

**STUDENTS' PARAPHRASING SKILLS IN ACADEMIC WRITING:
DIFFICULTIES AND STRATEGIES**

THESIS

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FAKULTAS TARBIYAH DAN KEGURUAN
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THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
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In Partial Fulfillment of the Requirements for
The Bachelor Degree of Education in English Language Teaching

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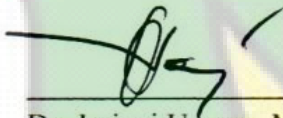
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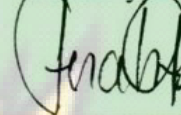
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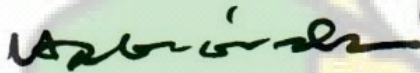
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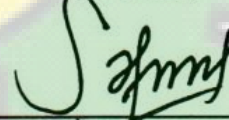
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Students' Paraphrasing Skills in Academic Writing: Difficulties and Strategies

Adalah benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 12 Juli 2021

Saya yang membuat pernyataan,



Nurul Azkar

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First of all, in the name of Allah, the Beneficent and Merciful, all praises are to the Almighty Allah, the Most Gracious and Most Merciful. He is the Lord of the world, the King of the King, the Creator of this universe who has given me health, strength, and capability to complete this thesis. Peace and salutation to our prophet Muhammad PBUH, along with his family and companions who have struggled whole-heartedly to deliver the truth to human beings and guided his ummah to the right path.

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ABSTRACT

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This research investigates students' difficulties in doing paraphrasing and identifying the strategies to mitigate the difficulties they face. This qualitative research obtained data from seven students of English Language Education who took Academic Writing Course and were in the process of completing their thesis. Document analysis and semi-structured interviews were used to collect the data which were then analyzed descriptively. The document analysis results show that the students used various techniques in paraphrasing, i.e., using synonyms, changing clause to phrase (vice versa), expanding the word for clarity, shorten phrases for conciseness, changing part of speech, the structure of ideas, word form, word order, shorten the sentences, and expanding phrases for clarity. The interview results show four significant difficulties students encounter in paraphrasing, including lack of English proficiency, poor reading comprehension skills, lack of vocabulary, and referencing ability. In addition, the students' strategies in overcoming the challenges vary according to the challenges they faced. In conclusion, to familiarize the students with paraphrasing, it should be taught in writing courses for EFL students.

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CHAPTER I

INTRODUCTION

This chapter presents explanations about the researcher's reason for choosing the idea of students' difficulties of paraphrasing in academic writing. It provides background of study, research questions, research aims, research significance, and research terminologies.

A. Background of Study

Paraphrasing is a skill crucial in writing for academic purposes. By paraphrasing, scholars mean rewriting or restating other ideas, meaning and information by changing the wording of a text which significantly differs from the source without changing the meaning (Bailey, 2011). Given the ability to paraphrase, students can express someone else's ideas while still maintaining the source's main ideas through their own words (Murphy, 2009).

Students must learn how to rewrite someone else's ideas correctly to prevent plagiarism. One of the methods of preventing plagiarism is to paraphrase. Murphy (2009) states that plagiarism means presenting or using another author's thoughts and information without the proper documentation. Students should learn this since they need to use current literature to support their thoughts.

Numerous researches on the student's paraphrase skill have been conducted, for example, Dung (2010), Bailey (2011), Choy and Lee (2012), Khairunnisa et al. (2014), Na and Mai (2017), and others. The studies discovered that paraphrasing is

the best strategy to prevent plagiarism because plagiarism is a significant issue in writing. Most English students attempt to correctly paraphrase to demonstrate that they have comprehended the concepts presented in the sources while also demonstrating that the thoughts they are expressing are not their own. On the other hand, paraphrasing is seen as a difficult skill, and the students have difficulties doing it in the appropriate processes. As a result, mastering this technique is needed by the students to have good writing.

The students prefer to accept the sources than paraphrasing the concepts in their ideas when they are unsure of their ability to write in a second or foreign language (Liao & Tseng, 2010). The students who cannot paraphrase are more likely to plagiarize the ideas of others. They must understand and follow paraphrasing criteria when writing a proposal or thesis. Unfortunately, most students seem to have problems or issues with paraphrasing. As students who learn English as a second language (ESL), their inability to paraphrase texts is one of the most common issues they encounter (Ismail & Maasum, 2009, as cited in Choy & Lee, 2012).

Despite the studies on the difficulties of paraphrasing, research that explores students of English Language Education of Universitas Islam Negeri (UIN) Ar-Raniry Banda Aceh is relatively rare. Therefore, the researcher is interested in investigating the students' paraphrasing experiences in writing academically, focusing on their difficulties and strategies they use to deal with them.

B. Research Questions

According to the background of the study, the research questions can be formed in the following questions:

1. What are the difficulties that students encounter in paraphrasing in academic writing?
2. What are the strategies that students used to solve the difficulties they experience in paraphrasing in academic writing?

C. Research Aims

The aims of this research are as follows:

1. To investigate the difficulties that students encounter in paraphrasing in academic writing.
2. To find students' strategies to solve the difficulties they experience in paraphrasing in academic writing.

D. Research Significance

The researcher expects this research to be beneficial for students, lecturers, and researchers.

1. Students

This research is expected to contribute to the students who want to deepen about paraphrasing in academic writing. It will also be helpful for students' understanding of paraphrasing to improve their writing quality.

2. *Lecturers*

This research is expected to help the lecturers get information about students' paraphrasing difficulties and how to deal with them to teach more about paraphrasing strategy.

3. *Researchers*

The researcher hopes this research will help herself and the subsequent researchers understand paraphrasing better and explore more about paraphrasing methods to increase writing quality.

E. Research Terminology

It will be helpful to explain some basic terms according to the references to have a better understanding.

1. *Paraphrase*

Bailey (2011) argues that paraphrasing means rewriting someone's ideas, meaning, and information by changing the words and forms of a text into others' own words without changing the original meaning. Paraphrasing involves the students building their critical thinking and their ability to construct their ideas into a text by applying some activities such as: making a summary from a passage by paraphrasing, finding the idea of a passage, and finding the meaning, synonym, and constructing sentence by their own words.

Effective paraphrasing is a crucial academic skill that must be mastered to prevent the risk of plagiarism. It shows the students' comprehension of a source. Then, they will develop their writing quickly.

2. Academic Writing

Writing is a process of exploring ideas and feelings on a particular topic (Akmal, Dahliana, and Fadhila, 2020). Writing is a reflective activity that requires sufficient time to consider a particular topic and analyze and classify any prior knowledge. According to Phonna (2014), writing is a complex process that requires the writer to pay close attention to linking right words together. Learning writing and academic writing aim to prepare university students for the final task of writing a thesis (Akhadiyah et al., 2019). The purpose of teaching writing is to assist students in comprehending and recovering relevant information for a variety of aims (Chamisah, 2013).

Academic writing is the process of breaking down ideas and using deductive reasoning, formal voice, and third-person point-of-view. It focuses on what he or she thinks and what evidence has influenced that thinking. Wilkinson and Hommes (2010) state that academic writing covers the wide range of specific writing tasks required during your academic studies, including papers, reports, literature reviews, projects, case studies, dissertations, theses, research papers, and articles. Similarly, Hussain (2019) categorizes academic writing into several forms: academic essay, term paper, research paper, and thesis.

This research will only focus on the thesis. A thesis is one of the types of research reports completed by an undergraduate student. According to specific requirements and procedures, it is done to obtain a bachelor (Husin & Nurbayani, 2017).

F. Previous Studies

Many studies have researched the students' difficulties in doing paraphrasing, especially in their academic writing. For example, Dung (2010) did his research entitled "An Investigation in Paraphrasing Experienced by Vietnamese Students of English in Academic Writing." The samples of this study were 100 students of fourth-year students of Da Nang University of foreign language. He found that the difficulties in paraphrasing English text change the original sentence structure, cite the source correctly, be unaware of the importance of this skill, and lack will to enhance their paraphrasing skill. Consequently, in the academic writing process, students will face many difficulties, as mentioned above.

Similarly, Khairunnisa et al. (2014) studied "Students' Problem in Paraphrasing." This study's populations were seventh-semester students in a Seminar on ELT class. The participants of this study were 13 students. They indicate the obstacles students face in paraphrasing English text, such as lack of understanding of good paraphrasing criteria and the correct procedure in paraphrasing (including citation and grammar), and lack of vocabulary.

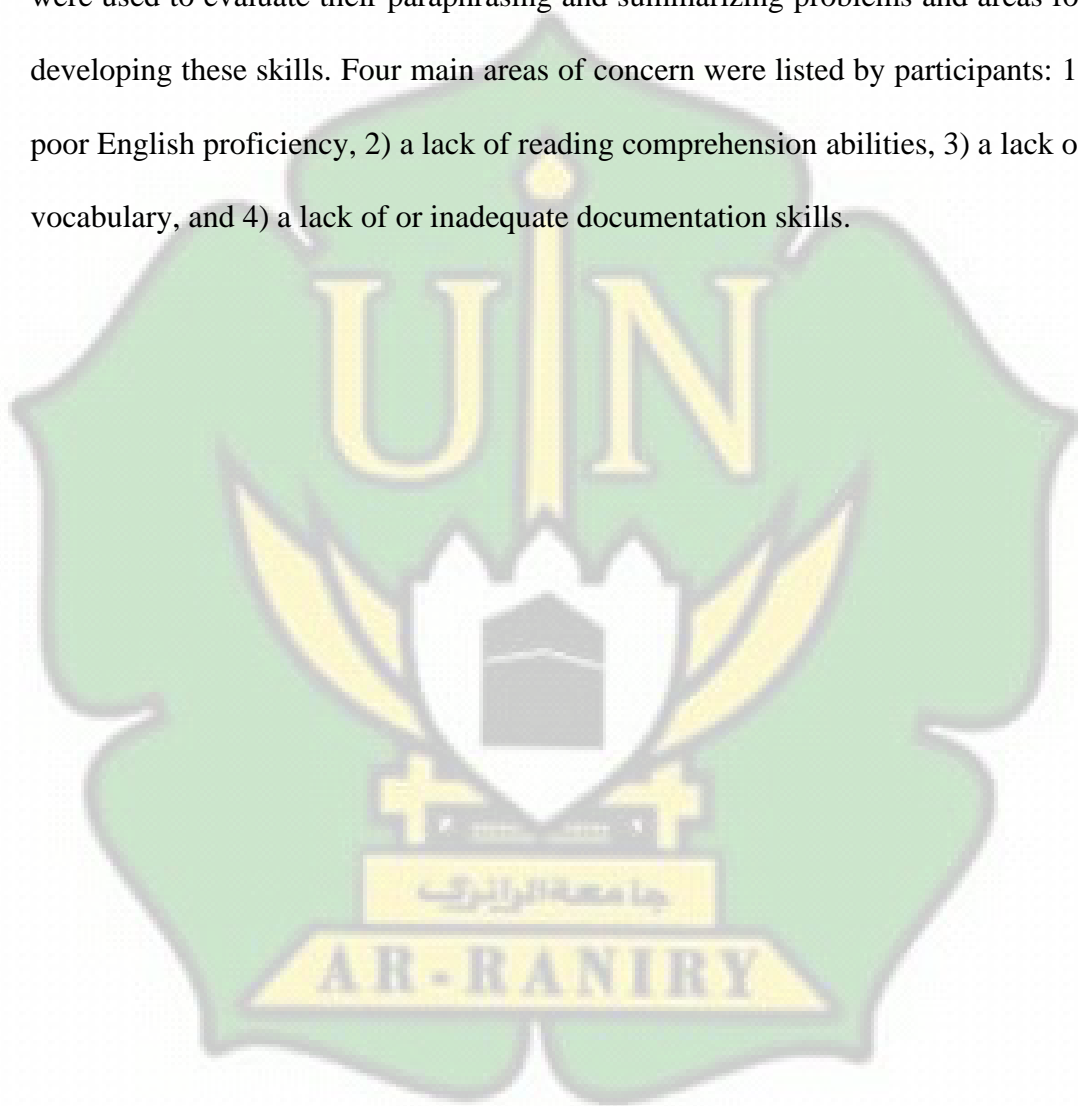
Choy and Lee (2012) researched "Effects of Teaching Paraphrasing Skills to Students Learning Summary Writing in ESL." The sample of this study was twenty-two students of the lower intermediate level of proficiency in English. They found that one of the main problems faced by the students of English as a second language (ESL) in paraphrasing English text is their inability to paraphrase passages. It is because of culture, limiting vocabulary, and difficulty changing the words to present the same meaning as the original text.

