

AN ANALYSIS OF PARAPHRASING TECHNIQUE USED BY STUDENT OF ENGLISH DEPARTMENT

Agnes Mejika April Lia^{1*}, Nike Angraini², Dita Rizki Anggraini³

^{1,2,3}English Education Department, Faculty of Teacher Training and Education,
University of Indo Global Mandiri Palembang
Email: 2020710044@student.uigm.ac.id

Abstract: Paraphrasing is an important technique in academic writing to avoid plagiarism, understanding the material and convey information in your own language. This research examines the paraphrasing methods employed by English study program students at Indo Global Mandiri University in Palembang using qualitative research, specifically thematic analysis, and data collection techniques including tests and interviews. The study involved 8 out of 16 eighth-semester students. For the test, the participants paraphrased a descriptive text provided by the researcher, and the interview comprised 8 questions related to paraphrasing. The findings revealed that most techniques used by students were changing vocabulary and the obstacles when paraphrasing texts were lack of vocabulary and poor/lack of documentation skills. Moreover, the research found that the conditions for students to use paraphrasing were to avoid plagiarism, avoid direct quotations in writing, increase the clarity of writing, and complete writing assignments during class.

Keywords: *Paraphrasing, Paraphrasing Techniques, Obstacles of Paraphrasing, Use of Paraphrasing*

1. INTRODUCTION

Language plays an important part in communication and social interaction in society. Language allows us to tell our thoughts, ideas, and feelings to others. Then, language can make us communicate, share information, understand, and be understood by others. There are various languages in the globe that may be used to communicate. However, English is the language most widely used in many countries. English is super important as a global communication tool, helping people from different cultures and languages communicate. It is like a bridge that connects people, no matter where they come from. It is not without reason that many people are competing to study English. In English courses there are 4 skill should be mastered well, such as reading, writing, speaking, and listening. Those four skills are closely related to each other.

Writing is one of the most important abilities in language to support the function of language as a communication tool. Writing can be a social technology that is created to communicate among people. It is learned and produced in social circumstances, establishes social relationships, changes the writer's social presence, creates shared meanings, and accomplishes social action (Bazerman, 2015). Writing is something that often done in universities. Academic writing is one of the important things in writing that needs to be focused on in universities. There are many kinds of academic writing such as; essays, term papers, research papers, etc. In academic writing, it is important to avoid plagiarism.

Plagiarism includes using text no longer under copyright, or even material that one has personally written, if it is used without proper citation or acknowledgment (Weber-Wulff, 2014). This action involves quoting part or all of the contents of someone else's scientific

work which is recognized as one's own scientific work, without citing the source appropriately and adequately. Writing skills prepare writing techniques so that cheating does not occur in making academic research. One of writing techniques to reduce plagiarism is paraphrasing. According to Strakey (2021), Paraphrasing means to express something that has been spoken or written by another person in your own words. You may use the original writer's language in your paraphrase, but only for a word or brief phrase, which should be put in quotation marks. There are some steps to paraphrasing: fully understand the original, identify its main points, and then put it away to use your own words. Changing sentence structure and vocabulary helps ensure originality, while always giving credit to the source avoiding plagiarism, and acknowledging where the information came from (Hentschke, 2017). In this process, the use of paraphrasing becomes an important skill, not only to avoid plagiarism but also to understand and convey information in a more personal way. Unfortunately, there are still many students who do not understand the use of paraphrasing ability in academic writing. In Indonesia, research has been conducted on paraphrasing skills, techniques, reasons, and the impact of not paraphrasing. For instance, the English Study Program at FKIP UNRI discovered that paraphrasing skills range from poor to average, with 76.92% of students performing at an unsatisfactory level (Gusparia, 2017), and Senior High School students in Indonesia show fair ability in paraphrasing (Putra, 2018), and The most dominant category of students' basic knowledge about paraphrasing is unsatisfactory. Therefore, it can be concluded that students' paraphrasing ability in Indonesia is still unsatisfactory. This unsatisfactory level of paraphrasing ability is due to some causes, Khairunnisa et al (2014) discovered that the main causes of students' paraphrasing problems are a lack of vocabulary. and understanding of paraphrasing. Based on the research findings just mentioned, we can conclude that the ability of paraphrasing carried out by students at the university in Indonesia is still limited.

