.895	2.365	2.998	3.499
8	1.397	1.860	2.306	2.896	3.355
9	1.383	1.833	2.262	2.821	3.250
10	1.372	1.812	2.228	2.764	3.169
11	1.363	1.796	2.201	2.718	3.106
12	1.356	1.782	2.179	2.681	3.055
13	1.350	1.771	2.160	2.650	3.012
14	1.345	1.761	2.145	2.624	2.977
15	1.341	1.753	2.131	2.602	2.947
16	1.337	1.746	2.120	2.583	2.921
17	1.333	1.740	2.110	2.567	2.898
18	1.330	1.734	2.101	2.552	2.878
19	1.328	1.729	2.093	2.539	2.861
20	1.325	1.725	2.086	2.528	2.845
21	1.323	1.721	2.080	2.518	2.831
22	1.321	1.717	2.074	2.508	2.819
23	1.319	1.714	2.069	2.500	2.807
24	1.318	1.711	2.064	2.492	2.797
25	1.316	1.708	2.060	2.485	2.787
26	1.315	1.706	2.056	2.479	2.779
27	1.314	1.703	2.052	2.473	2.771
28	1.313	1.701	2.048	2.467	2.763
29	1.311	1.699	2.045	2.462	2.756
30	1.310	1.697	2.042	2.457	2.750
31	1.309	1.696	2.040	2.453	2.744
32	1.309	1.694	2.037	2.449	2.738
33	1.308	1.692	2.035	2.445	2.733
34	1.307	1.691	2.032	2.441	2.728
35	1.306	1.690	2.030	2.438	2.724
36	1.306	1.688	2.028	2.434	2.719
37	1.305	1.687	2.026	2.431	2.715
38	1.304	1.686	2.024	2.429	2.712
39	1.304	1.685	2.023	2.426	2.708
40	1.303	1.684	2.021	2.423	2.704
41	1.303	1.683	2.020	2.421	2.701
42	1.302	1.682	2.018	2.418	2.698
43	1.302	1.681	2.017	2.416	2.695
44	1.301	1.680	2.015	2.414	2.692
45	1.301	1.679	2.014	2.412	2.690
...
61	1.296	1.671	2.000	2.390	2.659
62	1.296	1.671	1.999	2.389	2.659
63	1.296	1.670	1.999	2.389	2.658
64	1.296	1.670	1.999	2.388	2.657
65	1.296	1.670	1.998	2.388	2.657
66	1.295	1.670	1.998	2.387	2.656
67	1.295	1.670	1.998	2.387	2.655
68	1.295	1.670	1.997	2.386	2.655
69	1.295	1.669	1.997	2.386	2.654
70	1.295	1.669	1.997	2.385	2.653
71	1.295	1.669	1.996	2.385	2.653
72	1.295	1.669	1.996	2.384	2.652
73	1.295	1.669	1.996	2.384	2.651
74	1.295	1.668	1.995	2.383	2.651
75	1.295	1.668	1.995	2.383	2.650
76	1.294	1.668	1.995	2.382	2.649
77	1.294	1.668	1.994	2.382	2.649
78	1.294	1.668	1.994	2.381	2.648
79	1.294	1.668	1.994	2.381	2.647
80	1.294	1.667	1.993	2.380	2.647
81	1.294	1.667	1.993	2.380	2.646
82	1.294	1.667	1.993	2.379	2.645
83	1.294	1.667	1.992	2.379	2.645
84	1.294	1.667	1.992	2.378	2.644
85	1.294	1.666	1.992	2.378	2.643
86	1.293	1.666	1.991	2.377	2.643
87	1.293	1.666	1.991	2.377	2.642
88	1.293	1.666	1.991	2.376	2.641
89	1.293	1.666	1.990	2.376	2.641
90	1.293	1.666	1.990	2.375	2.640
91	1.293	1.665	1.990	2.374	2.639
92	1.293	1.665	1.989	2.374	2.639
93	1.293	1.665	1.989	2.373	2.638
94	1.293	1.665	1.989	2.373	2.637
95	1.293	1.665	1.988	2.372	2.637
96	1.292	1.664	1.988	2.372	2.636
97	1.292	1.664	1.988	2.371	2.635
98	1.292	1.664	1.987	2.371	2.635
99	1.292	1.664	1.987	2.370	2.634
100	1.292	1.664	1.987	2.370	2.633
101	1.292	1.663	1.986	2.369	2.633
102	1.292	1.663	1.986	2.369	2.632
103	1.292	1.663	1.986	2.368	2.631
104	1.292	1.663	1.985	2.368	2.631
105	1.292	1.663	1.985	2.367	2.630
...