Previously, a study examined Taiwan graduate students' perspectives on paraphrasing strategies (Sun, 2009). The study's finding reveals that most students can identify the use of quotation marks and thorough rewriting as appropriate paraphrasing strategies ranging from 39.3% (copy verbatim from the source) to 72.3% (reordering words in the source).

Sarair et al. (2019) did their research about "Acehnese students' skills in paraphrasing English texts: a case study at two universities in Banda Aceh." The population of this study consisted of 300 students from a private and a public university in Banda Aceh. The sample was drawn at random, with 30 students serving as the respondents. The data was collected through a written test, evaluated qualitatively, and defined descriptively. The findings revealed that the students continued to struggle to correctly paraphrase English texts, as the students nearly copied the majority of the original sources. The most commonly used technique was varying the structure, with direct copying and combining sources being the least commonly used.

Na and Mai (2017) did a research under the title "paraphrasing in academic writing: a case study of Vietnamese learners of English." Individual interviews and paraphrasing a given text were used to gather data from ten second-year English major students. The results showed that participants often used synonyms but rarely modified syntactic structures. According to the interviews, a lack of comprehension of the original text and a lack of vocabulary to use were some difficulties related to language that the learners faced while trying to paraphrase.

Flores and Lopez (2019) investigated “self-reported summarizing and paraphrasing difficulties in L2 writing contexts: some pedagogical interventions”. In this study, essays from 120 freshmen undergraduate students at a private university in Manila were used to evaluate their paraphrasing and summarizing problems and areas for developing these skills. Four main areas of concern were listed by participants: 1) poor English proficiency, 2) a lack of reading comprehension abilities, 3) a lack of vocabulary, and 4) a lack of or inadequate documentation skills.



CHAPTER II

LITERATURE REVIEW

This part of the study deals with a description of relevant literature. The chapter explains some components; definitions of academic writing, types of academic writing, definitions of paraphrasing, types of paraphrasing, techniques in paraphrasing, steps in paraphrasing, and previous studies.

A. Academic Writing

According to Mertens (2010), writing is considered as the most difficult skill among other skills (listening, speaking, and reading) because it requires students to consider grammar, word choices, punctuation, capitalization, spelling, vocabulary, and paragraph unity. Writing has got a lot of attention since it is one of the language abilities that English as a Foreign Language (EFL) students struggle with (Suadah, 2014). Therefore, many students have problems when they are asked to deliver their ideas in English writing because many writing components must be mastered.

According to Biskra (2012), academic writing is ‘structured research’ written by ‘scholars’ for other scholars. Academic writing is answering research questions of an interesting topic based on facts and presenting information on a particular topic objectively. He mentioned that academic writing aims to deliver new knowledge and find new views or perspectives on the topic.

As a unique genre of writing that has its own rules and practices, academic writing is crucial for university students. According to Zulfikar (2020), all bachelor

students must be able to write a thesis in their last year of their college because it is an important requirement for them to graduate, otherwise they cannot graduate and get the bachelor degree.

There are some types of academic writing commonly produced by university students (Bailey, 2011).

Table 2.1 *Types of academic writing by Bailey (2011)*

Notes	A student's personal writing, commonly consisted of main points of a text or lecture
Report	A description of something a student has done e.g. conducting a survey
Project	A piece of research, either individual or group work, with the topic chosen by the student(s).
Essay	The most common type of written work, with the title given by the teacher, normally 1000–5000 words.
Dissertation/Thesis	The longest piece of writing normally done by a student (20,000+ words) often for a higher degree, on a topic chosen by the student
Paper	A general term for any academic essay, report, presentation or article.

Similarly, Wilkinson and Hommes (2010) also confirmed that academic writing could be specific writing task that the students are required to write during their studies, such as papers, reports, literature reviews, projects, case studies, dissertations, theses, research papers, and articles. Therefore, students need to be able to write good academic writing to accomplish their academic tasks during their studies.

B. Paraphrasing

1. Definitions of Paraphrasing

Paraphrasing is a writing skill in which you repeat writing information from an outside source in your own words without changing its ideas. It could be interpreted that paraphrasing is an effort to avoid plagiarism by replacing the original word or sentence to be significantly different from the source without changing the meaning. It is crucial in paraphrasing that the sentence structure and vocabulary are not too similar to the original.

Effective paraphrasing is an important academic skill for students because of two reasons. First, it prevents students from plagiarizing. Second, it could also show students' understanding of a text (Keck, 2006; Wette, 2010). In addition, according to Hirvela and Du (2013), paraphrasing is not only helpful in changing the existing literature to integrate into students' writing (knowledge telling), but it is also a meaning-making process that contributes to developing the content of students' writing (knowledge transformation).

Students must learn how to paraphrase properly in academic writing because they need to strengthen their opinions by referring to other's ideas. Based on Badiozaman (2014), paraphrasing is repeating the ideas written by someone and presenting them in a new form. Additionally, Bailey (2011) confirms that paraphrasing only involves rewriting a text so that the language is substantially different from the original one while the content is not changed.

Similarly, Hirvela & Du (2013) indicate that paraphrasing is re-wording one's ideas by using different phrases, giving the citation, and performing the

passage in a different style of written form. It could be concluded that paraphrasing is one of the techniques which needs to be mastered by the students in using those ideas to conduct good writing.

Howard et al. (2010) defines paraphrasing as restating a text from the source in a new language, though sometimes with keywords retained from the passage. A paraphrase does not involve a significant reduction in the length of the passage. Another definition given by Dung (2010) is that paraphrasing is a writing skill in which students will “rephrase” (rewrite) the information from an outside source in their own words without changing its meaning.

Furthermore, Davis (2013) states that paraphrasing is summarizing a text by comprising it into a short passage and conveying it through a different wording from the original text without changing the original meaning. He added that reading the actual passage several times is one way to help students easily make a paraphrased text without changing the original ideas. Then, students are also recommended to re-read the original passage to make sure that they understand the passage well and show relevant ideas that same as the original text. So, they should explain it in their own words, as a basis on which an argument is built.

Additionally, there are several criteria of paraphrasing listed by Khairunnisa et al (2014) based on *Penulisan Karya Ilmiah FKIP Universitas Tanjungpura year 2008*. First, paraphrasing is presenting a different writing style of an author without changing the ideas. It means a paraphrased text must be different from the original text. The structure of ideas, words, and sentence structure from the original must be written differently in a paraphrased text as it keeps crucial ideas of the source.

Second, paraphrasing should be integrated with the text. Third, it is placed in the text without quotation marks. Fourth, the paraphrasing space in the row should follow the text. Fifth, students should mention the author's name and the publication year in the brackets as credit for the source.

In conclusion, there are many terms to define paraphrasing. It can be understood that paraphrasing is one way students can use to take someone's writing or idea to be students' own. The ideas should be represented in different words but still keep the same meaning as the original text and acknowledge the author.

2. Types of Paraphrasing

There are many types of paraphrasing introduced in the literature. According to Pieterick (2008, as cited in Dung, 2010), paraphrasing is classified into three types; they are syntactic paraphrase (changing the structure of sentence and grammar of the original text), semantic paraphrase (changing the word of the original text), and changing structure (organization) of ideas.

a. Syntactic paraphrase (changing the structure of sentence and grammar of the original text)

Syntactic paraphrase is making a paraphrased text by changing the sentence's word order or the passage and starting at a different place: in the middle or from the end of the original.

Original: "Australia is the world's smallest continent, but it is one of the most fascinating."

Paraphrase: One of the most fascinating, Australia is also the world's smallest

continent.

Moreover, you can change grammar and syntax from active into passive or negative to positive and vice versa. Besides, you might also break up long sentences, combine short ones, expand phrases for clarity, or shorten them for conciseness.

- 1) Active versus passive, which means change the active sentence into a passive sentence.

Original: “People who really need to drink have a high level of intake but a lower level of satisfaction than people who can take it or leave it.”

Paraphrase: A person who is addicted to alcohol consumes more but gets less pleasure than a person who drinks just to be sociable.

- 2) Positive versus negative, which means change the positive sentence into a negative sentence.

Original: “Americans consider someone who looks them in the eye, to be honest. A person who looks down or looks away, in contrast, is suspected of being dishonest.”

Paraphrase: For people from the U.S., not looking someone in the eye is an indication of not telling the truth, while meeting a person’s eyes is a sign that they are telling the truth.

- 3) Long sentence to a short sentence, which means to change the long sentence into a short sentence.

Original: “Although our human ability to communicate is genetically determined and hence is a part of our biological nature, speech development is importantly

affected by the environment.”

Paraphrase:

- The ability of human communication is biologically based.
- The ability of human communication is transmitted through genes.
- The environment also influences how human communication develops.

4) Expand phrases for clarity.

Original: “A college student usually has homework to do.”

Paraphrase: A person going to college typically has to study at home.

5) Shorten phrases for conciseness.

Original: “In 1610, Galileo published a small book describing astronomical observations that he had made of the skies above Padua. His homemade telescopes had less magnifying and resolving power than most beginners’ telescopes sold today, (1) yet with them, he made astonishing discoveries, (2) that the moon has mountains and other topographical features; that Jupiter is orbited by satellites, which he called planets; and that the Milky Way is made up of individual stars.”

