LEARNING WRITING BY PARAPHRASING THE QUOTATIONS ON SFL

by Edy Suseno

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Abstract: Writing is one of the language skills. Nevertheless, most EFL students got a problem with writing. It provokes their hindrance in learning English. The lack of vocabulary and competence in adapting grammar rules are the agent to worsen their writing ability. Comprehending the text is a kind of way to help the students build their vocabulary knowledge. The words they learn can be adapted to study grammar through GTM. They are essential to better their practical ability in descriptive text. It is the implementation of the SFL theory. Practicing descriptive text supported by adapting reading comprehension and GTM develops the students' competence to paraphrase the text. Paraphrasing through SFL enhances writing skills.

INTRODUCTION

In the globalisation era, people try to interact with one to the other in any purposes. Dealing with communication, they need a language used among them. That kind of fact urges people to learn English as lingua franca (Seidlhofer, 2011). The strategies of learning English are affording around the globe. One of them is systemic functional linguistics (SFL). It is making meaning learning. It focuses on three types of meaning include ideational meaning, interpersonal meaning, and textual meaning. In ideational meaning, people build field knowledge. It inspires people to come up with ideas. In interpersonal meaning, people can interact with others in social contexts. The last one is the textual meaning. In this meaning, people mix the previous meanings into spoken or written (Halliday and Matthiessen, 2004).

Martin (2009) said that genre is another level of the metafunction. It mixes field, tenor, and mode in the context of culture. It enables the text to describe the topic, and the actors as happening in daily life. The idea or field enables people to develop unlimited choices of a way to make meaning like words, sentences, and many others. It is about grammar (Hidayat, 2014). To develop interpersonal meaning or tenor, people put themselves into the subject or object of the context (Halliday, 1994).

Moreover, writing is a part of language learning. It is a complex activity. It needs some components to develop like the development of ideas, syntax, grammar, organization, vocabulary, content, communication skills, and the use of punctuation (Harmer, 2007). It enhances the ideational meaning, personal meaning, and textual meaning. These metafunctions create a making meaning. They are the part of SFL perspective. They are called language.

Hasan (1976) stated that the text cannot stand alone without the context. The context leads to meaning. It does not matter of the length of the text but the meaning of the text itself is much more important. But et al (2003) said that there are two kinds of contexts situational and cultural context. Situational context or register comprises field, tenor, and mode while cultural context discusses the genre. The two contexts establish a social context.

To enhance writing competence, paraphrasing is one of the strategies that can be concidered. It is the activity to rewrite the text by using one's own words (Ramazani, 2006). The competence to implement the context is very important to establish a paraphrase. The level of understanding in situational and cultural context determines the quality of the paraphrase (Latrobe University, 2010). Mcnamara (2007) said that there is a close relationship between inaccurate paraphrases and poor competence in reading comprehension. The less ability to restating the text can leads to unintentional plagiarism. The students need to be taught the way to paraphrase (MIT academic integrity, 2007).

In the previous study, the students were taught to paraphrase the text. Before doing the tasks, they were doing a pre-test. After that, they were exposed the way to paraphrase the quotations. At the end of the treatment, they did a post-test. The result was the progress in restating the text with their own words (Masniyah, 2017). Paraphrasing can develop their competence in reading comprehension. Understanding the text supports their reading ability. It hampers them to do plagiarism (Wette, 2010).

Paraphrasing in the previous study results in a good job. It gave the guidance to do a proper paraphrase. The students' competence in reading comprehension also developed. On the other hand, the steps to make their understanding of the text were not invovled. The

students need a strategy of how to understand the context both in situational and cultural. It will lead the students to make meaning writing.

Shokrpour & Fallahzadeh (2007) concerned with EFL writing problems at the university level. Most of them got problem in writing a report on the task. It seemed that they did not sufficient knowledge in vocabulary, grammar, and syntax. They needed to learn much more in both situational and cultural context to understand the text and to develop their writing skills.

