

**RELATIONSHIP BETWEEN PARAPHRASING ABILITY AND
GRAMMAR MASTERY OF ENGLISH EDUCATION STUDENTS AT
UNIVERSITAS NEGERI PADANG**

A Thesis

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Education (B.Ed.) in English Language Education*



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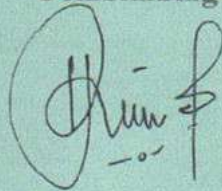
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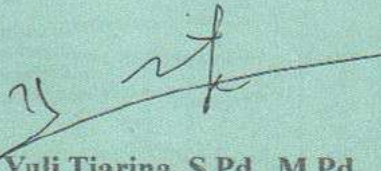
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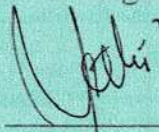
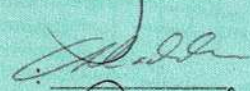
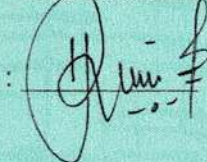
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ABSTRACT

Saputri, EO. (2024). *Relationship Between Paraphrasing Ability and Grammar Mastery of English Education Students at Universitas Negeri Padang*. Thesis. English Language and Literature Department of Faculty of Language and Arts, Universitas Negeri Padang.

In order to fulfil the requirements of academic papers, students are intended to compose their works by drawing upon concepts acquired from a range of sources that they have studied. Paraphrasing is one of the advanced academic skills which it can be employed during academic writing. Nevertheless, in reality, the majority of students continue to struggle with paraphrasing and their proficiency in this skill remains limited. Multiple studies have examined the difficulties encountered by students in the process of paraphrasing, revealing that grammar mastery is one of the predominant challenges in this context. This correlational study seeks to ascertain the correlation and quantify the impact of students' grammar mastery toward their ability to paraphrase. The study population consists of eight classes of second-year students in the English Education study-program at Universitas Negeri Padang who are enrolled in the Academic Writing course. The sample for this study was selected using cluster random selection, with two classes being chosen. Grammar test (TOEFL) and paraphrasing test (articles from reputable journal) are the instrument for this study. This study employed quantitative research methodology, utilizing bivariate correlation analysis technique. The results indicate a positive correlation between students' paraphrasing ability and their grammar mastery. The findings also demonstrate that grammatical mastery accounted for 29.2% of the variation in paraphrase ability.

Keywords: Paraphrasing Ability, Grammar Mastery, Correlational Approach, Academic Writing Proficiency.

ABSTRAK

Saputri, EO. (2024). *Relationship Between Paraphrasing Ability and Grammar Mastery of English Education Students at Universitas Negeri Padang*. Skripsi. Departemen Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni, Universitas Negeri Padang.

Untuk memenuhi persyaratan makalah akademis, mahasiswa diharapkan untuk menulis karya mereka dengan memanfaatkan konsep-konsep yang diperoleh dari berbagai sumber yang telah mereka pelajari. Parafrase adalah salah satu keterampilan akademis tingkat lanjut yang dapat digunakan selama penulisan akademis. Namun demikian, pada kenyataannya, sebagian besar siswa terus berjuang dengan parafrase dan kemahiran mereka dalam keterampilan ini masih terbatas. Beberapa penelitian telah meneliti kesulitan yang dihadapi oleh siswa dalam proses parafrase, mengungkapkan bahwa penguasaan tata bahasa adalah salah satu tantangan utama dalam konteks ini. Penelitian korelasional ini bertujuan untuk mengetahui korelasi dan mengukur dampak penguasaan tata bahasa siswa terhadap kemampuan mereka dalam membuat parafrase. Populasi penelitian ini terdiri dari delapan kelas mahasiswa tahun kedua di program studi Pendidikan Bahasa Inggris di Universitas Negeri Padang yang terdaftar dalam mata kuliah Academic Writing. Sampel untuk penelitian ini dipilih dengan menggunakan cluster random selection, dengan dua kelas yang terpilih. Tes tata bahasa (TOEFL) dan tes parafrase (artikel dari jurnal bereputasi) adalah instrumen untuk penelitian ini. Penelitian ini menggunakan metodologi penelitian kuantitatif, dengan menggunakan teknik analisis korelasi bivariat. Hasil penelitian menunjukkan adanya korelasi positif antara kemampuan parafrase siswa dan penguasaan tata bahasa mereka. Temuan ini juga menunjukkan bahwa penguasaan tata bahasa menyumbang 29,2% dari variasi kemampuan parafrase.

Kata kunci: *Kemampuan Parafrase, Penguasaan Tata Bahasa, Pendekatan Korelasional, Kecakapan Menulis Akademik.*

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

As students' progress through college, they will inevitably face the challenge of expressing their ideas effectively in writing. Gonye (2012) agrees that lack of clarity and lack of cohesion are discovered in the study findings as the part of challenges encountered by the students. Lack of clarity here indicates as students' uncertainty of conveying the complicated meaning which leads them to the tendency of making errors by not applying certain connectives. As a result, it causes them to be categorized as inadequate level hence they likely to disregard the cohesion in their writing. Students in their second-year of English Education program have specific problems in creating their academic writing. Problems with these skills are most common when it comes to being able to rephrase and mastering sentence order. According to Gonye (2012), these problems are complicated and usually come up when people try to explain complicated ideas. Many of the problems start with the basic conflict. The difficulty of solving this problem is made a lot worse by the incorrect use of connective words and sentences, which are necessary for clear and logical writing.

