THE EFFECTIVENESS OF PARAPHRASING STRATEGY IN INCREASING UNIVERSITY STUDENTS' READING COMPREHENSION AND WRITING ACHIEVEMENT

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Abstract: Reading comprehension and writing as the crucial skills must be instructed effectively in order to engage the students in the meaningful teaching and learning process. One of the ways to increase students' reading comprehension and writing achievement is by the use of paraphrasing strategy in the classroom instruction. Through the application of the paraphrasing strategy, it is easy for the students to internalize the information of the original source comprehensively; thus, students' reading comprehension achievement is increased. In relation to the improvement of students' reading comprehension achievement, students' writing achievement is also increased by the use of paraphrasing strategy since the students can rewrite the text in to their own writing style. Therefore, the use of paraphrasing strategy is considered as one of the beneficial ways used to enhance students' reading comprehension and writing achievement.

INTRODUCTION

The abilities to read comprehensively and to write are very essential for the students at each of the education levels in this technological era. As Cunningham and Stanovic (2003) state that reading activity increases the students' achievement; it is very important to increase reading achievement of the students in order to encourage them to become successful in mastering the knowledge in the middle of the development of technology. In addition, to promote the students to become better future generation, it is also crucial to increase students' writing achievement. According to Clark and Dugdale (2009: 4), "Writing is an essential skill that allows people to participate fully in today's society and to contribute to the economy". Therefore, both reading comprehension and writing are crucial skills that must be mastered by the students.

As a matter of fact, reading proficiency of Indonesian students was at low level since their reading average scale score was below the OECD average (OECD/PISA, 2010) which placed Indonesia at the rank of 57th out of 65 countries. Similarly, PIRLS, 2012 also reported that Indonesian students' reading

achievement was insufficient. This is because the average scale score of the Indonesian students' reading proficiency was 428 while the PIRLS scale center point was 500 (PIRLS, 2012). Therefore, Indonesia was placed at the rank of 42nd out of 45 countries. Meanwhile, the writing proficiency of Indonesian students is at low level. Based on the data of UNDP (2009), three-quarters of the world's 775 million illiterate adults were found in ten countries; one of them was Indonesia. Specifically, UNDP (2009) reported that the score of Indonesian adult literacy rate put Indonesia at 88th place out of 180 countries. It really means that the abilities to read and to write of Indonesian students are insufficient.

In line with the reading and writing problem faced by Indonesian students above, it is very important to increase students' reading comprehension and writing achievement by the use of effective strategy in the classroom instruction. Importantly, paraphrasing strategy done by the students has important role in increasing their reading comprehension achievement. That is because according to Clark (2012: 45), "Paraphrasing strategy allows the student to demonstrate their understanding of the material by pulling its ideas and meanings into their own analysis and argument". Correspondently, paraphrasing strategy is very important in increasing students' writing skill. Pears and Shields (1998: 16) state, "Paraphrasing strategy has the added benefit of fitting more neatly into students' style of writing and allows them to demonstrate that they really do understand what the author is

saying". It means paraphrasing is considered as an appropriate strategy to increase students' reading comprehension and writing achievement.

In relation to the importance of paraphrasing, Karbalaei and Amoli (2010) have done a study conducted to examine the effect of paraphrasing strategy instruction on 63 English Major students' reading comprehension at undergraduate level in India. The findings of their study (2010) indicate that paraphrasing strategy instruction is effective in increasing Indian ESL students' reading comprehension. Therefore, Karbalaei and Amoli (2010) suggest that paraphrasing strategy is effective to increase students' reading comprehension. Besides Karbalei and Amoli's study, (2010), there is also another study dealing with paraphrasing strategy to increase students' writing achievement conducted by Choy and Lee (2012). The results of their study show that paraphrasing strategy instruction improves students' academic writing. In other words, it is possible to apply paraphrasing strategy to increase both of the skills, reading comprehension and writing.

Generally speaking, by the use of paraphrasing strategy, the students are able to clarify the essential meanings of the text they read. Consequently, it is easy for the students to internalize the information comprehensively; thus, students' reading comprehension achievement can be increased. Because of the reading comprehension improvement, students' writing achievement is also increased by the use of paraphrasing strategy since the students can restate

or rewrite the text in to their own writing style. The more the students read the text for doing paraphrasing strategy, the more they are able to increase their reading comprehension achievement. Correspondently, by paraphrasing the text, the students are also able to increase their writing achievement.