The aim of this study is to see the influence of paraphrasing to develop writing skills. Writing is an important part of delivering ideas in the form of text. Paraphrasing of the text is the skill to develop writing ability. To satisfy the purpose of the research, establishing a research question is important. It the way to lead the study to meet the research purpose. The research question is "How does the paraphrasing develop the competence of writing?"

DISCUSSION

Theory of SFL

Learning a language is putting the learners to focus on the function. It is a making meaning learning. The theory of a language that focuses on the language function is systemic-functional linguistics (SFL). SFL is the study of the relationship between language and its functions in social settings. It discusses the use and the function of the language. It could be infered that language use is functional. Its function is to make meanings. These meanings are influenced by the social and cultural context in which they are exchanged. The process of using language is a semiotic process, a process of making meaning by choosing (Pearce, 2007).

Moreover, Halliday (1978) said that there are three parts in SFL meaning, sound, lexicogrammar. Lexicogrammar is about the relationship between vocabulary and syntax (Pearce 2007). The following is the diagram of lexico-grammatical network.
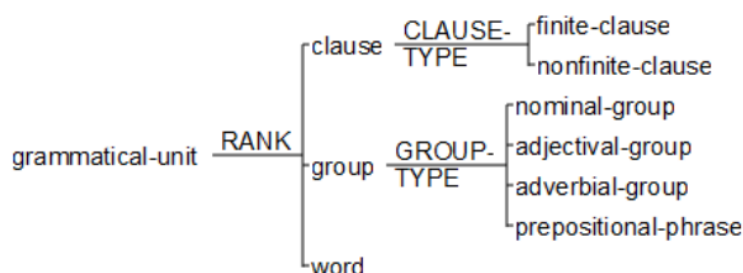
Halliday (1978) stated that the language functions are *metafunctions*. They have three forms *ideational*, *interpersonal* and *textual*. Ideational function is about clauses. It comprises two subfunctions experimental and logical. Experimental subfuncion is the form of ideas while logical subfuncion concerns the relationship among the ideas. Interpersonal function enables people to participate in communicative acts with other people, to take on roles and to express and understand feelings, attitude and judgements. It focuses on the people as speakers and hearers and the exchange of clauses.textual function is the use of the language in spoken and written. It can be summarized as follow.

ideational metafunction	experiential
	logical
interpersonal metafunction	
textual metafunction	
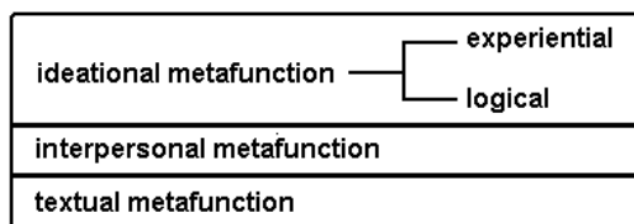
THE THREE METAFUNCTIONS WITH SUBFUNCTIONS

SFL starts with the words with phonology. Those words work dependently with the grammar to create discourse-semantic. It a language. In other words, the language is built by tenor, field, and mode. Tenor, field, and mode are register or context of situation. The register will be effective if it is implementedfor communication in the community for daily interaction or in the context of culture. The following graph shows the summary of

the SFL theory (Nordquist, 2020).