Paraphrase: Galileo was able to make some fantastic discoveries with his telescope (2). He made discoveries about the moon, about Jupiter, and about the Milky Way (3). He could do this with a telescope that was less powerful than even today’s most basic telescopes (1).

b. Semantic paraphrase (changing the word of the original text)

1) Change word order.

A writer must determine a different word for the information to change the word order in the passage.

Original: “Situations that create stress are as unique as you are. Your personality, genes, and experiences influence how you deal with stress.”

Paraphrase: Stressful situations affect people differently. How you manage stress is determined by your personality characteristics, genetic makeup, and life experiences.

It is sometimes necessary to change the wording of the parts of the sentences.

Original: “Terry wanted more books, but he couldn’t afford them.”

Paraphrase: Terry couldn’t afford more books, even though he wanted them.

- 2) Change parts of speech. If the sentence uses a noun, you can rewrite the sentence to use the word’s verb or adjective.

Original: “Fifty-four men signed the Declaration of Independence.”

Paraphrase: Fifty-four men put their signatures on the Declaration of Independence.

- 3) Change some of the words to their definitions, to synonyms, or antonyms. Using the definitions, synonyms, and antonyms will help the students avoid unnecessary repetition of the exact words.

First, paraphrase by using synonyms.

Original: “The U.S. government has an enormous debt.”

Paraphrase: The federal government has an extremely large debt.

Second, paraphrase by using definitions.

Original: “A college student usually has homework to do.”

Paraphrase: People taking college courses usually have the assignment to do.

Third, paraphrase by using antonyms.

Original: “Shaun was disappointed because the movie wasn’t very good.”

Paraphrase: Shaun wasn’t satisfied because the movie wasn’t very good.

c. Changing structure (organization) of ideas

Original: “Statements that seem complimentary can go in one context may be inappropriate in another (1). For example, women in business are usually uncomfortable if male colleagues or superiors compliment them on their appearance (2): the comments suggest that the women are being treated as visual decoration rather than as contributing workers (3).”

Paraphrase: Women may feel uneasy upon receiving ordinarily positive comments on their appearance from male coworkers or supervisors (2). To these women, the remarks carry an implied meaning: instead of being thought of as productive employees, they are actually being viewed as just a pretty part of the atmosphere (3). Depending on the situation, words or expressions which appear favorable may actually be unsuitable in a conversation (1).

3. *Students’ Difficulties and Strategies in Paraphrasing*

According to research results found by Flores and Lopez (2019), there were many difficulties that students faced in paraphrasing. The participants were 120 undergraduate students who took a required English language course in private university in Manila. Of the 120 participants, 19 were pursuing a degree in the humanities, 41 in business and economics, 20 in computer science, 18 in engineering, and 22 in education.

Table 2.2 *Students' difficulties in paraphrasing (Flores & Lopez, 2019)*

Difficulty	Specific difficulties
Lack of English proficiency	Restating source ideas into own words Observing length/content requirements of a summary/paraphrase Composing grammatical sentences Restructuring sentences Organizing thoughts
Poor reading comprehension skills	Identifying the topic sentence/main ideas Understanding/interpreting the source text Selecting/deleting/overlooking supporting details Organizing/classifying details Lacking reading skills
Lack of vocabulary	Lacking vocabulary Using synonyms to replace words in the source texts Changing word forms
Poor/lack of documentation skills	Lacking knowledge in citing sources Misinformation about documentation Fear of plagiarism
Others	Time constraint/Pressure in performing the task Lack of practice Attitude towards the skills Fear of making mistakes Lack of focus

After determining the types of difficulty students faced in paraphrasing, Flores and Lopez (2019) presented strategies as identified by students in their research.

Table 2.3 *Students' strategies to address paraphrasing difficulties*

Type of difficulty	Strategies
Lack of English proficiency	Improve sentence writing Improve knowledge of grammar Know different sentence structures Practice more through homework/reports Write one-sentence summary per paragraph Improve ability to restate in one's own words ideas from source materials
Poor reading skills	Identify writer's voice Improve ability to identify main ideas and note details Read more/various types of materials Read texts several times Rank ideas Take notes Make inferences Get the feel of the gist Activate prior knowledge
Lack of vocabulary	Increase/widen vocabulary Use synonyms Know appropriate reporting verbs Use hedging devices
Citation/Documentation concerns	Proofread one's work Review APA or required documentation style Follow documentation guidelines
Others	Follow exemplar works Attend tutorials offered by school Allot more time to complete task Stay awake/listen/participate in class Pray

Some studies show that EFL learners have difficulties when paraphrasing, especially in their writing. Choy & Lee (2012) indicate that one of the main

problems faced by students learning English as a second language (ESL) is their inability to paraphrase passages. This has effectively require their writing skills and ability to express themselves. In particular, most EFL learners have difficulty in making use of other ideas in their own work. For the students who have difficulty in paraphrasing, they usually unable to perform informations or ideas in their own words, and prefer to plagiarism to disguise this difficulty. The students tend to copy the whole or even a portion of the source texts, and paraphrasing material from sources without appropriate documentation.

Liao and Tseng (2010) indicate that the students tend to deny having committed plagiarism and claimed they are aware of the importance of paraphrasing. However, such belief has contrasted with their actual behaviors when paraphrasing the task. The study finds that the students fail to produce an acceptable paraphrasing. the finding reveals that unsuccessful transfer of paraphrasing knowledge, do not having explicitly learned paraphrasing, and lack of experience and practice are indicated as the reasons for this problem.

Furthermore, paraphrasing is one of the major skills for students to learn in ESL especially in academic writing. This skill allows them to summarize what they have read at the same time interpreting what they have understood from the passage. Paraphrasing is an important skill which increase the students' comprehension skills. Some previous studies have revealed paraphrasing as a challenging task for most students with limited knowledge and experiences in paraphrasing.

Moreover, Badiozaman (2014) notes L2 language proficiency is consider as one of the many factors which contributed to the challenges faced by the students

when paraphrasing the the sources. The proficiency level have a significant role in students' competency in performing various paraphrasing strategies. The study indicates that the students faced multiple challenges in paraphrasing which consist poor L2 proficiency to referencing problems and lack of text comprehension. However, there are significant differences between paraphrasing strategies used by a competent student and one with a lower proficiency level.

Paraphrasing is an effective method used when wanting to perform the content of a source in one's own word. This technique is useful in preventing plagiarism and exact copy from a source. Paraphrasing enables students to understand and interpreted information from either a text or problem. Some studies have suggested that paraphrasing is as the solution for preventing potential plagiarism in academic writing. Sun (2009) states that in order to avoid potential plagiarism, appropriate paraphrasing and acknowledgment of the source are required. These requirements mean that one should integrate different sources and interpret them in one's own words. It means that, the writers should not only reproduce and extend the ideas, but also reflect upon and restate the meanings in different ways. Further, paraphrasing has been found to be a frequently attempted strategy to avoid plagiarism (Keck, 2006).

However, Paraphrasing is not a matter of replacing and changing either word or structure of sentence. Thus, a strategy of paraphrasing is necessary to be comprehended by students in order to make an acceptable and accurate paraphrase. Bailey (2011) notes that paraphrasing involves changing a text so that it is quite different from the source, while retaining the meaning. Thus, he classifies

paraphrasing into three techniques; changing vocabulary, changing word class, and changing word order. The skill of paraphrase is another reason why it is important to understand more than just the meaning of a word, but also know its different word forms.

In order to identify university students' paraphrasing strategies, Keck (2006) explored a new approach to the identification and analysis of paraphrases within students writing. Keck has developed the Taxonomy of Paraphrase Types. The study numerically measured the effort of the students to avoid plagiarism by trying to write a summary in their own words. Depending on the percentage of unique and general links within an attempted paraphrase, Keck classifies each paraphrase attempt into one of the following four categories; near copies, minimal revision, moderate revision and substantial revision. This taxonomy classifies paraphrases according to the number of unique links found in the paraphrase. The unique links are defined by Keck (2006) as a word or phrase in the paraphrase that also occurred in the original excerpt.

4. Steps in Paraphrasing

As many difficulties that students face in paraphrasing, experts addressed some steps that could help students easily produce good academic writing. According to Dembkowski, Eldridge, and Hunter (2006), there are six steps to effective paraphrasing:

1. Read the passage that would be paraphrased several times so that the writer understands it well.

2. Write the paraphrased text on a note card and set the original aside.
3. Write down a few words below the paraphrased text as a reminder for the writer later how he/she envision using the material. At the top of the note card, write a keyword or phrase to indicate the subject of your paraphrase.
4. Compare the length of the paraphrased text to the original text.
5. Use quotation marks to identify any unique term or phraseology the writer has borrowed exactly from the source.
6. Do not forget to record the original source to credit it easily if it will put into a paper.

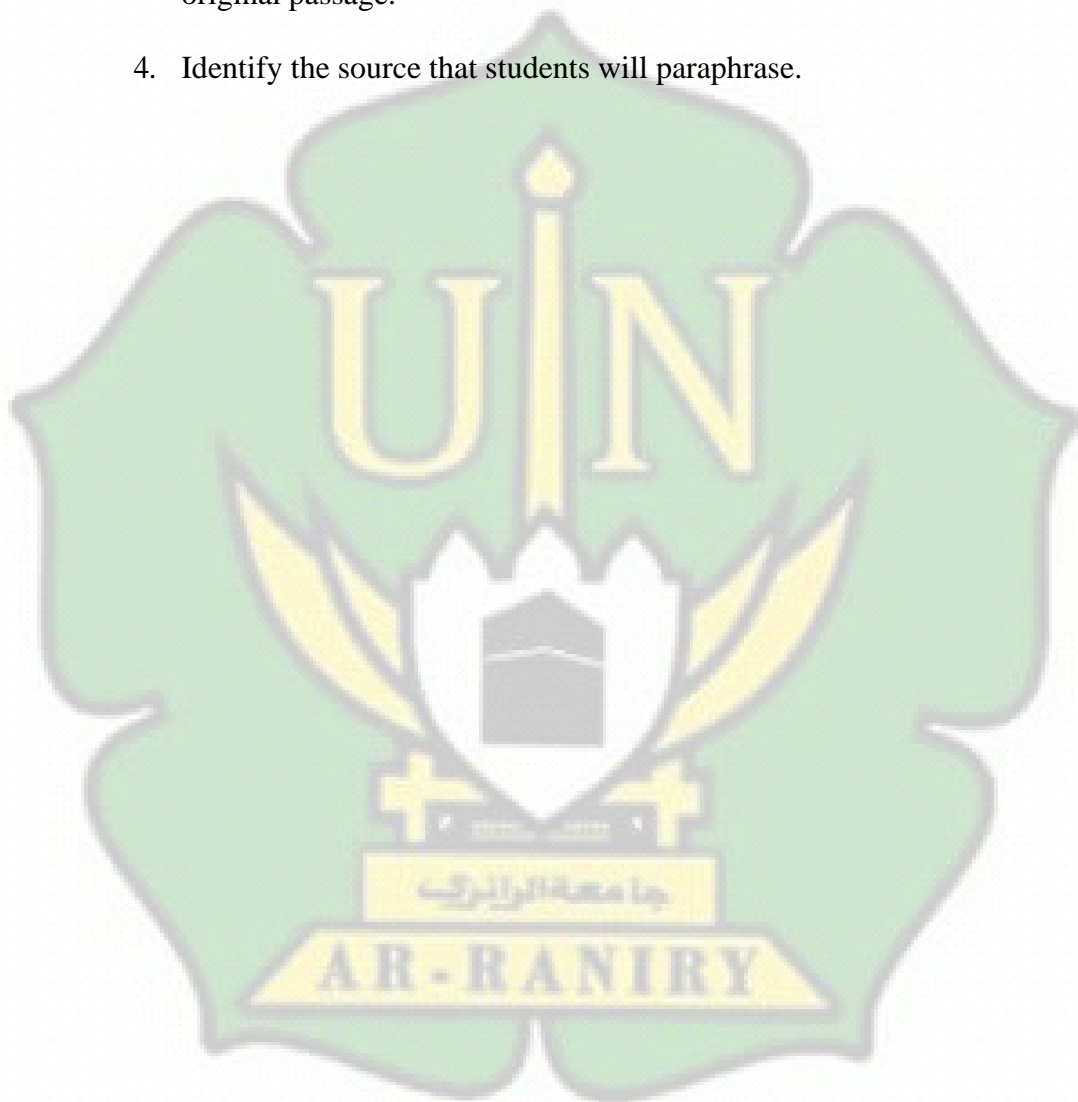
According to Deborah (2006), the students need to reach five steps in paraphrasing sentences, such as:

1. Understanding the meaning of the sentence correctly.
2. Using the context to understand the sentence correctly.
3. Identifying a paraphrase that most accurately restates the critical information in the original sentence.
4. Recognizing different sentence structures that keep the exact meaning of the original sentence.
5. Recognizing different vocabulary words that keep the meaning of the original sentence.

According to Angelillo (2003), there are some steps of paraphrasing, such as:

1. Read the original source carefully.

2. Substitute words, rearrange sentences, and ask questions about the precise meaning.
3. Check the meaning of the passage, which is paraphrase against the original passage.
4. Identify the source that students will paraphrase.



C. Conceptual Framework



Paraphrasing is one of the essential academic writing skills, which means rewriting or restating someone else's ideas in our own words without changing the meaning. Most of the students try to paraphrase correctly to show that they understand the ideas of their sources. However, the students face difficulties in rewriting the ideas. Therefore, the students need to know how to paraphrase correctly and effectively after discovering their problems in paraphrasing.

The researcher decides to conduct this research in academic writing since it is one of the students' essential skills to prepare to write a proposal or thesis as a requirement to be fulfilled by English students to graduate for their degree. However, in the writing thesis process, a student needs to comprehend and apply the criteria of paraphrasing.

The students who have done their academic writing by applying paraphrasing expand their skill in understanding texts. It is an alternative for students to avoid plagiarism. Consequently, the researcher analyzes the difficulties the students face and the strategies they do in paraphrasing. The researcher is helped by experts' theories, previous studies above, and other references to find appropriate strategies for students to solve their difficulties in paraphrasing. Hopefully, this research can give crucial information for those who still have lack information on paraphrasing.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the design of the research methodology. This chapter provides the descriptions of the research design, research participants, the technique of data collection, and the technique of data analysis.

A. Research Design

This research used qualitative research to collect and analyze the data. According to Creswell (2014), qualitative research is a study design that focuses on the phenomenon or investigates social problems. It is a set of processes that produce descriptive data from individuals and their observable behavior, both verbally and textually. Therefore, a qualitative approach was applied to this research. This research analyzed the difficulties students encountered in paraphrasing in academic writing and found students' strategies for paraphrasing problems in academic writing.

Creswell (2012) states that qualitative research is most effective when the researcher does not know the exact variables to investigate. The literature reviews do not play an essential role, but they contribute to generate information about the phenomenon. In qualitative research, the most important is the participants' perspective on the research. Bryman (2012) says that a qualitative method allows the researcher to acquire information from a small number of people or sites. He also adds that the researcher depends on participants' experiences and analyzes

information in words (or text) from participants rather than quantification when collecting and evaluating the data.

B. Research Participants

The researcher set specific requirements in selecting participants. The researcher chose the purposive sampling technique to be applied in this research to find suitable participants. According to Etikan and Bala (2017), purposive sampling is a methodology that is purposively chosen to select participants based on their qualifications to get a deep insight that correlates with the research. According to Bryman (2012), a purposive sampling technique is used to select people, organizations, documents, departments, and others directly based on the research questions.

The researcher, in particular, selected the participants using the snowball sampling method. Bryman (2012) suggests that snowball sampling can be defined as a sampling method in which the researcher firstly takes a sample of a small group of people relevant to the research questions. Then, these sampled participants suggest other participants who have had relevant experiences or criteria to the research.

Simply, specific requirements were set by the researcher to choose the suitable participants for the research objectives. The researcher firstly took a participant to be interviewed. This participant then proposed other participants who had the characteristics relevant to the research.

The population of this research was 30 final year students in the academic year 2016 of the Department of English Language Education, Faculty of Education and Teacher Training of Universitas Islam Negeri Ar-Raniry. They were students who took Academic Writing class, were in the process of completing their thesis, and registered the thesis examination this semester. The participants of this research were seven students. They were chosen based on the fact that they were easily contacted and willing to participate in the interview.

C. The Technique of Data Collection

The researcher used the interview as technique in collecting the data. Interview is one of the techniques of data collection commonly used in qualitative research. According to Griffie (2012), an interview is a tool that is defined as a structured conversation from person to person for getting detailed information that has to be collected. According to Arifin (2012), an interview is a direct or indirect conversation conducted between an interviewer and an interviewee to gain specific goals. In this interview, the researcher gathered the data by asking interviewees about the paraphrasing difficulties they had and their strategies to deal with those difficulties.

The type of interview that was utilized in this research is a semi-structured interview. Bryman (2012) states that a semi-structured interview is a sort of interview in which the researcher has prepared a list of questions, but the question may not be asked in the order specified on the schedule. The researcher is able to add or remove questions from the interview guide. Briefly, when the interviewer

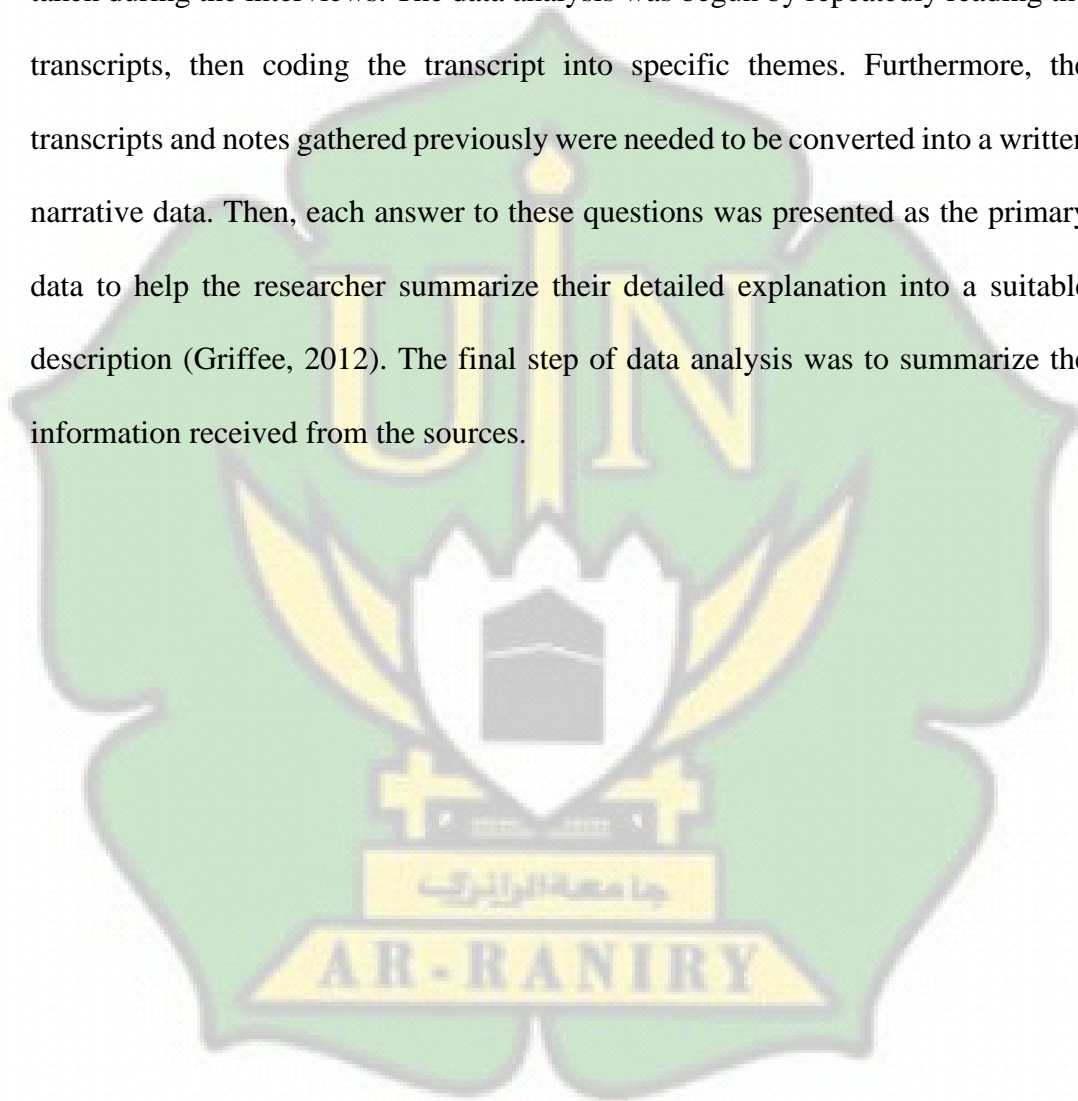
observes items spoken by the interviewees, questions that are not mentioned in the guide may be asked (Bryman, 2012).

Interview is one of the data collection techniques carried out in a structured or unstructured form and can be undertaken face-to-face or in-person, or over the telephone network (Sugiyono, 2017). Due to the emergency condition of the COVID-19 pandemic, unfortunately, the face-to-face interview could not be conducted. The phone interview was conducted to prevent the spread of COVID-19 from escalating further. The researcher contacted the participants by smartphone for a 15-20 minutes interview. During the interview section, the writer took note the key answers and recorded the interview process using a voice recorder while the call was connected. Interview questions were provided for participants, namely:

1. In your opinion, what is paraphrasing?
2. Do you think paraphrasing is the problem you faced in the academic writing class and when you write your thesis?
3. Do you know how to paraphrase correctly? Can you please explain about this?
4. What are the difficulties that you faced in paraphrasing in writing academically?
5. What are your strategies in dealing with your difficulties in paraphrasing in writing academically?