In South Sumatra, particularly at Indo Global Mandiri University, students enrolled in the English language study program are expected to become proficient in all four skills of the English language, particularly writing. In terms of writing, the objective is for students to be able to apply various techniques when compiling their academic work, especially paraphrasing techniques. Even though paraphrasing is considered an important skill in academic writing, some students at Indo Global Mandiri University still rarely use paraphrasing, and some students have difficulty paraphrasing a sentence. This is caused by a lack of vocabulary, making it difficult for students to find synonyms to paraphrase the sentence so that it is not similar to the sentence they want to cite. Another difficulty is that sometimes they are confused about arranging the sentences so as not to change the original meaning and message. the researcher developed three research questions, which are as follows: what were the paraphrasing techniques commonly used by students of the english study program at indo global mandiri university?, what obstacles did indo global mandiri university english students face in paraphrasing? ,in what condition did indo global mandiri university students used paraphrasing?.

2. METHOD

This study used the qualitative research design, specifically thematic analysis. This research was be conducted at the Indo Global Mandiri University, especially at the Faculty of Teacher Training and Education in the English Department located in Palembang, South Sumatra. In this study, 6th-semester students were be selected as the participants. Out of 18 students, 8 students were ready to participate in this research. The resarcher in this study the data collection was test and interview. For the test, Researcher used descriptive text as writing test material. Students would be given 2 examples of descriptive text, descriptive about people and descriptive about places. These 2 examples of text are taken from the book

Writing Skills Practice Book for EFL Beginning/Intermediate Level by Patricia Wilcox Peterson, then students will choose one of these texts to paraphrase. The researcher chosen descriptive text as the topic because the students had studied it in the previous semester. During the interviews, the researcher asked students some questions that are related to paraphrasing, there were 8 questions that students must answer. Through the responses, the researcher would identify any obstacles that the students faced and how they overcame it. The interview was used to categorize the various conditions students when paraphrasing text.

3. FINDINGS AND DISCUSSIONS

The finding showed the result of students paraphrasing techniques, the obstacles and conditions when paraphrasing the text. Tests and interviews were data collection techniques in this research. Through this test, the researcher tries to determine what techniques students often use to paraphrase English texts. Besides, the researcher used interviews to find out what obstacles students experience and in what conditions they use paraphrasing. Based on the result of students paraphrasing techniques and showed by this table below:

Table 1.
Paraphrasing Techniques used by Students'

No	Name	Changing Vocabulary	Changing Word Class	Changing Word Order	Changing Verb form	Changing Nouns and Pronouns from singular to plural or plural pronouns from singular to plural or vice versa	Changing style from personal to impersonal	Reversing the order in which information is presented
1	SMAN	8	5	1	2	0	0	1
2	DJ	7	2	3	0	0	0	0
3	RMP	5	2	3	1	0	0	0
4	R	3	4	2	1	0	0	1
5	SY	6	0	0	0	0	0	0
6	NS	1	0	3	0	1	0	0
7	AA	12	2	0	0	0	0	0
8	SN	13	0	2	1	0	0	0
TOTAL		55	15	14	5	1	0	2

Based on the table above, the results of the paraphrasing techniques used by students in paraphrasing descriptive text are presented. This shows 0 for the "Changing style from personal to impersonal" technique, 2 for the "Reversing the order in which information is presented" technique, 1 for the "Changing Nouns and Pronouns from singular to plural pronouns from singular to plural or vice versa" technique. ", 5 for the "changing verb form" technique, 14 for the "changing word order" technique, 15 for the "changing word class" technique, and 55 for the "changing Vocabulary" technique.

Based on the explanation above, researcher found the results of the techniques used by students in paraphrasing descriptive text and are shown in the figure below:

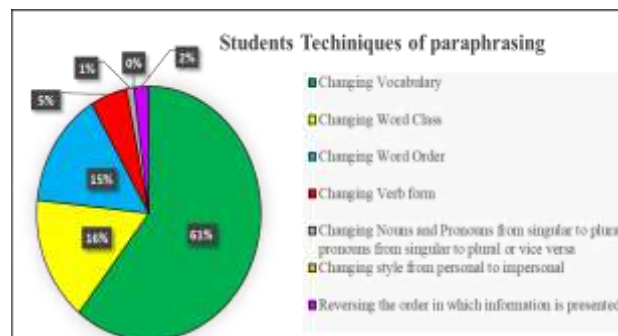


Figure 1.
Percentage of Students' Paraphrasing Techniques

Based on the figure above, it can be seen that 0% for the "Changing style from personal to impersonal" technique, 1% for the "Changing Nouns and Pronouns from singular to plural pronouns from singular to plural or vice versa" technique, 2% for the "Reversing the order in which information is presented" technique, 6% for the "changing verb form" technique, 15% for the "changing word order" technique, and 61% for the "changing vocabulary" technique. The researcher can conclude that the highest percentage of paraphrasing techniques is "changing vocabulary" and the lowest percentage of paraphrasing techniques is "changing nouns and pronouns from singular to plural pronouns from singular to plural or vice versa". This means that the most dominant paraphrasing technique used by students in paraphrasing descriptive text is the "changing vocabulary" technique.