In relation to the whole of illustration above, this article discusses the important insights of the effectiveness of paraphrasing strategy in increasing students' reading comprehension and writing achievement. Importantly, this article mainly discusses integrated reading and writing in classroom instruction, paraphrasing as the strategy in teaching reading and writing, paraphrasing guidelines, the effectiveness of paraphrasing strategy in increasing students' reading comprehension and writing achievement, and how best to apply paraphrasing strategy in the classroom instruction.

Integrated Reading and Writing in Classroom Instruction

Indeed, reading and writing are closely related each other. Kemper, Meyer, Rys, and Sebranek (2013: 3) explain, "Writers know that reading helps them write, and that writing influences them to read more". In other words, the more the students read, the more good writing results they have; meanwhile, the more the students write, the more the need to read they have. They have mutual supporting relationship. From reading someone can get important information which will be useful for

him to write something; moreover, she or he can get the knowledge of good writing points in term of grammar, sentence structure, etc. Meanwhile, from writing to read, someone can improve her or his comprehension toward the text.

In relation to reading and writing connection, it is important for the teachers to integrate reading and writing in the instruction. According to Kemper et al. (2013), to integrate reading and writing in the instruction, it is important for the teachers to help the students to understand how academic reading and writing work together and to have the students apply the appropriate strategies. Automatically, by integrating reading and writing in the classroom instruction, it is very effective to increase their reading and writing achievement.

Paraphrasing as the Strategy in Teaching Reading and Writing

Alred, Brusaw, and Oliu, (2009: 372) define paraphrasing as "restating or rewriting in your own words the essential ideas of another writer." In other words, to paraphrase the information from the text, it is very important for the readers to include the important information by the use of their own words. However, according to Bailey (2006), it is forbidden for the readers who want to paraphrase the text to change or to alter the essential meaning of the information. In conclusion, it is allowed for somebody who paraphrases the text to clarify the ideas in different words without

changing the essential meaning of the text.

In teaching reading and writing, paraphrasing plays an important role as the teaching strategy. According to Schumaker, Denton, and Deshler (1984), paraphrasing is able to be used as the teaching strategy. Importantly, paraphrasing plays important role in enhancing students' reading comprehension skill. This is because the students are allowed to demonstrate their understanding of the materials into their own analysis and argument by using paraphrasing strategy (Clark, 2012). Correspondently, paraphrasing strategy is very important in increasing students' writing skill since according to Pears and Shields (1998: 16), "Paraphrasing strategy has the added benefit of fitting more neatly into students' style of writing and allows them to demonstrate that they really do understand what the author is saying". It means paraphrasing is considered as an appropriate strategy to increase students' reading comprehension and writing achievement.

In addition, paraphrasing strategy allows the writers to restate the important idea in to their own words; therefore, there is greater chance to the writers to increase their writing skill through the use of paraphrasing strategy. Consequently, paraphrasing strategy has the important roles in academic setting. It is in line with Bailey who states, "Effective paraphrasing is vital in academic writing to avoid the risk of plagiarism" (2006: 29). The reason why paraphrasing can be used to avoid the plagiarism is because

according to Clark (2012), the source text being paraphrased must be referenced. In addition, "Paraphrasing is the better choice for dense or jargon-filled language, just as summary saves you space and helps get to your own point more rapidly" (Fulwiler, 1988 : 141). In other words, through the use of paraphrasing the students have the opportunity to create their own words based on the essential information from the text without changing the meaning of the text. In conclusion, it is suggested to the students especially those in English study program to practice paraphrasing strategy since paraphrasing gives important benefit to the area of academic reading and writing.

Paraphrasing Guidelines

According to Oshima and Hogue (1983), there are four steps used to write a paraphrase:
1. reading the text carefully several times until understanding it fully
2. looking up any words which are not understood by finding synonyms for them
3. writing a brief outline including the main idea (topic and controlling ideas), the main supporting points, and primary and secondary supporting details
4. writing the paraphrases by using different vocabulary and sentence structure; however, it is forbidden to omit any essential ideas and to change the meaning of the original sources.

In addition, there are some techniques used to write a paraphrase

stated by Oshima and Hogue (1983), as follow:

1. using synonyms wherever possible
2. changing active sentences to passive sentences or vice-versa
3. changing direct quotations to indirect quotations.

Moreover, Bailey (2006) also describes the guidelines for paraphrasing which consist of changing vocabulary, changing word class, and changing word order. Before the steps of paraphrasing are practiced, it is better for the teachers to explain the meaning of paraphrasing to the students and to discuss the examples of the paraphrases (Schumaker et al.,1984). Furthermore, Schumaker et al. (1984) state that the teacher should model and demonstrate the paraphrasing strategy so the students can witness all the processes involved. Furthermore, in the last instruction there should be feedback given by the teachers to the result of students' work. That is because based on the research conducted by Getzlaf et al. (2009), effective instructor feedback has positive outcomes for the students. Therefore, those guidelines can be applied by the students in order to be easy in paraphrasing the text.