D. The Technique of Data Analysis

In this study, the data of the interview were analyzed descriptively. Before doing the analysis, the data were gathered from transcripts and the additional notes taken during the interviews. The data analysis was begun by repeatedly reading the transcripts, then coding the transcript into specific themes. Furthermore, the transcripts and notes gathered previously were needed to be converted into a written narrative data. Then, each answer to these questions was presented as the primary data to help the researcher summarize their detailed explanation into a suitable description (Griffie, 2012). The final step of data analysis was to summarize the information received from the sources.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses the findings and discussion of the research. The data were collected through interview to gather information about students' difficulties and strategies in paraphrasing in academic writing.

A. Research Findings

After committing the interview, the researcher found various students' difficulties in paraphrasing and some of their strategies to overcome those difficulties. Those difficulties and strategies are:

1. Students' difficulties in paraphrasing

In this study, the participants were asked to find the students' difficulties in paraphrasing. Based on the interviews, the participants have various kinds of difficulties while paraphrasing. Those difficulties are: 1) a lack of English proficiency; 2) poor reading comprehension skills; 3) a lack of vocabulary; 4) a lack of referencing ability.

a) Lack of English proficiency

The interviews showed that the participants lack English proficiency and it affects their ability to paraphrase. One of them was SAN, and she admitted that she had a lack of ability to change the sentence structures. She said that she had difficulty to change active sentences into passive sentences and vice versa. She also added that she found it challenging to compose grammatical sentences correctly.

Moreover, two of the participants stated that their problems in paraphrasing were having poor grammar skills or a lack of English proficiency.

ZUg: *“I think my problems are poor of grammar skills...”*

The interviews indicated more specific difficulties that students faced, including poor grammar skills, lack of ability to change the sentence structures, and lack of composing grammatical sentences skills.

b) Poor reading comprehension skills

Here, the students argued that another problem that students faced while paraphrasing was poor reading comprehension skills. As participant AR said that one of her problems was that she was poor at reading comprehension skills that made her difficult in identifying the topic or the main ideas of the sentences. Besides, participants ZUg and ZUb also mentioned the same thing.

Unlike the statement above, participant AR and ZUg added that they had the same difficulties in classifying the details of the text. They could not decide which part they should put in the new version and which part they could delete. Furthermore, ZUb also mentioned that he had challenges when reading an article but he did not understand the article, and he had to put extra or high effort because he found that the text is too high to understand. Participant AR and SAN also agreed to this statement.

ZUb: *“Sometimes I have challenges when I read an article but I don’t really understand about the article.”*

It can be concluded that the participants have some specific problems, as follows: difficulty in identifying the topic or main ideas, difficulty in classifying the details, and inability to understand English texts.

c) Lack of vocabulary

From the interviews, it is revealed that most participants admitted that they have a lack of vocabulary. A lack of vocabulary can cause the paraphrase to contain different meanings because the students may be wrong in interpreting the text and using synonyms that do not have an equivalence meaning. Most students said that their lack of vocabulary made them difficult to paraphrase and affected their writing skills. Lacking vocabulary also caused them difficulty in finding the synonyms. Some of them also stated that they lacked synonyms, so they needed to put more effort into finding appropriate synonyms in paraphrasing.

NH: *“In addition, the difficulty that I often encounter when paraphrasing is that there are some vocabularies that I don’t know the synonyms so that sometimes it is difficult for me to paraphrase.”*

Because of lacking vocabulary, a student also mentioned that she had poor knowledge of changing the word-formation (part of speech). She was not getting used to change parts of speech of some words that she was not familiar with. To summarize, lacking vocabulary also affected students’ paraphrasing, especially in changing the synonyms and word-formation (part of speech).

d) Lack of referencing ability

Two of the participants, ZUg and AR, mentioned their referencing problems was a lack of knowledge in documenting or citing the sources. They did not know

how to write referencing of a document correctly. One of them stated that she had to see the guide because there were many rules on how to write the sources correctly.

AR: “*And also I don’t know how to cite a document properly.*”

2. *Students’ strategies in overcoming those difficulties*

After determining the difficulties that students encounter in paraphrasing, in this section, the researcher determined students’ strategies in overcoming those difficulties as reported in their interviews.

Table 4.1 *Students’ strategies in paraphrasing*

Strategies in paraphrasing	Participants						
	AR	DA	SAN	ZUg	ZUb	RFP	NH
Changing voice (active into passive, vice versa)		√		√	√		√
Changing part of speech				√			√
Changing word order/form		√		√			
Practicing more	√		√				
Shorten a long paragraph/sentence				√			
Improving sentence writing skills	√		√				
Improving grammar knowledge	√		√				
Taking notes	√	√		√			
Reading the texts several times	√			√	√		
Increasing skills to identify the main ideas	√				√		
Finding various types of articles or journals that have similar topic			√	√	√		
Making conclusions				√			
Enhancing vocabulary	√	√					
Using synonyms	√	√	√		√	√	√
Follow APA referencing guidelines or required documentation styles				√			

The table above shows the strategies students used to solve the difficulties they experienced in paraphrasing. The strategies of paraphrasing varied for each student. Four of seven students said the same strategy to paraphrase, i.e., by changing voice. It means changing the sentence from active to passive or positive to negative and vice versa.

ZUb: *“I usually do the paraphrasing by changing the structure of the paragraph. I usually change it from active into passive or passive into active.”*

Changing parts of speech, word order, and shorten a long paragraph or sentence are the strategies also mentioned by several students.

ZUg: *“While doing paraphrase, I’m trying to change the word order, changing part of speech of the sentences,... Ehm... I also make 2 or more sentences become less than that.”*

Two of them agreed that improving their sentence writing ability and grammar knowledge helped them when paraphrasing.

AR: *“I try to improve my writing skills, improve my knowledge of grammar,...”*

Taking notes and reading texts several times were also mentioned by students as their strategies in paraphrasing.

DA: *“I sometimes write down some notes before I type because when I write it down first, it gives me time to think and helps me write in another way.”*

Some of the students also mentioned other strategies that helped them paraphrase, such as enhancing vocabulary and making conclusions.

DA: *“Ehm... Maybe enhancing my vocabulary,...”*

ZUg: *“I will try to make conclusions.”*

The majority of students agreed that using synonyms will be more beneficial to solve their difficulties.

AR: *“I also mentioned that I am poor of vocabulary, so sometimes I use synonyms...”*

The students also said that one of the strategies is to find more types of articles or journals similar to their thesis and try to identify the main idea of the texts they read.

SAN: *“.....and try to find the synonyms, and try to identify the main point of sentence and read more type that similar with my thesis.”*

Two of them stated that doing more practice of paraphrasing will help them to deal with their problems in paraphrasing.

AR: *“The strategies that I used in dealing with my paraphrasing difficulties are..., and also practice more through assignment that lecturers give to me.”*

Despite, only a student mentioned that following APA referencing guidelines or required documentation styles would help a lot when writing or documenting references.

ZUg: *“I also use the referencing guide of PBI to help me write the correct references. It will help a lot when you have no idea how to write references.”*

Those are the strategies mentioned by the students as their ways to solve their problems in paraphrasing.

B. Discussion

This section is devoted to discuss the research findings. As mentioned in chapter 1, this research investigates the difficulties students encounter in paraphrasing in academic writing and finds students' strategies to solve the difficulties they experience in paraphrasing in academic writing.

Seven students participated in this research. The researcher used semi-structured interview as the data collection technique. The interview was used to answer the first and second research questions. In this part, the researcher elaborated the findings according to each research question.

1. What are the difficulties that students encounter in paraphrasing in academic writing?

For the first research question, the researcher investigates the difficulties that students encounter in paraphrasing. In order to answer this question, the researcher conducted the interview. The research findings showed that the majority of students have difficulties in paraphrasing. The difficulties students face generally are a lack of English proficiency, poor reading comprehension skills, a lack of vocabulary, and referencing ability.

The students agreed that they have a lack of English proficiency while trying to do paraphrasing. They also explained several problems that can be categorized as specific problems of a lack of English proficiency. Some students stated in their interviews that those specific difficulties are poor grammar skills, a lack of ability to change the sentence structures, and composing grammatical sentence skills.

This finding is in line with Khairunnisa et al. (2014), who investigated students' problems in paraphrasing. The research indicated that poor understanding of the criteria for good paraphrasing and correct procedures for paraphrasing (including citations and grammar) and lack of vocabulary as the students' problems in paraphrasing English texts.

The second difficulties that also mentioned in the interviews were poor reading comprehension skills. Identifying the topic or main ideas and classifying the details prove to be challenging to these students. As reported in the interviews, other challenges of poor reading comprehension skills include the inability to understand the source text and having poor reading skills.

In general, students' ability to understand the sources well will directly impact how well they will write since they must first understand the source text well before selecting relevant information that is worth citing or including in their summary or paraphrase. Similarly, the results of research by Na and Mai (2017) showed that participants often use synonyms. According to the interview, poor understanding of the original text and lack of vocabulary were some of the language-related difficulties learners face when paraphrasing.

Furthermore, another type of difficulty the students mentioned in paraphrasing is their lack of vocabulary in the interview section. Some students claimed that they were having a lack of vocabulary and synonyms. In addition, they also claimed that they had poor knowledge to change the word-formation (part of speech) and vocabulary usage.

It can be assumed that some of them believe that paraphrasing only requires checking the dictionary or thesaurus and looking for words that they can use to replace words in the text. This practice often results in word choice, which is often extravagant and usually unsuitable because EFL learners have the assumption that big words will usually impress their teachers or readers. In addition, the research of Choy and Lee (2012) also found students' obstacles in paraphrasing, such as limited vocabulary and difficulty changing words to present the same meaning as the original text.

Lastly, although not many students argued that having a lack of referencing ability was their difficulty, a few acknowledged this as one of their difficulties in paraphrasing. They said that it is a challenge for them since they lack knowledge of documenting the source text and fear of citing or documenting the sources incorrectly. This finding is similar to the research findings found by Dung (2010). He found difficulties in paraphrasing English texts were changing the original sentence structures, citing sources properly, being unaware of the importance of these skills, and a lack of desire to improve their paraphrasing skills.

2. What are the strategies that students used to solve the difficulties they experience in paraphrasing in academic writing?

To answer the second research question, the students mention various strategies on how they overcome the difficulties. They categorized paraphrasing strategies in their interviews based on the problems they have. The strategies they use to overcome a lack of English proficiency are improving grammar knowledge

and sentence writing skills, shorten a long paragraph or a long sentence, practicing more, changing word order/form, changing voice (active into passive, vice versa), and part of speech.