APPENDIX X**OBSERVATION SHEET I****The Observation Sheet of Students' and Teacher's Activity in Cycle I**

Read the following sentences accurately. Put check (✓) whether the activity was done and put cross (X) whether the activity was not done by the teacher or students.

NO.	ACTIVITIES	YES	NO
The Teacher			
1.	The teacher comes on time in whatsapp group		✓
2.	The teacher greets the students and check the attendance list by whatsapp group	✓	
3.	The teacher motivates the students via voice note		✓
4.	The teacher prepared the teaching material to the students	✓	
5.	The teacher explains about narrative text, its generic structure and example	✓	
6.	The teacher gives the chance to the students to ask about narrative text	✓	
7.	The teacher responds to the students' question	✓	

8.	The teacher gives a narrative text to the students	✓	
9.	The teacher asks the students to rewrite a narrative text by considering the text		✓
10.	The teacher concludes the material	✓	
The Student			
1.	The students come on time to the class via whatsapp group		✓
2.	The students respond to the teacher's greeting and listen the motivation	✓	
3.	The students pay attention to the teacher's explanation	✓	
4.	The students participate actively in the classroom via whatsapp group	✓	
5.	The students reply quickly to the teacher's chat		✓
6.	The students discuss the material given in room chat	✓	
7.	The students do the teacher's instruction	✓	
8.	The students rewrite a narrative text with their words	✓	

9.	The students asked the teacher about something that is not clear via whatsapp group		✓
10.	The students interest and feel enthusiastic during the teaching learning process	✓	

APPENDIX XI**OBSERVATION SHEET II****The Observation Sheet of Students' and Teacher's Activity in Cycle 2**

Read the following sentences accurately. Put check (✓) whether the activity was done and put cross (X) whether the activity was not done by the teacher or students.

NO.	ACTIVITIES	YES	NO
The Teacher			
1.	The teacher comes on time in whatsapp group	✓	
2.	The teacher greets the students and check the attendance list by whatsapp group	✓	
3.	The teacher motivates the students via voice note	✓	
4.	The teacher prepared the teaching material to the students	✓	
5.	The teacher explains about narrative text, its generic structure and example	✓	
6.	The teacher gives the chance to the students to ask about narrative text	✓	
7.	The teacher responds to the students' question	✓	

8.	The teacher gives a narrative text to the students	✓	
9.	The teacher asks the students to rewrite a narrative text by considering the text	✓	
10.	The teacher concludes the material	✓	
The Student			
1.	The students come on time to the class via whatsapp group	✓	
2.	The students respond to the teacher's greeting and listen the motivation	✓	
3.	The students pay attention to the teacher's explanation	✓	
4.	The students participate actively in the classroom via whatsapp group	✓	
5.	The students reply quickly to the teacher's chat	✓	
6.	The students discuss the material given in room chat	✓	
7.	The students do the teacher's instruction	✓	
8.	The students rewrite a narrative text with their words	✓	

9.	The students asked the teacher about something that is not clear via whatsapp group	✓	
10.	The students interest and feel enthusiastic during the teaching learning process	✓	

APPENDIX XII

INTERVIEW SHEET WITH THE TEACHERS (PRE – TEST)

1. Researcher : Assalamu'alaikum, maaf bu bolehkah saya meminta waktu ibu sebentar?

Teacher : Wa'alaikumsalam, boleh nak.

