

## The impact of reading, asking, and paraphrasing on students' ability to write news items

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### Abstract

*The purpose of this study is to determine how the reading, asking, and paraphrasing strategies affect students' ability to write news items. The goal of the study was to determine whether the reading, asking, and paraphrasing strategies had a substantial impact on the students' ability to write news items. The SMA Negeri 2 Tg. Balai on Jl Sudirman served as the site for this study. The first-graders of the academic year 2015–2016 made up the study's population. 40 pupils served as the sample, while 320 students made up the population. A research design known as experimental was used to carry out this investigation. Two distinct classes served as the research sample in the design. The control group was one of the classes, and the experimental group was the other. The control group received no treatment whereas the experimental group received it utilizing the reading, asking, and paraphrasing technique. An written test served as the research's primary tool. The *t*-test formula was used to determine the *t*-observed values for both groups as the foundation for testing the research's main premise. According to the study's findings, *t*obs value was higher than *t*table, which had a *t*-obs value of 3.28 and a *t*-table value of 2.02.  $T_{obs} > T_{table}$  ( $3.28 > 2.02$ ), as evidenced by this. The theory was approved. It suggests that the students' success in writing news items was significantly impacted by the use of the reading, asking, and paraphrasing strategies.*

**Keywords:** reading; asking; paraphrasing strategy; news item; writing

### INTRODUCTION

Writing is more than the creation of graphic symbols, according to Byrne (198:2). One must make a conscious effort to put his or her thoughts or ideas into written form when writing. He continues by saying that writing includes encoding a message that is understood by the writer and the reader and involves producing well-arranged sentences in a specific order. Writing skills must therefore be taught to pupils or other people. Learning how to write well can help learners communicate their thoughts to readers in written form since writing is one of the communication instruments. Writing is the process of thinking about how something should be expressed structurally and logically.

Based on the researcher's experience in the field Teaching Practicing Program (PPL) in Senior High School, it was discovered that the pupils lacked the capacity to organize their thoughts into clear phrases, that they lacked the will to learn, and that they were still unable of writing complete paragraphs. The pupils' success in producing news articles is impacted by this situation. In order to increase the effectiveness and

interest of the writing instruction, numerous innovative and engaging strategies were adopted. English teacher was expected to help the students better to developed their competence to used foreign language, therefore teacher should have suitable media to present the lesson to the student. This study choose pictures as a media because pictures can made the students more interested in writing news item.

The teacher needs a distinctive approach in order to engage the students in the learning process and accomplish the lesson's objectives. Its use is intended to make the lesson easier for the pupils to learn and comprehend. Using a comprehension technique can not only make pupils simpler to understand but also improve the effectiveness of the teaching-learning process and increase student engagement. In order to determine whether employing the Reading, Asking, and Paraphrasing (RAP) approach had a substantial impact on the students' writing text accomplishment, the researcher sought to use the RAP strategy in teaching writing comprehension. This approach can improve students' comprehension of the material and make it simpler for them to understand the information in the text.

### ***The RAP strategy process***

Reading, posing questions, and paraphrasing are the three steps explained as follows.

#### ***a. Read***

The passage is read one paragraph at a time. Although the facilitator may start the reading, it is best if the students finish it themselves. The pupil may read aloud or in silence.

#### ***b. Ask the main idea of the passage***

The reader should next ask himself or herself what the paragraph's major idea is. He or she should also point out information that supports the main thesis.

#### ***c. paraphrasing***

The data is subsequently paraphrased into the readers' own words and written down on paper or recorded on audio. Utilizing outlines, word clouds, matrixes, or other organizational tools, write material that spans numerous paragraphs.

Students are also taught to employ synonyms for words to support the paraphrase of text using the RAP approach. Students get the chance to learn how to discourse about new ideas and link new notions, which are frequently in strange relationships.

### ***Students' achievement***

According to Olshtain (2000), there are four categories of achievement that students get in teaching and learning process; those are getting achievement above the available standard, and achievement well below the available standard.

From the student mentioned above, it is clear that at this level, a student has not yet achieved the standard (KKM), but if the teaching-learning process is improved, the student may eventually achieve the standard (KKM).