LEVELS OF COMMUNICATION: LEXICO-GRAMMAR
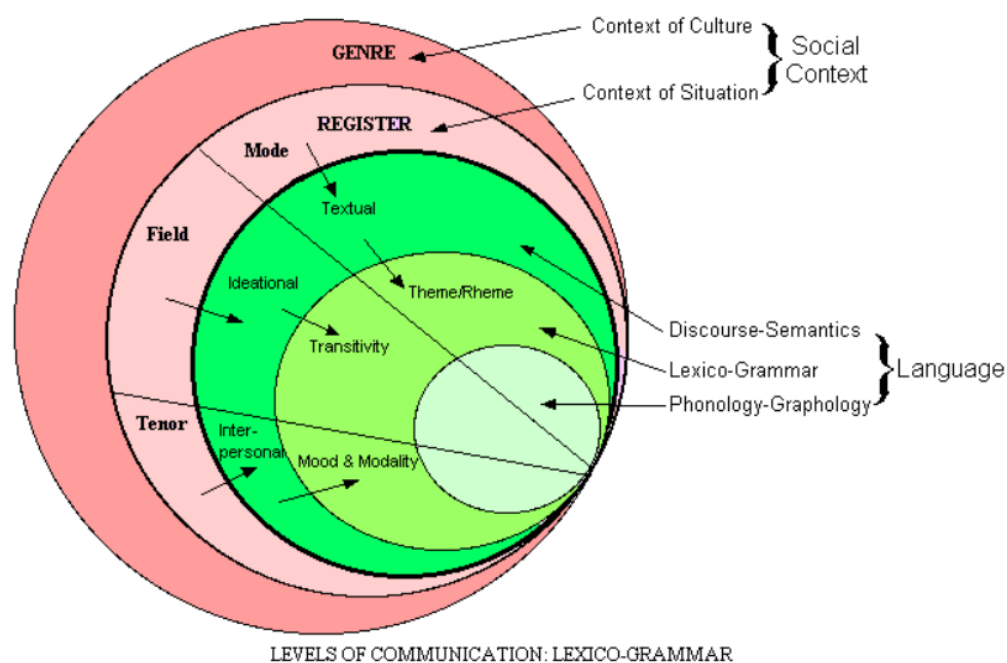
Vocabulary building

To express the ideas, people need to have enough word list in their head. It is vocabulary. Hornby (1995) defined that vocabulary comprises three parts the total number of words, all the words known to a person or used in a particular book, subject matters, and a list of words with their meaning. It is clear that vocabulary is a set of words with the meaning owned by someone to use it in spoken and written.By having a sufficient vocabulary, the students can better their competence in spoken and written. They will be free to choose the appropriate words to convey their intention. It lessens the level of anxiety.

Nation (2001) said the knowledge of vocabulary and language use complete to each other. It means that by having sufficient knowledge of vocabulary, the students are able to use the language learned. Otherwise, by using a language in spoken and written, the students develop their vocabulary list in their heads. By having the insufficient vocabulary, the students will get difficulty to express their ideas both in spoken and written (Maximo, 2000). Thornbury (2002) stated that teaching words in learning a language are essential. It determines the level of fluency of speaking and writing (Walters, 2004).

The importance of the grammar-translation method

The translation is very important to help the students develop their vocabulary knowledge. It is the step to understand the meaning of the words to introduce in their mother tongue. It helps them to learn English. It eases them to choose the appropriate words in expressing their ideas. It determines the level of understanding while practicing speaking, reading text, and writing an essay (Khan &Mansoor, 2016).

GTM is the old method ever used in learning English. It still appropriates to adapt it in the current study (Harmer, 2007). The implementation of GTM does not hamper the implementation of authentic materials. The students can use the authentic text as a template to understand the implementation of the context. Understanding the text from L2 to L1 and vice versa by translating the words could help the students grasp the meaningful context (Asl, 2015). The use of a mother tongue to deliver the material makes the teacher and students interact with each other freely. The students can raise their questions to the teacher confidently. It can trigger the atmosphere of discussion.

Reading comprehension to enhance vocabulary building

Text is a source for gaining important inputs. It is the essential media for the students to add some desirable knowledge to complete their studies (Yukselir, 2014). By reading, the students develop their vocabulary building to enhance their speaking and writing skills. The students can see how grammar rules work in the text. They also learn how to choose the appropriate words to express their ideas. The authentic text is the source for the students to copy. It leads the students to get successful learning (Hung &Ngan, 2015).

The poor skill in reading brings the students into declination in using the language in both speaking and writing. The most EFL students experienced it. They will be lack of the word list and background knowledge to deliver their intention. They will also experience the problem of grammatical usage. Hence, it hampers them to develop their ability in speaking and writing. It leads the students' hindrance to get involved in the teaching-learning process (Samad et al., 2017).