2. Researcher : Begini bu, saya ingin mewawancarai ibu, apa boleh?

Teacher : Boleh nak, silahkan.

3. Researcher : Pada saat belajar Bahasa Inggris, bagaimana kondisi siswa dikelas bu?

Teacher : Ketika belajar Bahasa Inggris, anak-anak banyak yang kurang minat belajar. Jadi, sebagian anak itu kalau belajar bahasa Inggris sering malas-malasan.

4. Researcher : Apa saja kesulitan ibu dalam mengajar khususnya pada writing siswa?

Teacher : Ketika saya mengajar murid murid saya, ada beberapa masalah seperti kurangnya penguasaan kosakata, kurang dalam tata Bahasa, dan agak sulit dalam menuangkan ide.

5. Researcher : Kalau masalah kosakata berarti mereka cenderung tidak menguasai banyak vocabulary ya Bu?

Teacher : Benar nak, karenakan satu kata Bahasa Inggris sering memiliki arti ganda begitu nak, jadi mereka kadang sering kesusahan dalam mengerti arti Bahasa Inggrisnya.

6. Researcher : Bagaimana cara ibu menghadapi masalah ini dikelas?

Teacher : Saya biasanya selalu memberi tugas – tugas mendeskripsikan sesuatu hal/barang menggunakan Bahasa Inggris nak

7. Researcher : Oh dengan diberikan tugas rumah seperti itu ya bu?

Teacher : iya nak, jadi dengan memberikan tugas seperti itu mereka akan sering menulis Bahasa Inggris dan jadi lebih banyak latihannya.

8. Researcher : Apa harapan ibu dalam mengajar Bahasa Inggris khususnya pada writing siswa?

Teacher : Saya berharap murid – murid dapat meningkatkan keterampilan menulis mereka, menambah kosakata, serta memahami struktur teks dalam Bahasa Inggris.

9. Researcher : Ohiyaiya Bu. Hehe pertanyaan terakhir Bu, bagaimana pendapat Ibu tentang rencana penggunaan paraphrasing strategy untuk meningkatkan kemampuan menulis teks Bahasa Inggris Bu?

Teacher : Sangat setuju dan sangat bagus sekali karena itu pengetahuan baru bagi mereka.

10. Researcher : Terima kasih banyak atas waktunya ya bu.

Teacher : Iya sama sama yaa nak.

APPENDIX XIII

INTERVIEW SHEET WITH THE STUDENTS (PRE – TEST)

1. Researcher : Assalamu'alaikum adik – adik, Miss mau tanya tanya sedikit tentang Bahasa Inggris nih.

Students : Wa'alaikumsalam miss, boleh – boleh miss.
2. Researcher : Sejak kapan dan dimana kalian pertama kali belajar Bahasa Inggris?

Student 1 : dari SD kelas 3 kayanya miss.
Student 2 : iyaa sama miss.
Student 3 : iyaa miss.
3. Researcher : Kalian suka tidak sama Bahasa Inggris?

Student 1 : Aku gak terlalu suka sih miss.
Student 2 : Ya lumayan sih miss, tapi kadang susah miss.
Student 3 : Kalo aku kurang suka miss.
4. Researcher : Saat belajar Bahasa Inggris itu pernah tidak mengalami kesulitan? Kira – kira kesulitannya apa saja?

Student 1 : Pernah miss, kalo saya miss sulit menyebutkan kata – kata terus banyak yang gatau artinya juga miss.
Student 2 : Kesulitan saya kalo belajar tentang tenses miss, banyak banget rumus rumusnya miss.
Student 3 : Pernah banget miss, apalagi kalo disuruh Menyusun kalimat Bahasa Inggris yang artinya banyak gatau miss.