The Effectiveness of Paraphrasing Strategy in Increasing Students' Reading Comprehension and Writing Achievement

Importantly, paraphrasing strategy allows the student to demonstrate their understanding of the material by pulling its ideas and meanings into their own analysis and argument (Clark, 2012). It means that while students paraphrase the text; they automatically analyze and comprehend the text well to bring their own analysis in to their own words. By releasing that important effect, it is able to be concluded that paraphrasing strategy is effective to be used in increasing students' reading comprehension.

As a matter of fact, there are large numbers of previous research related to paraphrasing strategy. The findings of a study conducted by Karbalaei and Amoli (2010) who examined the effect of paraphrasing strategy on 63 English Major students' reading comprehension at undergraduate level in India indicate that paraphrasing strategy instruction was effective in improving Indian ESL students' reading comprehension.

In relation to their study, Blume (2010) also had done the study conducted to investigate the effect of a paraphrasing cognitive activity on reading comprehension and the maintenance effects two months after treatment for students with learning disabilities in Lincoln. Blume's study (2010) shown that paraphrasing strategy had a positive effect in increasing the student's reading comprehension. Therefore, it is important to apply paraphrasing as the strategy to improve students' reading comprehension achievement.

Moreover, paraphrasing strategy is effective in improving not only students' reading comprehension but also their writing achievement. In addition, there was also a study dealing with paraphrasing strategy to

increase students' writing achievement conducted by Choy and Lee (2012). The results of their study showed that paraphrasing strategy could improve students' academic writing. In conclusion, paraphrasing strategy is also effective to be used in increasing students' writing achievement. Meanwhile, based on the study conducted by Oda and Yamamoto, paraphrasing strategy was proved as an essential tool for English for Academic Purpose (EAP) which had improved students' writing skills. It means that paraphrasing strategy is also effective to be used in increasing students' writing achievement. In conclusion, paraphrasing strategy is effective to increase not only students' reading comprehension but also writing achievement.

How Best to Apply Paraphrasing Strategy in the Classroom Instruction

It is effective to apply paraphrasing strategy in the classroom instruction in each stage of learning activities including pre-activities, whilst activities, and post-activities. In pre-activities, the teacher explains the meaning of paraphrasing and has the students comprehend the examples of good paraphrases written by experts (Schumaker et al, 1984). Furthermore, it is continued by whilst activities while the teacher has the students paraphrase the chosen text provided by the teacher. In applying the paraphrasing strategy in whilst activities, the teacher has the students read the text carefully until they understand it fully first (Schumaker et al, 1984). Moreover, the teacher has the students look up any words they do not understand and write a brief outline (Oshima & Hogue, 1983), including:

a) the main idea (topic and controlling ideas)
b) the main supporting points
c) primary and secondary supporting details

Importantly, in the whilst activities the teacher has the students write the paraphrases using their own words by changing word class, word order, active sentences to passive sentences or vice-versa, and direct quotations to indirect quotations without omitting any essential ideas (Oshima & Hogue, 1983).

Finally, in the last stage of learning process, the post activities, it is important to give feedback through discussion about the original ideas of the paraphrased paragraphs compared by the paraphrasing result. It becomes very important in order to evaluate whether the students are able to write a good paraphrase which contains the essential ideas of the orriginal sources. Furthermore, it is also beneficial to ask the students to describe one thing they learned or what lingering questions or confusions they still have. All in all, by applying paraphrasing strategy in the classroom instruction in each stage of learning activities, it is hoped that students' reading comprehension and writing achievement are increased.

CONCLUSION

It is beneficial to integrate reading and writing in the classroom instruction by the application of the effective teaching strategy.

Consequently, to increase both students' reading comprehension and writing achievement, it is important to apply paraphrasing strategy. Importantly, by the use of paraphrasing strategy, the students are able to clarify the essential meanings of the text they read. Correspondently, it is easy for the students to internalize the information comprehensively and rewrite the text in to their own writing style; thus, students' reading comprehension and writing achievement can be increased. The more the students read and rewrite the text by the application of paraphrasing strategy, the more they are able to increase their reading comprehension and writing achievement. Generally speaking, it is hoped that students' reading comprehension and writing achievement are increased through the implementation of paraphrasing strategy in the classroom instruction.

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