Based on Ismail et al. (2020), academic writing in higher education needs to be done in a formal way with arguments which are logical and based on evidence, as well as following rules for formatting and citing sources. Moreover, Sulistyaningrum et al. (2018) mentions that generating and organizing idea is one of the problems found for students in creating academic papers. So, to solve the

problem in academic realm, it is essential to develop a wide range of thinking and linguistic skills. Therefore, students are required to compose scientific works by reflecting upon concepts acquired from other sources.

According to Bailey (2018), ideas and words in educational works are considered the solely property of the individual who originated or published them. Consequently, it is necessary to give appropriate recognition when utilizing or mentioning the work of another person (Bailey, 2018). Quoting – both direct and indirect –, paraphrasing, and summarizing are methods that can be employed to use ideas from sources (Oshima & Hogue, 2006). Quotations are permissible for students when composing academic papers. Nevertheless, it is not always possible to incorporate everything from external sources by just citing them. To prevent excessive use of quotations, the most effective methods for integrating the ideas of other authors are summarization and paraphrase (Bailey, 2018). In addition, Geyte (2013) mention that the excessive use of quotations is discouraged and paraphrasing is considered a more advanced academic competence than quoting. Paraphrasing involves expressing concepts derived from literary texts using the reader's own language while preserving the original meaning of the sources. Oshima & Hogue (2006) also assert that there are three guidelines for composing an accurate paraphrase – first, employing the writers' sentence structure and vocabulary; second, ensuring that the quantity of words remain unchanged from the source passages; third, preserving the intended meaning.

According to the explanation above, it can be noted that paraphrasing is possible to be done by altering sentences by changing the word order but still having the same meaning. The choice of words must be adjusted to the context of the text

that is being paraphrased. It strengthens by Septiani (2018) which stated that grammar mastery is defined as the understanding of sentence structure, sentence element, and the knowledge of application of words in a sentence to create a proper and meaningful sentence. In line with the use of different words, grammar mastery must be correctly employed in order to produce a good paraphrased text. In addition, a good paraphrasing must retain the meaning of the original text written by the author. According to Oshima & Hogue (2006) sentence structure and vocabulary is the primary guidelines for composing an accurate paraphrased text. Therefore, a thorough understanding of grammar is necessary in order to restate the sentences.

In rewriting the sentences, grammatical mastery must be prior mastered in order to be correctly paraphrasing the original source. Grammar mastery refers to the complete understanding and command of the formal rules governing word forms and the proper usage of words within a sentence to construct accurate and meaningful phrases. Grammatical mastery is a comprehensive understanding of sentence structure, including sentence elements such as subjects and predicates. It also encompasses the comprehension of both simple and complex clauses. A research was carried out by Ovilia et al. (2022), which examine the primary paraphrasing techniques employed by students and the difficulties they face when paraphrasing, revealed that participants commonly had difficulty related to reading, vocabulary, and grammar when paraphrasing.

In real practice, students still find it difficult to paraphrase the sentences. Various studies have been done in examining students' paraphrasing ability. A descriptive-quantitative-research was carried out by Rusdianto & Fitrawati (2022)

aimed to analyze students' ability in paraphrasing a paragraph text based on Leonhard's paraphrasing rubric (2002) and to identify problems in students' paraphrasing based on the theory of Kennedy & Smith (1986). The result of this study shows that students have trouble in mastering grammar, which shows the mistakes they make when putting sentences together, choosing the right words, and often using synonyms in the wrong way (Rusdianto & Fitrawati, 2022). Thus, Rusdianto & Fitrawati (2022) suggest that students may not have a high understanding on grammar or are misinterpreting the meanings of words in this line.

Another study by Mira & Fatimah (2020) also examines students' paraphrased texts using Keck's Paraphrase Taxonomy (2006) and McInnis' level of paraphrase appropriateness (2009). From this study, it is obtained that 59% of students' paraphrases are categorized as somewhat inappropriate, implying that these paraphrases fail to meet three to four criteria of appropriateness. Other than that, Mira & Fatimah (2020) state that according to the verbal reports from their interview session with four participants also indicate that students have lack knowledge in terms of paraphrase because most of their understanding about paraphrasing is conjectural. From the result of the research, lack of grammatical mastery contributes to the high incidence of plagiarism done by the students (Mira & Fatimah, 2020). It is also proved by Kaharuddin (2020) which mentions that writing academic papers in English as a second language can be challenging for students due to difficulties in organizing thoughts effectively, expressing ideas accurately, utilizing appropriate vocabulary and grammar, referencing relevant sources, and maintaining academic integrity by avoiding plagiarism.

