

APENDICES

Strategies of forming paraphrase

1. Changing into synonym

This strategy needs to be done by altering the word into its synonym or other vocabulary which has closest meaning to the word from original text. To find the right synonym of a word, students must use dictionary and thesaurus. For example, the phrase ‘comprehend the textbook’ is changed into phrase like ‘understand the printed learning material’. Below are the examples of students’ paraphrases which used this strategy.

Paraphrase 1

Original text : *Although there are numerous reasons for asking questions, the information we receive back (the answer) is depended very much on the type of question we ask.*

Paraphrase : *Types of focusing question formed depends students answer.*

In this paraphrase, student changes the original phrase “types of question we ask” into “types of focusing question formed”. The student modified the phrase by changing and placing the close meaning which can be seen through the word “form” and “ask”. Based on the Oxford Advanced Learner’s Dictionary (2007), the word “ask” means to say or write something in the form of question in order to get information (definition 1) while the word “form” on its third definition has the meaning an official document containing questions and spaces for

answers. Those two words have the same meaning to get answer from the question. Although the student did not put the true synonym of a word, but he can modify the phrase which had the same meaning.

Paraphrase 2

Original text : *What are the **purposes** of teachers' classroom questions? A variety of purposes emerge from analysis of the literature, including: (1) To develop interest and motivate students to become actively involved in lessons; (2) To evaluate students' preparation and check on homework or seatwork completion; (3) To develop critical thinking skills and inquiring attitudes; (4) To review and summarize previous lessons; (5) To nurture insights by exposing new relationships; (6) To assess achievement of instructional goals and objectives; (7) To stimulate students to pursue knowledge on their own*

Paraphrase : *Cotton stated that the **aim** of teachers classroom question are to develop interest and motivate students to become actively involved in lesson, to evaluate students' preparation and check on homework and seatwork completion, to develop critical thinking skills and inquiring attitudes, to review and summarize previous lesson, to assess achievement of instructional goals and objectives, and to stimulate students to pursue knowledge on their own*

The students replaced the word 'purposes' on the original text into 'aim' on the paraphrase. The word 'aim' means the purpose of doing something ("Aim". Def. 1.Oxford Advanced Learner's Dictionary. 2007. Print.). On the other hand purpose means the aim or function. ("Purpose".Def. 1.Oxford Advanced Learner's Dictionary. 2007. Print.)

Paraphrase 3

Original text: *Engelmann and Carnine (1991) **point out** that children “are perfectly capable of learning anything that we can teach ... We know that the intellectual crippling of children is caused by faulty instruction -- not by faulty children” (p. 376).*

Paraphrase : *Clear instruction also important for students, as Engelmann and Carnine (1991, p. 376) they **stated** that the intellectual crippling of children is caused by faulty instruction, not by faulty children.*

The student uses the strategy to change the word into synonym or using the close meaning. The phrase ‘point out’ was transformed into ‘stated’. Stated has the similar meaning with point out which means to mention something or to say something. (“State”.Def. 1.Oxford Advanced Learner’s Dictionary. 2007. Print.)

Paraphrase 4

Original text :*The main advantages of using authentic materials are (Phillips and Shettlesworth 1978; Clarke 1989; Peacock 1997, cited in Richards, 2001): (1) They have a positive effect on learner motivation; (2) They provide authentic cultural information; (3) They provide exposure to real language; (4) They relate more closely to learners ' needs; (5) They support a more creative approach to teaching.*

Paraphrase :*Phillips and Shettlesworth (1978); Clarke (1989); Peacock (1997) in Richard (2001), they stated **that authentic materials have a positive effect** on learner motivation, provide exposure to real language, relate more closely to learner’s needs and more creative approach to teaching.*

In the paraphrase, student modify the phrase ‘the main advantages of using materials’ into clause ‘authentic materials have a positive effect’. Related to the context of the text, both phrase and clause have the same meaning to give good impact and advantages to learner.