5. Researcher : Kalau Writing menurut kalian gimana gampang atau susah?

Student 1 : Susah miss, apalagi kalau mau menulis kan harus tau Bahasa Inggrisnya, sedangkan saya kurang dalam kosakata Bahasa Inggris miss.

Student 2 : Menulis teks Bahasa Inggris itu agak sulit miss, kadang gak tau apa yang mau ditulis, sulit nuangkan idenya dan harus banyak vocabulary juga.

Student 3 : Susah miss, soalnya takut salah grammar dan penyusunan kalimatnya miss.

6. Researcher : Bagaimana cara kalian jika mengalami kesulitan dalam menulis teks Bahasa Inggris?

Student 1 : Kalo saya miss pastinya pakai google translate untuk menerjemahkan tulisannya miss.

Student 2 : Iyaa miss, kadang juga kami diskusi bersama teman miss.

Student 3 : Iyaa miss, saya juga menggunakan google translate.

7. Researcher : Terus kalian itu sering tidak melakukan aktivitas menulis menggunakan Bahasa Inggris?

Student 1 : Engga sih miss, nulisnya disekolah aja kalau ada tugas.

Student 2 : Kadang sih miss, buat status di Instagram pakai Bahasa Inggris tapi dari google translate miss.

Student 3 : Engga miss, kayak yang saya bilang tadi, karena takut salah jadi malas nulisnya miss.

8. Researcher : Dalam meningkatkan kemampuan menulis kalian, hal apa yang sering kalian lakukan?
- Student 1 : Biasanya saya kalo lagi dengerin lagu Bahasa Inggris, suka nulis lirik – liriknya miss.
- Student 2 : Kalo saya miss suka baca, trus iseng – iseng tulisin ulang teksnya.
- Student 3 : Saya suka coret – coret dikertas miss, nyoba nulis Bahasa Inggris pakai kamus miss.
9. Researcher : Nah sekarang kalau misal kalian disuruh nulis pakai Bahasa Inggris percaya diri tidak adik – adik semua?
- Student 1 : Pedes aja sih miss, tapi kalo salah gapapa ya?
- Student 2 : Insha Allah pede miss.
- Student 3 : Takut salah miss.
10. Researcher : Terima kasih atas jawaban – jawaban kalian.
- Students : sama – sama miss cantik.

APPENDIX XIV

INTERVIEW SHEET WITH THE TEACHER (POST – TEST)

1. Researcher : Assalamu'alaikum bu, izin mewawancarai Ibu lagi, boleh?

Teacher : Boleh nak, silahkan.

2. Researcher : Bagaimana pendapat Ibu tentang kemampuan writing siswa setelah dilakukan strategy paraphrasing ini bu?

Teacher : Menurut Ibu, dengan hasil pencapaian yang mereka dapat sudah menunjukkan peningkatan dalam kemampuan menulis mereka. Apalagi dengan sikap mereka yang antusias dalam membalas chat kamu, mungkin karena gurunya cantik yaa.

3. Researcher : Apakah paraphrasing strategy ini efektif dilakukan dalam pembelajaran Bahasa Inggris bu?

Teacher : Cukup efektif menurut saya, dengan menggunakan teknik ini dapat mengembangkan ide siswa dalam menulis teks Bahasa Inggris.

4. Researcher : Bagaimana dengan penyampaian materi yang saya lakukan bu?

Teacher : Cukup jelas nak, apalagi dengan media rekaman serta power point yang kamu kirimkan, juga teks terlampir yang cukup jelas.

5. Researcher : ohiya bu, terima kasih banyak atas waktunya ya bu.

Teacher : iyaa sama sama ya nak.

APPENDIX XV

INTERVIEW SHEET WITH THE STUDENTS (POST – TEST)

1. Researcher : hai adik – adik, ada beberapa pertanyaan yang ingin miss tanyakan nih, boleh?

Students : boleh banget miss.

2. Researcher : Adik – adik, gimana pendapat kalian tentang kegiatan pembelajaran yang telah miss lakukan?

Student 1 : Gampang paham miss.