Grammar mastery encompasses not just knowledge of grammatical rules and structures but also the ability to apply these rules effectively in various contexts. In order to fully understand how a text works, students need to know and master grammar knowledge (Gerot-Wignell, 1995). Grammar considers language as a device for creating meaning. Further, Gerot-Wignell states that grammar mastery aims to depict language as it is used in real situations, emphasizing texts and the context in which they occur. They are focused on both the structure and how those structures create meaning (Gerot-Wignell, 1995). According to Jackie Pieterick, from The University of Wolverhampton, categorizes paraphrasing into three groups: changing structure and grammar (syntactic paraphrase), changing word (semantic paraphrase), and reorganizing of ideas.

From the explanation above, it could be concluded that grammar mastery is becoming one of the urgencies in creating good paraphrasing. The particular reason of considering grammar mastery in paraphrasing is because in producing a correct and meaningful sentence, grammar mastery must be prior mastered. A paraphrasing can be done by changing the sentence structure, altering the word order and etc. This statement strengthens by study from Sulistyaningrum (2018) that bad grammatical competence constrains the students in creating academic papers. Hence in creating academic paper should properly give the recognition to the original author, thus the study of the relationship between grammar mastery and paraphrasing should be further examined.

This study is not the initial one. Numerous research has been conducted to investigate this subject. First, Mira & Fatimah (2020) did a study to examine students' paraphrased texts utilizing Keck's Taxonomy (2006) and McInnis' level of

appropriateness in paraphrase (2009), while also investigating their views towards paraphrasing. Second, Maiyoritsa & Wahyuni (2021) conducted a study to examine the strategies employed by students in paraphrasing, assess their proficiency in paraphrasing, and identify the problems encountered during the process. Another relevant qualitative studies by Ovilia et al. (2022) investigate the most frequent paraphrasing techniques used by students – who had enrolled in academic writing – and examining some challenges that they find in doing paraphrasing.

Referring to previous explanation above, it could be considered that students' ability in paraphrasing still becomes a crucial issue in academic scope. This study has a similar topic to the previous one. However, there is less attention found in students' paraphrasing ability and grammar mastery, especially for academic writing students. In addition, the researcher observed things from a different viewpoint. This study is intended to fill the gap by examining the correlation between students' paraphrasing ability and their understanding of grammar. So, the study is entitled "Relationship Between Paraphrasing Ability and Grammar Mastery of English Education Second-Year Students in Universitas Negeri Padang".

1.2 Identification of the Problem

According to the background of the problem above, there are some errors identified from the result of the previous studies above. The problems could be mentioned as the following statements. First, students' ability to paraphrase is still categorized as unsatisfactory. It could be seen from the sentences that students are creating while paraphrasing the aimed text. Second, as a result of deficient of

students' ability in paraphrasing, it is found some issues that impact students' writing style. After that, lack of students' comprehension in grammar mastery makes the intended message is not perfectly conveyed by making some grammatical errors in their attempted paraphrase text. In addition, it also could transform the whole meaning of the original sources in paraphrased text. Then the next is the inaccuracy of employing the techniques in paraphrasing contributes to cause of low students' ability in paraphrasing. Therefore, based on these problems, the researcher finds a gap related to paraphrasing ability which it needs to be more discovered in order to answer the question that is found within the explanation above.

1.3 Limitation of the Problem

According to the identification of the problem that has been stated above, the researcher is going to limit the topic study as to distinguish the correlation between students' paraphrasing ability and their grammar mastery in academic writing in English Department of Universitas Negeri Padang.

1.4 Formulation of the Problem

Based on the limitation that the researcher has stated, the problem of this study could be defined as: Is there any correlation between students' paraphrasing ability and their grammar mastery?

1.5 Purpose of the Research

According to the formulation above, the purpose of this research is to investigate whether there is a correlation between students' paraphrasing ability and their grammar mastery.

1.6 Significance of the Research

The significance of this research lies in its potential to contribute to the correlation between those factors that influence students' paraphrasing skills. Theoretically, this study is expected to provide any information about the correlation between students' paraphrasing ability and grammar mastery in academic writing. On the other hand, this research is practically intended to help teachers identify how far grammar mastery is affecting their paraphrasing ability. In addition, this study's findings should be planned to give an overview of the potential to empower students with the necessary skills to express their ideas effectively in writing through paraphrasing, leading to improved academic writing performance. Ultimately, this study is projected to contribute as a meaningful resource for the upcoming inquiry that will be conducted by other researchers in order to compare this study over different variable matters.

1.7 Definition of Key Terms

1. Paraphrasing Ability

Paraphrasing ability is the skill of rewriting ideas or sentences from a source into a new sentence structure in our own words while preserving the original meaning.

2. Grammar Mastery

Grammar mastery refers to the complete understanding and command of the formal rules that concern word forms and the proper usage of words within a sentence, resulting in the creation of accurate and meaningful sentences. Grammar mastery also encompasses the comprehension of language structure, sentence structure, as well as the understanding of simple and complex clauses.