Reading is an activity to grasp the message of the text (Sweet & Snow, 2003). It is the process of interpreting the meaning of the text from the printed passage into solid information (Grabe&Stoller, 2002). Understanding the content of the text, the readers make the interaction between the text, and themselves. It develops their reading fluency (Alyousef, 2006). To support the process of reading comprehension, some components like text, setting, the reader, the reader''s background, reading strategies, the background

knowledge in L1 and the L2, and the reader"s decision making interfere the success in drawing the meaning of the text (Yukselir, 2014).

Nevertheless, the situational context comprises lexical, morphological, and syntactical features determines the success of reading. It is very important to build a good reader. The poor skills in situational skills bring the students into poor readers. It results in the failure of using the language in both spoken and written. In other words that poor readers experience the problem in developing the cultural context (Lili, 2014).

Improving the paraphrasing

The process of paraphrasing invites the problem. Most of the students sometimes could not differentiate between summarization and paraphrase. They tend to bring them into plagiarism (Hood, 2008). Retelling the message from other people is a simple example of the paraphrasing. It is a way to drill the students to be able to practice paraphrasing. By doing such kind of method, the students will be accustomed to doing paraphrasing(Orellana & Reynolds, 2008).

The adequacy of vocabulary plays an important role to succeed students in paraphrasing. The insufficiency of the vocabulary list in the students' memory results in the problem in doing a paraphrasing. They do not know how to restating other people's notion with their own words (Hamilton, 2002). Teaching the parts of the situational context is necessary. They will learn the vocabulary and syntax. By having sufficient background knowledge in a situational context, the students will not get a problem in adapting the cultural context. It helps them proceed to paraphrase the text successfully. The students can use it to understand the subject matter when the teacher asks them to tell the lesson about (Durst, 1989).

Learning a descriptive text to enhance paraphrasing

Learning writing is the process of pouring ideas into a written product. Descriptive text is one of the types of writing. To practice writing for descriptive text, the students describe the things they see and hear in their surroundings like people, animals, places, or events. In their writing, they try to lead the readers and hearers to think or feel as if they were experienced. This kind of method is very important for the students to make their written products sound natural (Knapp & Watkins, 2005).

By practicing descriptive writing, the students will be accustomed to produce the make meaning text. It is in line with Thompson's (2014) idea. He said that regarding systemic functional linguistic, using language among people in the society brings them into

meaning which comprises the meaning is to create ideational, interpersonal, and textual. It could be in spoken or written. It enables the students to ease their ability to paraphrase a text.

Focusing on SFL, the students learn writing from collaborating words and syntax to build a making meaning product. To make their ideas poured on the text meets the ideational, interpersonal, and textual meaning, the students need to set it into a cultural context. The students can better their competence by practicing to write a descriptive text (Oshima and Hogue, 2007). This kind of process helps them paraphrase the text. They will get the perspective to rewrite the text with their own words.

Developing the descriptive text on writing tasks leads the students to understand the way to explain something in detail. They will try to present their thought to be clear by the readers as if they experience it (Anderson, 2000). It is in line with the SFL theory that the use of language is to make meaning among people in society. *The activity in the descriptive text can be adapted to enhance the students' ability to paraphrase the text*. It completes the previous study.

Moreover, paraphrasing, which is enhanced by practicing descriptive text, can develop the students' competence in writing. *The students can rewrite the text with their own words without changing the essence of the original content of the text* (Reid, 1988). *This kind of process enables students to develop their competence in writing* (Ramazani, 2006). It answers the question of the research. In other words, *paraphrasing influences students' competence in writing*. It satisfies the aim of this study.

CONCLUSIONS AND SUGGESTIONS

The process of paraphrasing can be developed by practicing a descriptive text. To enhance the activity of descriptive text, the implementation of the grammar-translation method, reading comprehension, and vocabulary building can be adapted to meet lexicogrammar. It is the evolvement of the language and social context as the adoption of SFL to make meaning. By doing such a process, the students can develop their competence in writing. It means that by adapting SFL in learning paraphrasing, the students develop their ability in practicing writing.

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