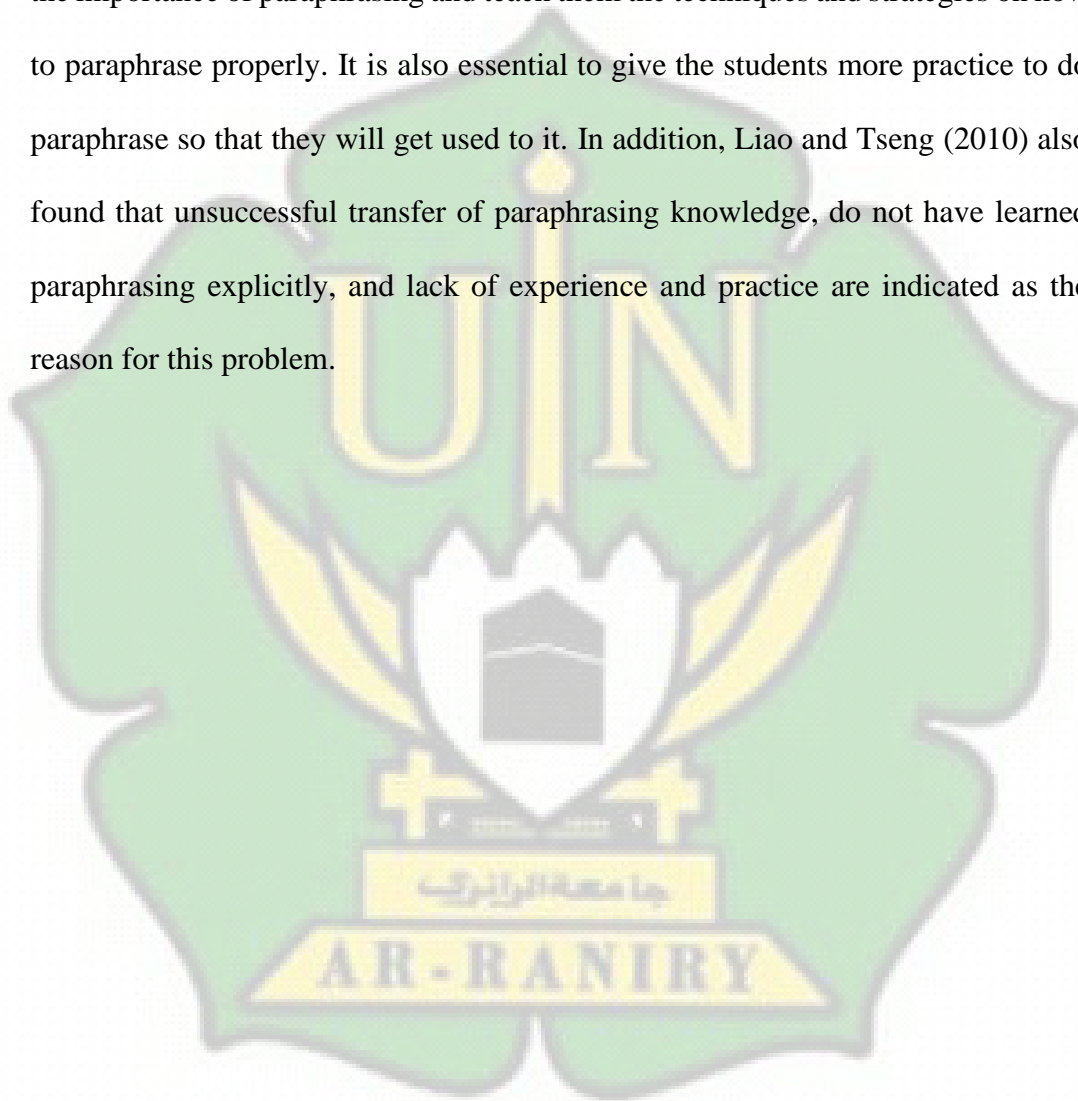
In order to overcome poor reading comprehension skills, the solutions are taking notes, reading the texts several times, increasing skills to identify the main ideas, finding the similar topic of sources, and making conclusions. Students' strategies in dealing with lacking vocabulary are using synonyms and enhancing vocabulary. Last, a student mentioned that following APA referencing guidelines or required documentation styles would help a lot when writing or documenting references.

This findings are quite similar to Flores and Lopez (2019). He addressed that the participants reported that writing a one-sentence summary per paragraph can address their lack of English proficiency. Furthermore, the participants mentioned some ways in overcoming their poor of reading comprehension skills. Those strategies are read more/various types of materials, read texts several times, rank ideas, take notes, and make inferences.

Regarding to students' difficulties and strategies in paraphrasing, all of the participants understand what paraphrasing is and they know how to paraphrasing appropriately. They had prior knowledge about paraphrasing but it did not help them to avoid the difficulties. They also had less awareness about paraphrasing. In addition, the research of Dung (2010) found that the difficulties in paraphrasing English text are changing the original sentence structure, citing the source correctly,

being unaware of the importance of this skill, and lacking will to enhance their paraphrasing skill.

It can be concluded that it is important to increase students' awareness about the importance of paraphrasing and teach them the techniques and strategies on how to paraphrase properly. It is also essential to give the students more practice to do paraphrase so that they will get used to it. In addition, Liao and Tseng (2010) also found that unsuccessful transfer of paraphrasing knowledge, do not have learned paraphrasing explicitly, and lack of experience and practice are indicated as the reason for this problem.



CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

After conducting the research, analyzing, and presenting the results, this chapter presents the conclusions and recommendations regarding the research findings and discussion presented in the previous chapter.

A. Conclusions

From the findings and discussion explained in the previous chapter, the researcher draws some conclusions due to the difficulties students faced and strategies to deal with those difficulties in paraphrasing. Students' difficulties in paraphrasing in academic writing are a lack of English proficiency, poor reading comprehension skills, a lack of vocabulary, and a lack of referencing ability.

The strategies to overcome the difficulties are changing voice, changing part of speech, changing word order/form, practicing more, shorten a long paragraph/sentence, improving sentence writing skills, and grammar knowledge. The next strategies are taking notes, reading the texts several times, increasing skills to identify the main ideas, finding the similar topic of sources, making conclusions, using synonyms, enhancing vocabulary, and following APA referencing guidelines or required documentation styles.

B. Recommendations

Several recommendations are provided based on the research findings. This research is beneficial for students to improve their knowledge about paraphrasing

to increase their ability to paraphrase by applying some strategies mentioned in this research, especially on their thesis. It is also recommended to the students to study more about related theories from other sources to enrich students' understanding of paraphrasing. Thus, they will be able to improve and assess their paraphrasing. By considering the research findings, it is suggested that the lecturers should educate their students about how to paraphrase appropriately. By knowing the difficulties students face in paraphrasing, the lecturer can give some solutions, strategies, and techniques to deal with the difficulties. The researcher also suggests giving the students more practice to do paraphrase.

The findings of this study are expected to be a consideration for other researchers who have planning to conduct research focused on students' paraphrasing. To enrich the findings, future researchers also recommend widening the research participants, including students from other universities. Moreover, this research has the limitation of time and resources. Consequently, the investigation was limited in identifying students' paraphrasing problems and strategies they use. Therefore, the researcher recommends revising and investigating other paraphrasing aspects to improve the students' knowledge about paraphrasing. It is also possible for future researchers to conduct a similar study using quantitative research to gain a broader insight related to paraphrasing among students.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-2115/UN.08/FTK/KP.07.6/02/2020

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan** : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 28 Desember 2020
- MEMUTUSKAN**
- Menetapkan** :
PERTAMA : Menunjuk Saudara:
- | | |
|--|----------------------------|
| 1. Dr. Luthfi Aunie, MA | Sebagai Pembimbing Pertama |
| 2. Dr. Jarjani, S.Ag., S.S., M.Sc., M.S. | Sebagai Pembimbing Kedua |
- Untuk membimbing Skripsi :
- Nama : Nurul Azkar
- NIM : 160203205
- Program Studi : Pendidikan Bahasa Inggris
- Judul Skripsi : Students' Paraphrasing Skills in Academic Writing: Difficulties and Strategies
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2020; No.025.04.2.423925/2020, tanggal 12 November 2019.
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2021/2022
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 15 Februari 2021
An. Rektor



- Tembusan**
1. Rektor UIN Ar-Raniry (sebagai laporan);
 2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
 3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
 4. Mahasiswa yang bersangkutan;
 5. Arsip.



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-9979/Un.08/FTK.1/TL.00/06/2021
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah UIN Ar - Raniry Banda Aceh

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **NURUL AZKAR / 160203205**
Semester/Jurusan : X / Pendidikan Bahasa Inggris
Alamat sekarang : Jln. Tgk. Glee Iniem, Gampoeng Tungkop, Kec. Darussalam, Kab. Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul *Students' Paraphrasing Skills in Academic Writing : Difficulties and Strategies*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 15 Juni 2021

an. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 09 Agustus
2021

Dr. M. Chalis, M.Ag.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email pbi.fik@ar-raniry.ac.id Website http://ar-raniry.ac.id

SURAT KETERANGAN

Nomor: B-326/Un.08/PBI/TL.00/07/2021

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-9979/Un.08/FTK.I/TL.00/06/2021 tanggal 15 Juni 2021, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:


Nama : Nurul Azkar
NIM : 160203205
Fak/Prodi : FTK/Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Skripsi yang berjudul:

Students' Paraphrasing Skills in Academic Writing: Difficulties and Strategies

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 26 Juli 2021
Ketua Prodi Pendidikan Bahasa Inggris,


T. Zulfikar

AR-RANIRY

INTERVIEW PROTOCOL

Project : Students' Paraphrasing Skills in Academic Writing:
Difficulties and Strategies

Time of Interview :

Date :

Place :

Interviewer : Nurul Azkar

Interviewee :

Position of interviewee : PBI Students

This research is about students' paraphrasing skills in academic writing. The purposes of this research are to find out the difficulties that students encounter in paraphrasing and the strategies they use to solve the difficulties in paraphrasing in academic writing. The data will be collected through a semi-structured interview which will be recorded and only used for the research goals to protect the interviewees' privacy. During the interview, the interviewee will be asked several questions. The interview process will take about 15-20 minutes.

1. In your opinion, what is paraphrasing?
2. Do you think paraphrasing is the problem you faced in the academic writing class and when you write your thesis?
3. Do you know how to paraphrase correctly? Can you please explain about this?
4. What are the difficulties that you faced in paraphrasing in writing academically?
5. What are your strategies in dealing with your difficulties in paraphrasing in writing academically?