Student 2 : Mudah dipahami karena miss menerangkan dengan sabar kepada kami.

Student 3 : Cukup jelas miss menerangkan.

3. Researcher : Kalau penggunaan Paraphrasing Strategy-nya menurut kalian gimana, membantu kalian dalam menulis Bahasa Inggris tidak?

Student 1 : Membantu miss.

Student 2 : Membantu banget miss, karena ada teknik – tekniknya miss.

Student 3 : Iyaa sama miss.

4. Researcher : Bagaimana kesan kalian dalam menulis teks Bahasa Inggris setelah belajar Paraphrasing Strategy?

Student 1 : Menurut saya, dengan menggunakan teknik – teknik serta step – step Paraphrasing Strategy agak lebih mudah dalam menulis miss.

Student 2 : Sangat mudah serta menyenangkan juga miss.

Student 3 : Pertama kali nulis agak susah miss, tapi setelah menerapkan teknik paraphrasing strategy lumayan mudah miss.

5. Researcher : Lalu kesulitan apa yang masih ditemui dalam penulisan teks Bahasa Inggris dek?

Student 1 : Yang paling utama, tentang vocabularynya miss.

Student 2 : Tensesnya miss.

Student 3 : Kalo saya miss, struktur dalam penulisan teks Bahasa Inggrisnya miss.

6. Researcher : ohiya dek, makasi banyak yaaa.

Students : iyaa sama sama miss cantik.

APPENDIX XVI

DIARY NOTES

Monday, 26 July 2021

The researcher went to school and entered the classroom in X-A MA AL-Washliyah Petumbukan for the first meeting. The researcher was only responsible for the students' orientation and self-introduction. There are 21 students in the class. The researcher informed the students that she would be their teacher for some meetings in their class, and that she would still be guided by the English teacher. At this meeting, the researcher also explains a little bit of material and gives instructions on what they should do at the next meeting.

Wednesday, 28 July 2021

Because the Galang area is in PPKM level 3, the second meeting was held via whatsapp group, Zoom meeting and google form. The researcher gave a link that contains a pre-test, as she had explained at the previous meeting. It was done to assess students' abilities before applying the paraphrasing strategy.

Monday, 02 August 2021

The day the researcher collected the students' works in pre – test. After the researcher collected the student's works in the last meeting, the researcher found the students still have the low ability in writing. In this meeting, the researcher describes about narrative text via Zoom meeting after the researcher gave an inspiration for the students via Whatsapp group. And then, the researcher explained the techniques and steps of using paraphrasing strategy via Zoom meeting and shared powerpoint. The researcher discusses and practices the students writing more by using techniques of paraphrasing strategy through the

example of narrative text.

Wednesday, 04 August 2021

This was the fourth session. Because the students might forget, the researcher is continuing the learning process of instruction. After the completion of the explanations, the researcher administered another test to the students as a post-test via link google form.

Monday, 09 August 2021

The fifth meeting had done. The researcher discovered an increase in student achievement after collecting the students' work in post-test 1. They have begun to expand their vocabulary and can compose sentences using the techniques and steps of the paraphrasing strategy. The researcher administered the post-test 2 to improve the students' writing abilities. Furthermore, some participants did well on post-test 1. It appears from the increase in mean score from pre-test to post-test 1. The researcher shared a video that explains the paraphrasing strategy. The students consistently provided positive responses during the learning process.

Wednesday, 11 August 2021

In the last meeting, the researcher gave the post – test II. The researcher gave the post – test II via link google form. The students are very enthusiastic and curious. It could be seen from the score that in each test the students were enriched. The researcher interviewed several students after teaching the learning process about how the thinking and its response to their abilities to writing English by using example of narrative text through paraphrasing strategy.