Paraphrase 5

Paraphrase : *Wagner (2008) stated that there are seven survival skills that should be **owned** by students for 21st century life, work, and citizenship. The main skills are critical thinking and problem solving.*

Original text : *Preparing students for work, citizenship, and life in the 21st century is complicated. co-director of the Harvard Change Leadership Group. Informed by several hundred interviews with business, nonprofit, and education leaders, Wagner proposes that students need seven survival skills **to be prepared** for 21st century life, work, and citizenship: 1. critical thinking and problem solving 2. collaboration and leadership 3. agility and adaptability 4. initiative and entrepreneurialism 5. effective oral and written communication 6. accessing and analyzing information 7. curiosity and imagination.*

In this paraphrase, the students change the phrase ‘to be prepared’ into ‘owned’. Based on the Oxford Advanced Learner’s Dictionary (2007), the word ‘own’ means to emphasize that something is connected with somebody (Def. 1) and means to produce something for yourself (Def. 2). It is clear that both the word ‘own’ and the phrase ‘to be prepared’ have the same meaning to have the survival skills which is needed for 21st century life, work and citizenship.

Paraphrase 6

Original text : *To encourage depth of understanding. Asking **higher order questions** compels students to hone their natural abilities to analyze, evaluate, create, and question sources. This effort, in turn, deepens their comprehension of concepts being taught.*

Paraphrase : *Schwartz and Fisher (2006) proposed that to deepen understanding of a lesson, a teacher might ask students **focusing question** that required higher-order thinking.*

In this paraphrase, the students change the phrase ‘

Paraphrase 7

Original text : *It is typically used as an umbrella term to include a heterogeneous array of cohesive and interpersonal features which help relate a text to its context by assisting readers to connect, organize, and interpret **material** in a way preferred by the writer and with regard to the understandings and values of a particular discourse community (Hyland 1998a).*

Paraphrase : *Ken Hyland (2004) proposed metadiscourse as an umbrella term to include heterogeneous array of cohesive and interpersonal features. Cohesive features assist the readers to “connect, organize, and interpret” the **text**, while interpersonal features are the ways preferred by the writer in presenting their content*

In this paraphrase, the students changed the word ‘material’ on the original text into ‘text’ which has the meanings as any form of written material (“Text”. Def. 1 Oxford Advanced Learner’s Dictionary. 2007. Print.).

Paraphrase 8

Original text : *Academic writing **refers** to a particular style of expression that researchers use to define the intellectual boundaries of their disciplines and their areas of expertise.*

Paraphrase : *Academic writing **is** a writing style that researcher use to define the intellectual of their disciplines and areas of expertise (Hartley, 2008).*

In this paraphrase, students transform the word ‘refers’ on the original text into ‘is’. Based on the text, both the words ‘refer’ and ‘is’ means to define the meaning of academic writing.

Paraphrase 9

Original text : *Hedges are devices such as possible, might and perhaps, which indicates the writers’ decision to recognize **alternative** voices and viewpoints and so withhold complete commitment to a proposition.*

Paraphrase : *Hedges is device that indicates the writers’ decision to recognize **other** voices, viewpoints or possibilities, in examples (apparently, assume, feel, guess, from my perspective).*

In this paraphrase, students changed the word ‘alternative’ on the original text into ‘other’. Based on the Oxford Advanced Learner’s Dictionary (2007), ‘alternative’ means a thing that you can choose to do or have out of two more possibilities.

Paraphrase 10

Original text : *Peer feedback can be defined as 'a **communication** process through which learners enter into dialogues*

related to performance and standards' (Lui & Carless, 2006, p.280)

Paraphrase : *Liu and Carless (2006) defined peer feedback as an **interactive** process that involve learner in dialogues with performance and standard*

In this paraphrase, student changed the word 'communication' on the original text into 'interactive'. Both the words have the meaning related to the communication happened between people to people.

Paraphrase 11

Original text : *Peers and **students** share a similar discourse, allowing for greater understanding.*

Paraphrase : *peer as **pupils** who share the similar value, understanding and knowledge*

In this paraphrase, students transform 'student' to 'pupils'. Based on thesaurus, students and pupils are synonym.