6 out of the 7 techniques used by students, the highest percentage of students used the paraphrasing technique of changing vocabulary with percentage 60%. Changing vocabulary is used in all of the paraphrased texts that students have worked on. The researcher suggested that students often use this technique because it is simpler to apply compared to the other six techniques. Students only need to replace certain words in the original text with their synonyms without altering the sentence structure. Therefore, students consider this technique easier and more simpler (Zohra et al., 2022). Ismail et al (2020) also noted that students frequently paraphrase a passage by replacing words with synonyms due to the simplicity of this technique. This is because searching for synonyms is the easiest and simplest way for students to paraphrase - they simply replace certain words in the original text with synonyms without changing the sentence structure.

In the interviews that were conducted, 4 students could paraphrase English texts well, and 4 students did not really understand. Even though 4 students understand how to paraphrase English well, they also experience difficulties when paraphrasing English texts as do 4 other students. From the conclusion of the interview, the most frequently experienced obstacle was the difficulty of finding the right words or finding the right synonyms. Some students such as "SMAK", "DJ", and "NS" said they had difficulty finding the correct understanding because English has many understandings so it was difficult for them to find the right understanding. According to Ismail et al. (2020), The difficulty in finding the right vocabulary is caused by a lack of vocabulary. In addition, Khairunnisa et al (2014) stated most students experience problems changing vocabulary in paraphrasing English texts, this is caused by a lack of vocabulary. Because of the lack of vocabulary they have, students usually end up using the wrong vocabulary. The second most common problem is maintaining the original meaning because it is difficult to find the right vocabulary, so this becomes a further obstacle in paraphrasing English texts. If the changed vocabulary is not appropriate then the original meaning will change or be a little confusing. Additionally, there are challenges in avoiding plagiarism when paraphrasing, as even the use of paraphrasing techniques may still result in similarity to the original text. Akbar (2020) stated that using only one paraphrasing technique, such as changing vocabulary or employing synonyms, can lead to plagiarism. Therefore, it is recommended to combine different techniques when paraphrasing a text. Additionally, students often struggle with difficulty in direct quotations when paraphrasing and avoiding similarities to the original text, this was caused by a lack of understanding of the original text that has not been paraphrased. One effective way to paraphrase a text accurately is to comprehensively, understand the original text, read it as it is complete, and then use that understanding to express the ideas in a new way. (Hentschke, 2017). Poor paraphrasing is caused by a lack of understanding of the material (Clarín et al., 2023).

According to Regala-Flores & Lopez (2019), there are four categories of obstacles experienced by students. The first category is lack of English proficiency, which includes restating source ideas into own words, observing length/content requirements of a paraphrase, composing grammatical sentences, restructuring sentences, and organizing

thoughts. The second category is poor reading comprehension skills, which involves identifying the topic sentence/main ideas, understanding/interpreting the source text, selecting/deleting/overlooking supporting details, organizing/classifying details, and lacking reading skills. The third category is lack of vocabulary, which includes lacking vocabulary, using synonyms to replace words in the source texts, and changing word forms. The last category is poor/lack of documentation skills, which encompasses lacking knowledge in citing sources, misinformation about documentation, and fear of plagiarism. Some of the obstacles experienced by students, such as difficulty in finding the right word or finding the right synonym, fall into the category of lack of vocabulary. Meanwhile, maintaining the original text and difficult-to-find quotes, avoiding detailed plagiarism, and avoiding the original text, fall into the category of poor/lack of documentation skills.

In the interviews conducted, it was found that some students frequently used paraphrasing, while others rarely utilized this technique. Paraphrasing was observed to be useful for students when reading books, essays, and stories as it helped them to comprehend the material, summarize information, and explain concepts. According to Shi et al, (2018), paraphrasing demonstrates students' understanding and their ability to incorporate new ideas. Additionally, students employed paraphrasing to avoid plagiarism in their writing assignments and to refrain from direct quotes. Some students also indicated that paraphrasing improved the clarity of their writing, a viewpoint supported by Masniyah, (2017), during the paraphrasing process, students typically start by reading and understanding the content independently. They then identify the key details and the main idea of the text before rephrasing it in their own words. This active learning process can significantly enhance students' writing skills. According to Ramadhani et al (2019), paraphrasing can show students' understanding and transfer their knowledge to add ideas to it.