APPENDIX XVII

LETTERS

1. Research Permission



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA
MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Williem Iskandar Pasar V Medan Estate 20371
Telp. (061) 6615683-6622925 Fax. 6615683

Nomor : B-12457/ITK/ITK.V.3/PP.00.9/07/2021
Lampiran : -
Hal : Izin Riset

06 Juli 2021

Yth. Bapak/Ibu Kepala MAS Al- Washliyah Petumbukan

Assalamulaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama : Nidya Putri Jamillah Perangin Angin
NIM : 0304172064
Tempat/Tanggal Lahir : Sungai Buaya, 08 September 1999
Program Studi : Tadris Bahasa Inggris
Semester : VIII (Delapan)
Alamat : Jln. Besar Petumbukan desa Tanah Merah Kecamatan Galang

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di Jalan Petumbukan, Kecamatan Galang, Kabupaten Deli Serdang, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi (Karya Ilmiah) yang berjudul:

***THE APPLICATION OF PARAPHRASING STRATEGY TO
IMPROVE THE STUDENTS' WRITING ABILITY AT MAS
AL - WASHLIYAH PETUMBUKAN***

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.


Medan, 06 Juli 2021
a.n. DEKAN
Ketua Program Studi Pendidikan Bahasa
Inggris



Digitally Signed

Yani Lubis, M.Hum
NIP. 197006062000031006

2. Research Response



Perguruan Al Washliyah
Petumbukan Pos Galang
Deli Serdang

MTs Status : Disamakan No. Piagam : MTs. 306/BAP-SM/PROV SU/LL/XI/2013
 MA Status : Diakui No. Piagam : MA.002849/5 Oktober 2015
 BADAN AKREDITASI NASIONAL SEKOLAH/MADRASAH (BAN-S/M)
 Sekretariat : Jl. Besar Petumbukan No. 46
 email: maawpetumbukan@gmail.com

Nomor : 301/MA-AW/PTK/VII/2021
 Lampiran : -
 Prihal : Jawaban Permohonan Izin Pra Riset

16-Juli -2021

Kepada
 Yth. Bapak / Ibu Dekan Fakultas Ilmu Tarbiyah Dan Keguruan
 UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN.
 Jl.Williem Iskandar Pasar V Medan Estate 20371

Di-
 Tempat.

Bismillahirrahmanirrahim.
Assalamu'alaikum Warahmatullahi Wabarakatuh

Sehubungan dengan surat yang kami terima dari UNIVERSITAS ISLAM SUMATERA UTARA MEDAN dengan nomor :B-12457/ITK/ITK.V.3/PP.00.9/07/2021 perihal Permohonan Izin Pra Riset mahasiswa :

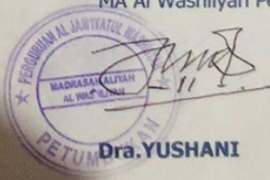
Nama : Nidya Putri Jamillah Perangin-Angin.
 NIM : 0304172064
 Tempat/ Tanggal Lahir : Sungai Buaya, 08 September 1999
 Program Studi : Tadris Bahasa Inggris
 Semester : VIII (Delapan)
 Alamat : Jl.Besar Petumbukan Desa Tanah Merah Kecamatan Galang.

Judul Skripsi : **"THE APPLICATION OF PARAPHRASING STRATEGY TO IMPROVE THE STUDENTS' WRITING ABILITY AT MAS AL WASHLIYAH PETUMBUKAN"**

Dengan ini kami Dari MA Al Washliyah Petumbukan mengizinkan mahasiswa tersebut di atas untuk melakukan pra riset di lembaga kami.
 Demikianlah surat balasan ini kami buat semoga dapat di gunakan sebagaimana mestinya.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Kepala Madrasah
 MA Al Washliyah Petumbukan