Paraphrase 12

Original text : *feedback is conceptualized as information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding. Self and peer assessment processes help **develop** the skills*

Paraphrase : *feedback is students' reflection regarding their performances and learning achievement which is can be given by teacher, peer, parents, and self to **improve** their ability.*

In this paraphrase, student transformed two synonyms which are develop-improve and skills-abilities. Based on thesaurus, develop is synonym with improve, also the word 'skills' and 'abilities' is synonym too.

Paraphrase 13

Original text : *Microteaching was originally **created** in the early 1960s at Sanford University as a type of scaled - down simulation activity to help teacher candidates learn to teach in which prospective teachers would begin to bridge the theory –practice gap by planning and presenting a 5- to10-minute lesson in which they were to apply specific instructional skills or tasks previously studied in class (Allen & Eve, 1968)*

Paraphrase : *Allen & Eve (1968) added that microteaching was **designed** as a brief but structured practical experience in which prospective teachers would begin to bridge the theory-practice gap by planning and presenting a 5-to10-minute lesson, in which they were to apply specific instructional skills or tasks previously studied in class. From the definition above, it can be concluded that microteaching is teaching practice by student teachers to improve their teaching abilities*

In this paraphrase, student transformed the word 'created' on the original text into 'designed'. Based on thesaurus, those words are synonym.

Paraphrase 14

Original text : *They can be linguistic, visual, auditory or kinesthetic, and they can be presented in **print**, through live performance or display, or on cassette, CD-ROM, DVD or on the Internet.*

Paraphrase : *Materials can be presented through many ways such as **printed materials**, live performance or display, or on cassette, CD-ROM, DVD or the internet (Tomlinson, 2013).*

In this paraphrase, student used to give additional word 'printed' in front of word 'material' which considered have the same meaning with the word 'print' on the original text.

Paraphrase 15

Original text : *Materials, according to Tomlinson (2001), include anything which can be **used** to facilitate the learning of a language. They can be linguistic, visual, auditory or kinesthetic, and they can be presented in print, through live performance or display, or on cassette, CD-ROM, DVD or on the Internet.*

Paraphrase : *The kinds of learning materials that commonly **known** is such as linguistic, visual, auditory or kinesthetic which is aimed to facilitate language learning activities. Instructional, experiential, elicitative or exploratory also can be stated as the forms of materials.*

In this paraphrase, student changed the word 'used' on the original text with the word 'known' on the paraphrase. Based on the meaning, it is related each other. However, student used inappropriate synonym in the paraphrase.

Paraphrase 16

Original text : *Developing Outcome Statements. As an initial exercise with colleagues in a core working group established to develop learning outcome statements, focus discussion on students' continuum of learning at the program- or institution-level by exploring the value placed on surface and deep approaches to an expectation that the core group identified in Chapter 2. Translate that discussion*

*into outcome statements that reflect what students should be able to represent, demonstrate, or produce as a result of their learning **chronology**.*

Paraphrase : *Learning outcomes defines as describing what students should be able to demonstrate, represent, or produce based on their learning **histories**; aligns with collective program- and institution-level educational intentions for student learning translated into the curriculum and co-curriculum; or it can be maps to the curriculum, cocurriculum, and educational practices that offer multiple and varied opportunities for students to learn (American Journal of Pharmaceutical Education, 2005).*

In this paraphrase, the student replaced the word ‘chronology’ on the original text into ‘history’. Based on Oxford Advance Learner’s (2007), word ‘chronology’ means the order in which a series of events happened. On the other hand, on definition one word ‘history’ means all the events that happened in the past. As we can see, word ‘chronology’ and ‘history’ is related with events which happened in the past.

4.2.2. Changing into part of speech

This strategy means to change the part of speech of a word. For example, the word ‘comprehend’ is classified as verb then the word is being transformed into noun which becomes ‘comprehension’. Below are the following analyses of students’ paraphrase by using strategy to change the part of speech of a word into another word.