**Title : Students' Paraphrasing Skills in Academic Writing:
Difficulties and Strategies**
Researched by : Nurul Azkar

Consent form for Participant in Research Interview

Thank you for reading the information sheet about this study. If you are happy to participate then please complete and sign the form below. Please initial the boxes below to confirm that you agree with each statement:

Please initial box

I confirm that I have read and understood the information sheet (interview protocol) and have had opportunity to ask questions ☒

I understand that my participation is voluntary and I am free to withdraw at any time without giving any reason and without there being any negative consequences. ☒

I understand that my responses will be kept strictly confidential. I understand that my name will not be linked with any research materials, and will not be identified or identifiable in the report or reports that results from the research. ☒

I agree for this interview to be tape-recorded. I understand that the audio recording made of this interview will be used only for analysis and the extracts from the interview, from which I would not be personally identified, maybe used in any conference presentation, report or journal article developed as a result of the research. I understand that no other use will be made of the recording without my written permission and that so no one outside the research team will be allowed access to the original recording. ☒

I agree that my anonymized data will be kept for the future research purpose such as publications related to this study after the completion of the study. ☒

I agree to take part in this interview:

<u>AR</u>	<u>16 June 2021</u>	<u></u>
Participant's Name	Date	Signature
<u>Nurul Azkar</u>	<u>16 June 2021</u>	<u></u>
Researchers's Name	Date	Signature

If you have any further questions or concerns about this study, please contact:

Name of researcher : Nurul Azkar
Telp : 082370333998
E-mail : azkarnurul@gmail.com

Title : Students' Paraphrasing Skills in Academic Writing:
Difficulties and Strategies
Researched by : Nurul Azkar

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

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I agree to take part in this interview:

<u>DA</u>	<u>16 June 2021</u>	<u></u>
Participant's Name	Date	Signature
<u>Nurul Azkar</u>	<u>16 June 2021</u>	<u></u>
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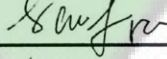

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<u>SAN</u>	<u>17 June 2021</u>	<u></u>
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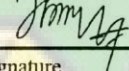

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<u>ZUG</u>	<u>18 June 2021</u>	<u></u>
Participant's Name	Date	Signature
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Researchers's Name	Date	Signature

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- I agree that my anonymized data will be kept for the future research purpose such as publications related to this study after the completion of the study. ☒

I agree to take part in this interview:

<u>RFP</u>	<u>19 June 2021</u>	<u></u>
Participant's Name	Date	Signature
<u>Nurul Azkar</u>	<u>19 June 2021</u>	<u></u>
Researcher's Name	Date	Signature

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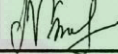

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Researcher's Name	Date	Signature

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Telp : 082370333998
E-mail : azkarnurul@gmail.com

Interview Transcript

Interviewer : Nurul Azkar (NA)

Participant : AR

NA : Do you often hear about paraphrasing skills?

AR : Yes, I do. I am quite familiar with paraphrasing skills.

NA : In your opinion, what is paraphrasing? What do you know about paraphrasing?

AR : In my opinion, paraphrasing is changing the original words or sentences of a person to be our own words and sentences.

NA : Do you think paraphrasing is the problem that you faced in your academic writing class and in the process when you write your thesis?

AR : Yes, I do. I think paraphrasing is the problem that I faced in the academic writing class and also in writing my thesis.

NA : Have you learned the proper way of paraphrasing?

AR : Yes, I have learned the proper way to paraphrase in academic writing class.

NA : Do you know how to paraphrase correctly? Please, explain about it according to your comprehension.

AR : Yes, I remember some ways how to paraphrasing. Some of them that I know are we cannot change the original idea. We only can change the sentences or the word. We cannot also change the meaning of the original writing. And also we have to include all the important ideas mentioned in the original passage but not in the same order.

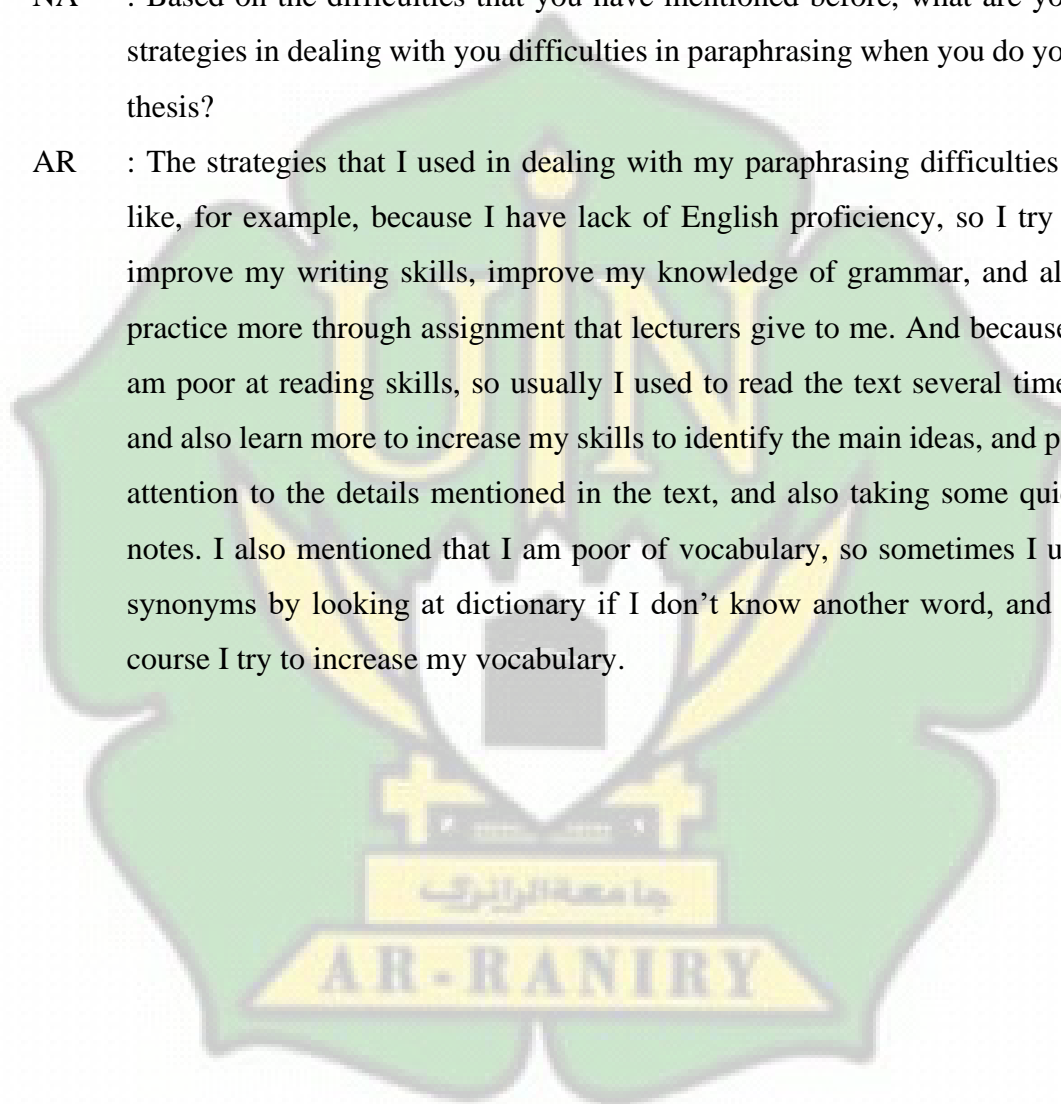
NA : What are the difficulties that you face in paraphrasing when writing academically?

AR : I think I faced many difficulties when paraphrasing because it's hard for me. So, some of them are because I feel I have lack of English proficiency. Also, I have lack of vocabulary so I can't find the synonym of the vocabulary that mention in the original sentences. So, they make me feel difficult to paraphrase in a writing. And also I don't know how to cite a document properly. That's it.

Oh, I remember one more thing. I am poor at reading comprehension skills. So, it makes me difficult identifying the topic of the sentences or the main idea, in understanding the source text, and also in classifying the details of the text.

NA : Based on the difficulties that you have mentioned before, what are your strategies in dealing with you difficulties in paraphrasing when you do your thesis?

AR : The strategies that I used in dealing with my paraphrasing difficulties is like, for example, because I have lack of English proficiency, so I try to improve my writing skills, improve my knowledge of grammar, and also practice more through assignment that lecturers give to me. And because I am poor at reading skills, so usually I used to read the text several times, and also learn more to increase my skills to identify the main ideas, and pay attention to the details mentioned in the text, and also taking some quick notes. I also mentioned that I am poor of vocabulary, so sometimes I use synonyms by looking at dictionary if I don't know another word, and of course I try to increase my vocabulary.



Interviewer : Nurul Azkar (NA)

Participant : DA

NA : Do you often hear about paraphrasing skills?

DA : Yes, I often hear it because we learn about paraphrasing in class, so I am familiar with it.

NA : In your opinion, what is paraphrasing? What do you know about paraphrasing?

DA : In my opinion, paraphrasing is restate the idea of the original word and create your own word using that idea.

NA : Do you think paraphrasing is the problem you faced in your academic writing class and when you write your thesis?

DA : It could be my problem because when we, you know, searching the sources, we have to paraphrase it so we don't do plagiat or something. It's kind of problems because when doing paraphrasing usually in the original articles, they sometimes use the simple words, so we have to change the words to be more difficult, high class words. So it's the problem that I face when I am paraphrasing, especially in thesis.

NA : Have you learned how to paraphrase properly? Where did you learn that?

DA : I've learned that in my class because we have a class for learning paraphrasing. The lecturer taught us how to paraphrase but it's been long enough so I'm not quite sure if I'm still doing it right or not. But I forget about in what class did I learn that. Maybe in writing class or maybe reading class or I think in English for academic purposes class.

NA : Do you know how to paraphrase correctly? Maybe you can explain about it based on your comprehension.