The student's current performance in comparison to the standard must be as high as this in the last level for them to have a reasonable possibility of meeting their learning needs. It may be necessary to take certain measures in addition to successful differentiated classroom technology.

**Writing**

Language can be represented visually or tactilely through writing. Writing systems employ a variety of symbols to represent speech sounds in addition to symbols for things like punctuation and numbers.

According to Quy (2011:4), writing is the process of turning information discovered through inquiry, inspiration, accident, trial, or error into a message with a clear meaning. Writing is a process that involves conscious choice. It is clear from the quotation above that writing is used to convey a message and a meaning.

**News Item**

According to Mulyono (2010), a news item is a type of literature whose primary objective is to inform listeners, viewers, or readers about current events that are deemed newsworthy or significant. In daily life, news item can be found in mass media such as newspaper and also in electronic media such as television and radio.

**METHOD**

This study was conducted at SMA Negeri 2 Tg. Balai during the academic year 2015/2016. The research focused on students in the tenth grade at SMA Negeri 2, with a total population of 320 pupils divided into ten classes. The research followed an experimental design with two distinct groups: an experimental group and a control group. The experimental group received instruction using the RAP (Read, Ask, Paraphrase) approach, while the control group did not receive instruction using this method. The study's design is illustrated below.

No	Group	Pre-test	Treatment	Post-test
1	Experimental	√	√	√
2	Control	√	–	√

**Table 1 the research design**

The teacher's activities	The student's activities
1. The teacher requested that each pupil read and comprehend one paragraph from the passage.	1. The pupil is going to look over the text.

2. The pupil was asked to identify the primary idea of the paragraph as well as any facts that supported it.	2. The pupil answered what the primary idea of the paragraph.
3. The information that the teacher questioned the pupils about is then paraphrased into the reader's own words.	3. The pupils answered about information read and paraphrased into own words.

**Table 2 the treatment in experimental group between the teacher's and the student's activities**

To analyze the data there are some scoring the test to determine students' writing prowess. According to Hughes (2003:104), there are five factors that go into determining a score in sales: substance, structure, vocabulary, use of language, and mechanics.

## RESULT AND DISCUSSION

The t-test formula was used to calculate the data above, and the results showed that the critical value was 3.28. Then, after locating the table of distribution of t-critical as the fundamental method of counting t-critical in a certain  $df$  (the degree of freedom), it was taken from the table of distribution to obtain the pride t-table, where  $5\% = 0.05$ , and the calculation showed that  $df$  were 40 ( $n_1+n_2-2$ ). The application of the t-test formula, the critical distribution table, and the  $t\text{-critical} > t\text{-table}$   $3.28 > 2.02$  to test the hypothesis was demonstrated by the fact. The fact shown that the t-critical (observed/to) value exceeded the table at a level of 5%. Due to the fact that t-observed was higher than t-table, the alternative hypothesis ( $H_a$ ) was adopted. In other words, students who learned to write news articles using the Prepare, Organize, Write, Edit, and Rewrite technique performed better than those who learned to write using the Free Writing strategy.

Furthermore, the results of the hypothesis testing indicated that the alternative hypothesis was plausible. This indicates that the Analysis-Control Model had a major impact on the news item's authoring. It was established through the data that the experimental group's score (as determined by the Analysis-Control Model) was greater than the control group's (as determined by the RAP approach). The RAP approach provided a better technique to thoroughly acquire all information. It enabled the pupils to gain knowledge through practical application. Additionally, it inspired them to write more and to be more active.

## CONCLUSION

Related to data analysis, the conclusions are reached with the students' achievement in writing news items was significantly impacted by their use of the reading, asking, and paraphrasing strategies, as seen by the scores of the pre-test before treatment and the post-test following treatment, both of which were 1.397.

Language instructors should instruct their pupils on how to paraphrase a text when they want to teach writing topics. This knowledge is crucial to helping them grow their writing skills and to help them understand the value of expanding their vocabulary

in order to make their writing more original and free of plagiarism. Due to the fact that this study focused on high school kids, it will also be helpful for them when they become college students since they will write more frequently, especially for research.

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