Paraphrase 1

Original text: *To encourage **depth** of understanding of concepts being taught, asking higher order questions compels students to*

hone their natural abilities to analyze, evaluate, create, and question sources.

Paraphrase :*Schwartz and Ficher (2006) proposed that to **deepen** understanding of a lesson, a teacher might ask students focusing question that required higher-order thinking.*

In this paraphrase, the student used strategy to change the word into its part of speech. The word 'deepen' on the original text is considered as verb which is transformed as noun with the word 'depth'.

Paraphrase 2

Original text : *Peer feedback can be defined as 'a **communication** process through which learners enter into dialogues related to performance and standards' (Lui & Carless, 2006, p.280)*

Paraphrase : Liu and Carless (2006) defined peer feedback as an **interactive** process that involve learner in dialogues with performance and standard

In this paraphrase, student replaced the word 'communication' on the original text which is categorized as noun into adjective word which is interactive.

Paraphrase 3

Original text: *They can be linguistic, visual, auditory or kinesthetic, and they can be presented in **print**, through live performance or display, or on cassette, CD-ROM, DVD or on the Internet.*

Paraphrase :*Materials can be presented through many ways such as **printed** materials, live performance or display, or on cassette, CD-ROM, DVD or the internet (Tomlinson, 2013).*

The student changed the part of speech of the word 'print' on the original text into 'printed'. Based on context of the text, the word 'print' is classified as noun, as for 'printed' is categorized as verb because the student put it in front of the word 'material' which completely change the part of speech

4.2.3. Changing word order from active to passive or sentence pattern

Changing the word order can be done by reversing a sentence from active voice to passive voice or changing the sentence pattern.

Paraphrase 1

Original text : *Peer feedback can be defined as 'a communication process through which learners enter into dialogues related to performance and standards' (Liu & Carless, 2006, p.280)*

Paraphrase : *Liu and Carless (2006) defined peer feedback as an interactive process that involve learner in dialogues with performance and standard*

In this paraphrase, student changed the original text from passive voice into active voice. It can be seen through the phrase 'can be defined' on the original text and 'defined' once paraphrased.

Paraphrase 2

Original text: *Although there are numerous reasons for asking questions the information we receive back (the answer) is depended very much on the type of question we ask.*

Paraphrase: *Types of focusing question formed depends students answer.*

In this paraphrase student changed the word order from passive to active. It can be seen from the original phrase “was depended” was transformed into the active form which is “depends”.

Paraphrase 3

Paraphrase : *Wagner (2008) stated that there are seven survival skills that should be owned students for 21st century life, work, and citizenship. The main skills are critical thinking and problem solving.*

Original text : *Preparing students for work, citizenship, and life in the 21st century is complicated. co-director of the Harvard Change Leadership Group. Informed by several hundred interviews with business, nonprofit, and education leaders, Wagner proposes that students need seven survival skills to be prepared for 21st century life, work, and citizenship: 1. critical thinking and problem solving 2. collaboration and leadership 3. agility and adaptability 4. initiative and entrepreneurialism 5. effective oral and written communication 6. accessing and analyzing information 7. curiosity and imagination.*

In this paraphrase, student changed the sentence pattern by putting only half of the sentence.

Paraphrase 4

Original text : *To encourage depth of understanding. Asking higher order questions compels students to hone their natural abilities to analyze, evaluate, create, and question sources. This effort, in turn, deepens their comprehension of concepts being taught.*

Paraphrase : *Schwartz and Ficher (2006) proposed that to deepen understanding of a lesson, a teacher might ask students focusing question that required higher-order thinking.*

In this paraphrase, student changed the order of sentence by putting the information of the writer to start the sentence.