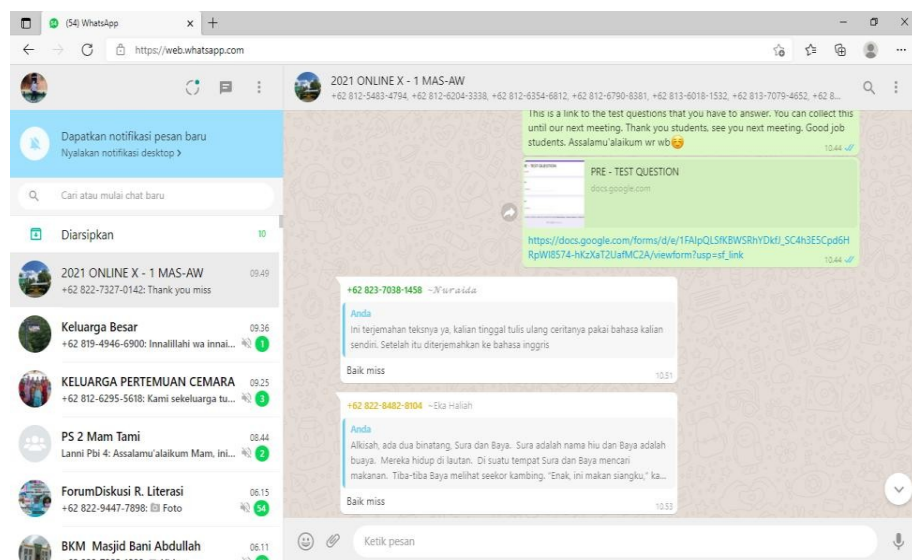
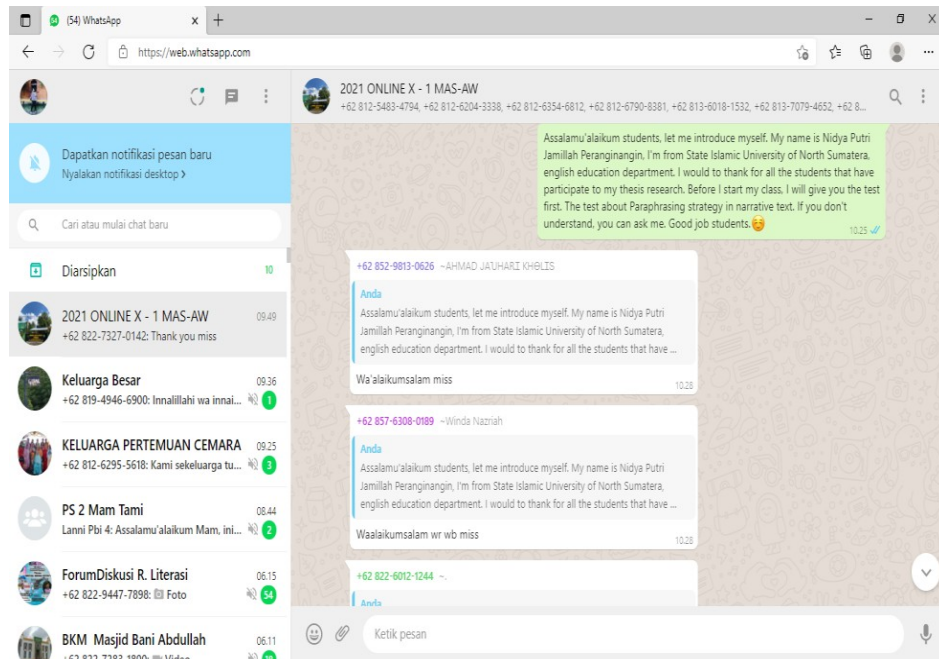

