

STUDENTS' WRITING ABILITY IN PARAPHRASING NEWS ITEM

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Abstract

Writing is one of skills that has to be mastered by students because by writing the writers can express ideas and thought into a good written. In SMA/MA, students often get difficulties in rewriting or paraphrasing the news item that they have read by using their own words. This matter is caused of student's lack of vocabulary, structure, relating sentence to other sentences, also that they do not understand about the elements of the paragraph that builds a text, and they do not understand a generic structure of news item text. This research took the population of the tenth grade students of MAs Daarul Hikmah Tangerang by using *cluster sampling*. There are 4 (nine) classes of the tenth grade. Total population is 140 students. One of the classes was the sample. After analyzing the data, the researcher got the result of the students writing ability in paraphrasing news item on the tenth grade was Fair (50.86). There is no student got excellent category, 3 students got good (8.57) category, 20 students got fair (57.14) category, and 12 students got poor (34.29) category.

Key word : *Writing Ability, News Item, Text*

1. INTRODUCTION

Writing is one of skills that have to be mastered by the students beside listening, speaking, and reading. In writing, students have to know words and sentences to express their thought and idea. According Richard (2002:309) said that writing consisted of many constituent parts and we need to consider which ones will be the most important for a course: content, organization, originality, style, fluency, accuracy, or using appropriate rhetorical forms of discourse. However, Leeming (1985:3) also said that writing is the process of selecting, combining, arranging and developing ideas in effective sentences, paragraphs, and often, longer units of discourse.

In writing, there are some techniques such as summarizing, footnoting and paraphrasing. Summarizing is an example of integrating skills. Students read a text and identify the main points, then use those main points to write a summary (a much shorter version of the text) containing only the essential information. For example: students read a text about 250 words about the contemporary music scene and summarize the information in 100 words.

There are many kinds of text should be learnt by students. One of the texts is news item. News item is a text that inform publicly about the thing happened which is considered as newsworthy. It is important to be known publicly as it often happens in one part of region and that the function of news item text to socially spread the news. Not only public but students must also learn about news item. The students should not only understand the text but also are able to write or rewrite (paraphrase) of news item text. In news item text there are three generic structures. There are newsworthy events; recount in summary or retells the event in a summary, background events; elaborate what happened, to whom, in what circumstances or tells what cause the incident, and sources; comments by participants in witnesses to and authorities experts on the events.

The purpose of news item is to inform the readers, listener or viewers about events of the day which are considered important and interesting. It can be found in the magazines, newspapers, tabloid, and others. News item can be discussed about business and commerce, science and medical achievement, sport, fashion, weather, entertainment, advertising and more. News is any new information on current events, which is relayed by print, broadcast, and internet. According to Nurtina (2008:49) News item is to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

News item is a text that inform publicly about the thing happened which is considered as newsworthy Sweeney (1999:1). It is important to be known publicly as it often happens in one part of region and that the function of news item text to socially spread the news. Not only public but students must also learn about news item

Although the students have learnt many text writing include paraphrasing news, they still have difficulties to write it. They do not know how to paraphrase news well. This matter is caused of student's lack of vocabulary, structure, relating sentence to other sentences and also that do not understand about the elements of the paragraph that build a text and they do not understand a generic structure of

news item text. In paraphrasing, the students must use own words or own sentences, use synonym wherever possible without changing the original meaning.

1. RESEARCH METHOD

The design of this research was descriptive qualitative research. According to Gay et al (2012:7) a qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual data to gain insights into a particular phenomenon of interest. The purpose of this research was to identify how far was the Students' Writing Ability in Paraphrasing News Item at MAs Daarul Hikmah Tangerang.

2. RESULT AND DISCUSSION

It was stated in the previous chapter that data collected by giving writing test. The test has given to the sample and there were 35 numbers of students for the sample. After giving the test to the sample, the researcher then scored the students' answer based on scoring rubric suggested by Harris in Hughes (1990:91). Furthermore, the researcher analyzes the data by using the formula given by Sudijono.