Paraphrase 5

Original text : *It is typically used as an umbrella term to include a heterogeneous array of cohesive and interpersonal features which help relate a text to its context by assisting readers to connect, organize, and interpret material in a way preferred by the writer and with regard to the understandings and values of a particular discourse community (Hyland 1998a).*

Paraphrase : *Ken Hyland (2004) proposed metadiscourse as an umbrella term to include heterogeneous array of cohesive and interpersonal features. Cohesive features assist the readers to “connect, organize, and interpret” the text, while interpersonal features are the ways preferred by the writer in presenting their content. In this paraphrase.*

In this paraphrase, student formed the paraphrase by modified one sentence become two sentences. It can be seen through the bold lines on both original text and the paraphrase.

Paraphrase 6

Original text : *Hedges are devices such as possible, might and perhaps, which indicates the writers’ decision to recognize alternative voices and viewpoints and so withhold complete commitment to a proposition.*

Paraphrase : *Hedges is device that indicates the writers’ decision to recognize other voices, viewpoints or possibilities, in examples (apparently, assume, feel, guess, from my perspective). In this paraphrase*

In this paraphrase, student reversed the sentence pattern by placing the example as the starter of sentence.

Paraphrase 7

Original text : *Materials, according to Tomlinson (2001), include anything which can be used to facilitate the learning of a language. They can be linguistic, visual, auditory or kinesthetic, and they can be presented in print, through live performance or display, or on cassette, CD-ROM, DVD or on the Internet.*

Paraphrase : *The kinds of learning materials that commonly known is such as linguistic, visual, auditory or kinesthetic which is aimed to facilitate language learning activities. Instructional, experiential, elicitive or exploratory also can be stated as the forms of materials.*

In this paraphrase, students modified two sentences from the original sources and combined it to become one sentence.

Paraphrase 8

Original text : *Engelmann and Carnine (1991) point out that children “are perfectly capable of learning anything that we can teach ... We know that the intellectual crippling of children is caused by faulty instruction -- not by faulty children” (p. 376).*

Paraphrase : *Clear instruction also important for students, as Engelmann and Carnine (1991, p. 376) they stated that the intellectual crippling of children is caused by faulty instruction, not by faulty children.*

In this paraphrase, students changed the sentence pattern by omitting some part of the sentence which are the dots and dash on the original text.

4.2.4. Keep using the key terms from original

This strategy needs the writer to retain the same term without changing it into synonyms or other words. The result of this analysis will show the way student kept the key term. The analysis will be presented bellow.

Paraphrase 1

Original text: *It is typically used as an umbrella term to include a heterogeneous array of cohesive and interpersonal features which help relate a text to its context by assisting readers to connect, organize, and interpret material in a way preferred by the writer and with regard to the understandings and values of a particular discourse community (Hyland 1998a).*

Paraphrase : *Ken Hyland (2004) proposed metadiscourse as an umbrella term to include heteregenous array of cohesive and interpersonal features. Cohesive features assist the readers to “connect, organize, and interpret” the text, while interpersonal features are the ways preferred by the writer in presenting their content*

In this paraphrase, student almost did not change the sentence. The writer only modified the sentence’s structure by put the terminology ‘metadiscourse’ to start the sentence.

Paraphrase 2

Original text : *Academic writing refers to a particular style of expression that researchers use to define the intellectual boundaries of their disciplines and their areas of expertise.*

Paraphrase : *Academic writing is a writing style that researcher use to define the intellectual of their disciplines and areas of expertise (Hartley, 2008).*

In this paraphrase, student kept the key term.

Paraphrase 6

Original text :

Paraphrase :

In this paraphrase

BIODATA PENULIS



Fabyen Feroza, S.Pd. merupakan penulis skripsi ini. Penulis dilahirkan di Sungailiat, 24 Juni 1996. Anak kedua dari pasangan Rizal Firman Chazali dan Rafini ini menempuh pendidikan Strata Satu (S-1) di Program Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta pada tahun 2013-2017. Sebelumnya penulis telah menempuh pendidikan formal di TK Pembina, SDN 08 Sungailiat, SMP Negeri 2 Sungailiat dan SMA Negeri 1 Sungailiat.

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