Dra.YUSHANI

APPENDIX VIII

DOCUMENTATION

1. Documentation of pre – test

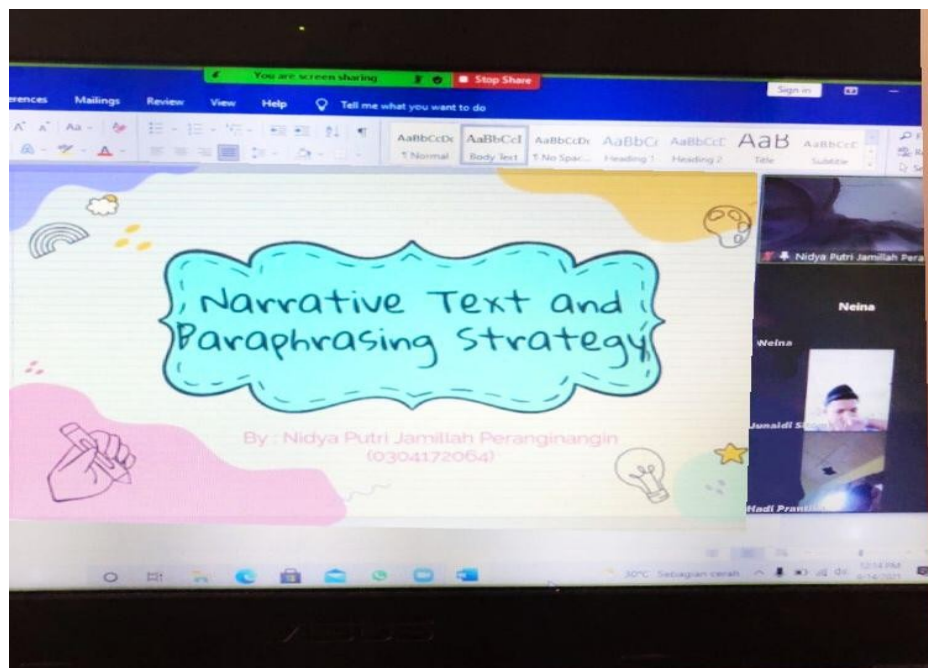
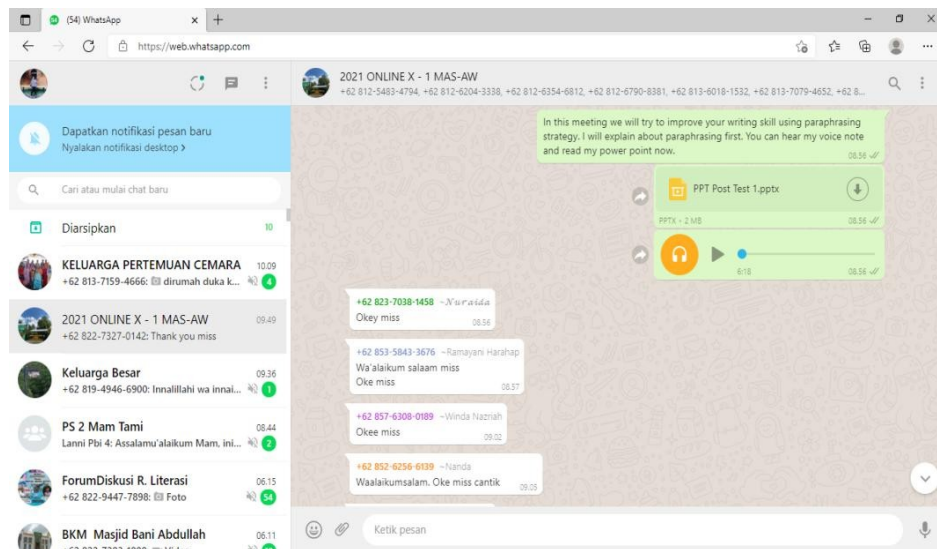
Link google form



2. Documentation of post - test I

Link google form

https://docs.google.com/forms/d/e/1FAIpQLSfKBWSRhYDkfJ_SC4h3E5Cpd6HRpWl8574-hKzXaT2UafMC2A/viewform?usp=sf_link



Link google form

https://docs.google.com/forms/d/e/1FAIpQLSfrp7JF_E8Ohoy9zAq6U6ojAND7dT-aPcGHd4nFR3qCT5I1BQ/viewform?usp=sf_link