4. CONCLUSIONS

Based on the finding and interpretations of the study, it was found that 92 sentences used different paraphrasing techniques, there were 0 (0%) for the "Changing style from personal to impersonal" technique, 1 (1%) for the "Changing Nouns and Pronouns from words" technique. change singular to plural from singular to plural or vice versa", 2 (2%) for the technique "Reverse the order of presentation of information." 5 (6%) for the technique of "changing verb forms", 14 (15%) for the technique of "changing word order", 15 (16%) for the technique of "changing word classes", 55 (60%) for the technique of "changing vocabulary ". The researcher found the obstacles to paraphrasing faced by students and the conditions for using paraphrasing after the interviews were conducted. Students experience 5 obstacles, difficulty finding the right word/finding the right synonym, difficulty finding the right quote, maintaining the original meaning, avoiding a detail of plagiarism, and avoiding similarity to the original text. the 5 obstacles are divided into 2 categories: lack of vocabulary and poor/lack of documentation skills, lack of vocabulary for obstacle difficulty finding the right word/finding the right synonym, and poor/lack of documentation skills. As for the condition of students when using paraphrasing, there are 8 reading books or essays for better comprehension, summarizing information, or explaining concepts. Some also use paraphrasing to avoid plagiarism, avoid direct quotations in writing, improve writing clarity, and complete writing assignments during class lessons.

REFERENCES

- Akbar, M. T. (2020). Students' Paraphrasing in the Literature Review Section of Research Proposal. *Jambura Journal of English Teaching and Literature*, 1(1), 1–15. <https://doi.org/10.37905/jetl.v1i1.5150>

- Clarín, A. S., Serohijos, S. S., Sumaylo, L. L., & Baluyos, G. R. (2023). The Challenges in Paraphrasing Among English Language Students. *EduLine: Journal of Education and Learning Innovation*, 3(4), 493–503. <https://doi.org/10.35877/454ri.eduline2052>
- Hentschke, S. (2017). Paraphrasing. *Jose, San University*, 1–3. <https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=https://www.sjsu.edu/writingcenter/docs/handouts/Paraphrasing.pdf&ved=2ahUKEwi1queag8KBAXWSTGwGHYCWDP8QFnoECB0QAAQ&usg=AOvVaw3ZxYkxXWdwdgcgnxkLFTXi>
- Ismail, Sunubi, A. H., Halidin, A., Amzah, Nanning, & Kaharuddin. (2020a). *Paraphrasing Technique to Develop Skill for English Writing Among Indonesian College*. 11(11), 291–297.
- Ismail, Sunubi, A. H., Halidin, A., Amzah, Nanning, & Kaharuddin. (2020b). Paraphrasing technique to develop skill for english writing among indonesian college students of English. *Systematic Reviews in Pharmacy*, 11(11), 291–297. <https://doi.org/10.31838/srp.2020.11.43>
- Khairunnisa, W., Sutapa, Y. G., & Surmiyati. (2014). Students' Problems in Paraphrasing. *Jurnal Pendidikan Dan Pembelajaran*, 3, 1–9. <https://jurnal.untan.ac.id/index.php/jpdpb/article/download/7625/7739>
- Masniyah. (2017). *the Use of Paraphrasing Strategy To Improve the Students' Writing Ability At the 2Nd Year Students of Sman 1 Tinambung*. 84. <http://repositori.uin-alauddin.ac.id/id/eprint/4914>
- Ramadhani, E. F., Setiawan, S., & Munir, A. (2019). Paraphrasing Techniques Used by English Post Graduate Students. *Jurnal Education and Development*, 7(3), 64–68. <http://journal.ipts.ac.id/index.php/ED/article/view/1160>
- Regala-Flores, E., & Lopez, M. (2019). Self-reported summarizing and paraphrasing difficulties in L2 writing contexts: Some pedagogical interventions. *Indonesian Journal of Applied Linguistics*, 9(2), 286–296. <https://doi.org/10.17509/ijal.v9i2.20219>
- Shi, L., Fazel, I., & Kowkabi, N. (2018). Paraphrasing to transform knowledge in advanced graduate student writing. *English for Specific Purposes*, 51, 31–44. <https://doi.org/10.1016/j.esp.2018.03.001>
- Weber-Wulff, D. (2014). False Feathers : A Perspective Feathers on Academic Plagiarism. In *False Feathers*. Springer. <https://doi.org/10.1007/978-3-642-39961-9>
- Zohra, M., Melani, M., Roza, V., & Prima Dewi, M. (2022). An Analysis of Paraphrasing Techniques Used by Student at the Fifth Grade English Education Department of IAIN Bukittinggi Academic Year 2022/2023. *Journal of Educational Management and Strategy*, 1(1), 01–13. <https://doi.org/10.57255/jemast.v1i1.17>