After analyzing the data, the researcher got the result of the tenth grade students writing ability in paraphrasing news item. It was Fair (50.86). It can be described in the following table:

Table 4.1 Students' Score at Paraphrasing News Item

No	Students' Code	Obtained Score	P (Score)	Rating Qualities
1	001	14.5	48.33	Poor
2	002	17	56.67	Fair
3	003	15.5	51.67	Fair
4	004	13.5	45	Poor
5	005	15.5	51.67	Fair
6	006	14.5	48.33	Poor
7	007	13	43.33	Poor
8	008	13	43.33	Poor
9	009	13.5	45	Poor
10	010	15.5	51.67	Fair
11	011	16.5	55	Fair
12	012	12.5	41.67	Poor
13	013	15.5	51.67	Fair
14	014	15.5	51.67	Fair
15	015	14.5	48.33	Poor
16	016	12.5	41.67	Poor
17	017	19	63.33	Good
18	018	15	50	Fair
19	019	16	53.33	Fair

20	020	15	50	Fair
21	021	16.5	55	Fair
22	022	17	56.67	Fair
23	023	16	53.33	Fair
24	024	13.5	45	Poor
25	025	13	43.33	Poor
26	026	16.5	55	Fair
27	027	18	60	Good
28	028	19.5	65	Good
29	029	15	50	Fair
30	030	15	50	Fair
31	031	16	53.33	Fair
32	032	16	53.33	Fair
33	033	15.5	51.67	Fair
34	034	15.5	51.67	Fair
35	035	13.5	45	Poor
	Total		1780	
	Average		50.86	Fair

From the table above, the student who got excellent category was 0%. Then 3 students got good category. The students were number 017, 027, and 028. The percentage was 8.57%. 20 students got fair category with percentage 57.14%. They were students' number 002, 003, 005, 010, 011, 013, 014, 018, 019, 020, 021, 022, 023, 026, 029, 030, 031, 032, 033, and 034. Last, 12 students belonged to poor category with percentage 34.29%. They were students' number 001, 004, 006, 007, 008, 009, 012, 015, 016, 024, 025, and 035.

3. DISCUSSION

Data analysis on the students writing ability in paraphrasing news item can be seen on the following table:

Table 4.2 Number and Percentage Of Students On Rating Qualities

No.	Rating Qualities	Number of Students	Percentage
1	Excellent	0	0%
2	Good	3	8.57%
3	Fair	20	57.14%
4	Poor	12	34.29%
	Total	35	100.00%

From the table above it is clear that 3 students got "Good" category (8.57%), 20 students (57.14%) belong to "Fair" category, then 12 students (34.29%) belong to "Poor" category with. There was no student is "Excellent" category.

Moreover, the analysis can be seen as follow:

1. Excellent Category

$$P = \frac{0}{35} \times 100\% \\ = 0\%$$

There was no students got excellent category. The percentage is 0%.

2. Good Category

There are 3 students got Good category. Percentage of students' category is:

$$P = \frac{3}{35} \times 100\% \\ = 8.57\%$$

Therefore, percentage of students' good category is 8.57%.

3. Fair Category

The Fair students are 20 students, after we divided with total number of students and times with 100% the percentage all 57.14%.

$$P = \frac{20}{35} \times 100\% \\ = 57.14\%$$

Therefore, percentage of students' fair category is 57.14%.

4. Poor Category

The number of students was 12. Therefore, after divided it with total number of students and time with 100% could get 34.29% for its percentage.

$$P = \frac{12}{35} \times 100\% \\ = 34.29\%$$

Based on the data analysis above, it can be said that most of the students had fair ability at paraphrasing news item. From the 35 students no one got excellent category. Then, there were 12 (34.29) students got poor category. They could not paraphrase correctly. There were two students got score 12.5, 3 students got 13, 4 students got 13.5, and 3 students got 14.5. Next, according to the result of the test most of them still found difficulties to the following cases:

1. The students still got difficulty to change the active sentences to passive sentences
2. The students still had problem to change direct quotation to indirect quotation
3. The students still had problem to found the synonym of the original passage
4. The students had some problems in learning such as in grammar, vocabulary, mechanics, fluency, and form.
5. The students were given specific time to learn about paraphrasing although it has in syllabus.

Finally, it can be concluded that the students' writing ability in paraphrasing news item on the tenth grade students of MAs Daarul Hikmah Tangerang in 2017/2018 could be categorized as Fair. Since the average score that the students made was 50.86. Thus, the paraphrasing news item was difficult for the students.

4. CONCLUSION

After doing the research, the researcher concluded that the ability of tenth grade students of MAs Daarul Hikmah Tangerang in paraphrasing news item was Fair. Since their average score was 50.86%. There were no students (0%) who got score between 80-100, it was category “excellent” then 3 students (8.57%) who got between 60-79, they were categorized to good.

Furthermore, 20 students (57.14%) who got score between 50-59 there was categorized to fair, and 12 students (34.29) they were categorized to poor level, students have difficulties in:

1. changing the active sentences to passive sentences
2. changing direct quotation to indirect quotation
3. finding the synonym of the original passage
4. Having lack of grammar, vocabulary, mechanics, fluency, and form

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