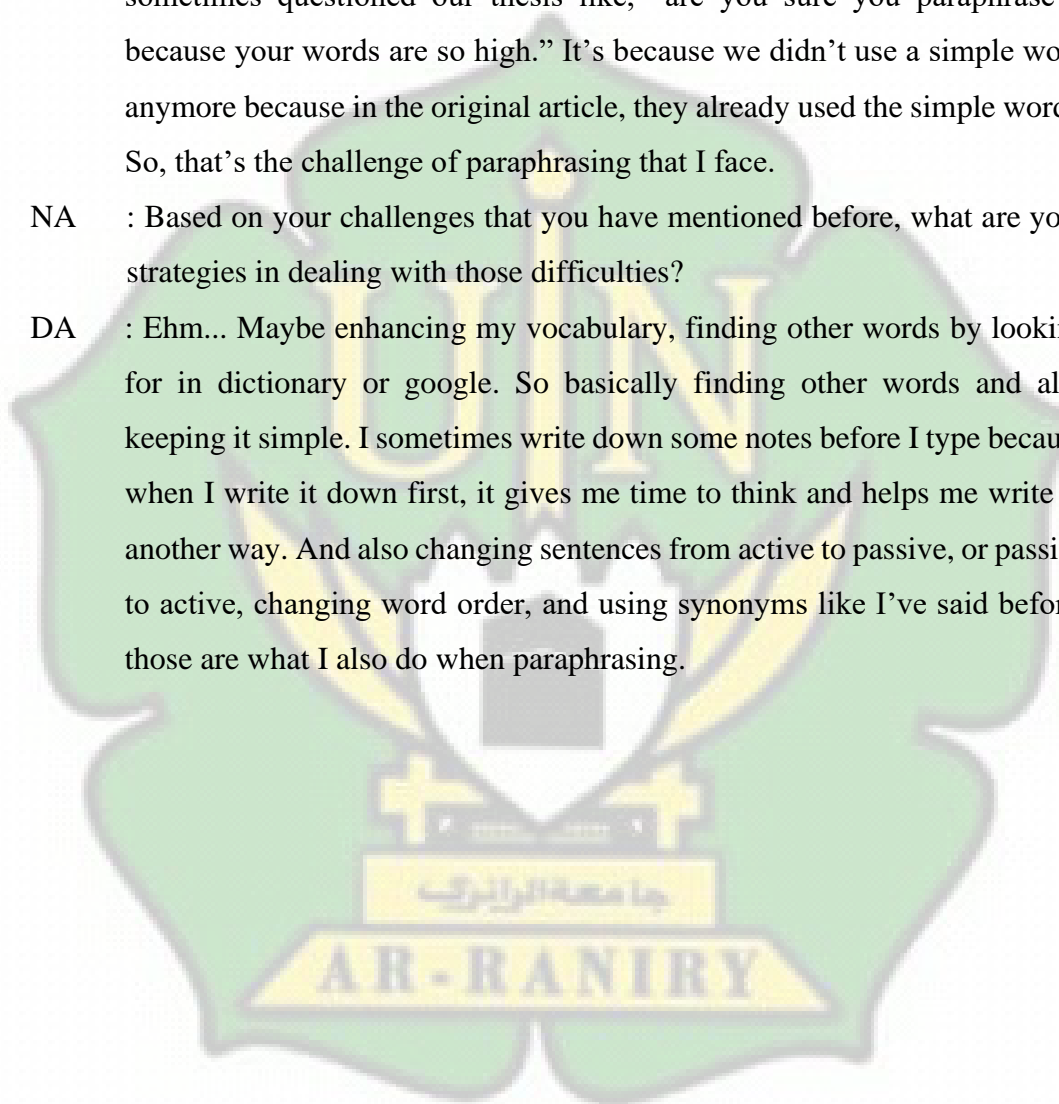
DA : So... We read the article and then take the idea of the sentence, then we create our own sentence using the idea, also using another word from the original one. That's how I do paraphrasing, I think.

NA : What are the difficulties/challenges that you faced in paraphrasing when you write something academically?

DA : The challenges are maybe I have to find other word from the original one. So, sometimes in the article, they write it with simple words but when we try to paraphrase it, we have to find another word and the word that we find sometimes rarely used. So, when we give our thesis to our lecturer, they sometimes questioned our thesis like, “are you sure you paraphrase it because your words are so high.” It’s because we didn’t use a simple word anymore because in the original article, they already used the simple words. So, that’s the challenge of paraphrasing that I face.

NA : Based on your challenges that you have mentioned before, what are your strategies in dealing with those difficulties?

DA : Ehm... Maybe enhancing my vocabulary, finding other words by looking for in dictionary or google. So basically finding other words and also keeping it simple. I sometimes write down some notes before I type because when I write it down first, it gives me time to think and helps me write in another way. And also changing sentences from active to passive, or passive to active, changing word order, and using synonyms like I’ve said before, those are what I also do when paraphrasing.



Interviewer : Nurul Azkar (NA)

Participant : SAN

NA : Do you often hear about paraphrasing skills?

SAN : Yes, of course. I often hear it when I was in English for Academic Purposes class.

NA : In your opinion, what is paraphrasing? What do you know about paraphrasing?

SAN : In my opinion, paraphrase is restatement of meaning a passage or a sentence or a text with other words or synonyms but the purpose of the text still same.

NA : Do you think paraphrasing is the problem you faced in your academic writing class and when you write your thesis?

SAN : Yes, I think paraphrase is one of the main problems that I face during my thesis time.

NA : Have you learned how to paraphrase properly?

SAN : Yes, I have learned it in my English for Academic Purposes class.

NA : Do you know how to paraphrase correctly?

SAN : Actually, I know how to paraphrase correctly. We have to choose another words to make our sentences in different way but does not remove the essence of the topic being discussed but sometimes it's hard for me to restate a paragraph or a whole of the text.

NA : What are the difficulties/challenges that you faced in paraphrasing when you write something academically?

SAN : I think, the main difficulty that I feel in paraphrase is I am not confident with my own sentences grammatically, it's hard for me to change passive to active or active to passive sentences. I also lack of vocabulary and obviously it because my writing skill is not really good at all. I also believe that I have a lack in reading comprehension, thus make me hard to paraphrasing.

NA : According to the challenges that you have mentioned, what are your strategies to deal with them?

SAN : Sometimes, I try to fix my problems in paraphrasing by improving my writing sentences, improving my grammar this is the hard one, I try practice more, and try to find the synonyms, and try to identify the main point of sentence and ready more type that similar with my thesis.



Interviewer : Nurul Azkar (NA)

Participant : ZUg

NA : Do you often hear about paraphrasing skills?

ZUg : Yes, I often hear about paraphrasing skills and I am familiar with it, especially in academic writing.

NA : In your opinion, what is paraphrasing? What do you know about paraphrasing?

ZUg : In my opinion, paraphrasing is about using your own words to express someone else's message or ideas, recreating the other words with your own version.

NA : Do you think paraphrasing is the problem you faced in your academic writing class and when you write your thesis?

ZUg : Yes, I do. I think I have some problems with paraphrasing in my thesis and also when I was in academic writing class.

NA : Have you learned how to paraphrase properly?

ZUg : I think I don't learn properly, I mean the lecturer have taught us but it's me cannot absorb and practice it properly. But now, I do some excercises when I do my thesis, so I learn about paraphrasing here. I also use grammarly to help me if I make mistakes while paraphrasing and replacing the mistakes with the right one.

NA : Do you know how to paraphrase correctly? Maybe you can give example of how to paraphrase properly.

ZUg : I'm not really sure the proper answer of this question. But I can tell you the way how I do paraphrase. While doing paraphrase, I'm trying to change the word order, changing part of speech of the sentences, and changing the form from active to passive or the opposite way. Ehm... I also make 2 or more sentences become less than that. If you know what I mean.

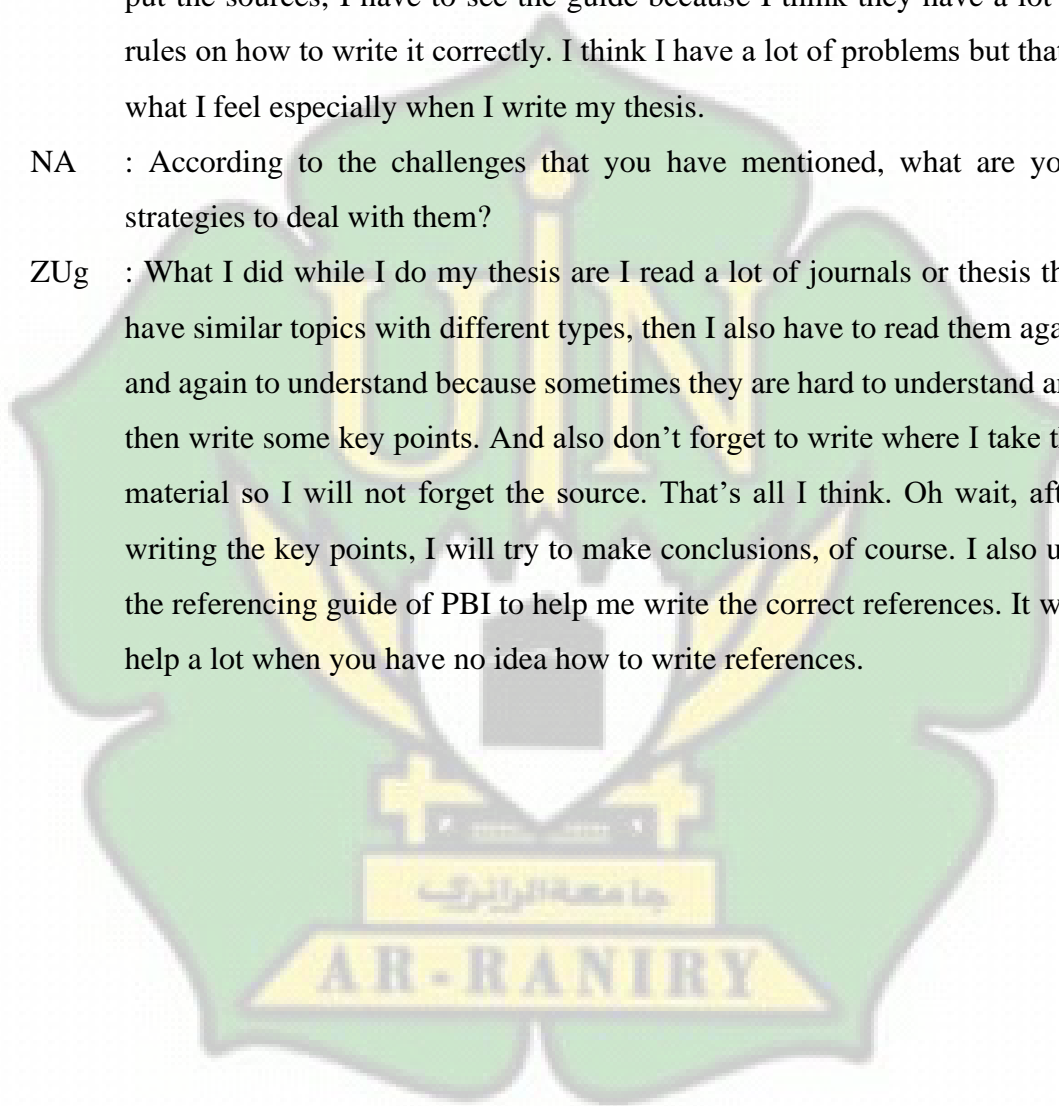
NA : What are the difficulties/challenges that you faced in paraphrasing when you write something academically?

ZUg : I think my problems are poor of grammar skills and my vocabulary is not rich so that I find it difficult sometimes to find the synonyms. I'm not also

really getting used with changing part of speech of some words so I have to, you know, put much effort into it. Another problems that I have are it's hard for me to find the main idea and cannot decide which part I should put in the new version and which part I can delete. Ohh I remember, when I try to put the sources, I have to see the guide because I think they have a lot of rules on how to write it correctly. I think I have a lot of problems but that's what I feel especially when I write my thesis.

NA : According to the challenges that you have mentioned, what are your strategies to deal with them?

ZUg : What I did while I do my thesis are I read a lot of journals or thesis that have similar topics with different types, then I also have to read them again and again to understand because sometimes they are hard to understand and then write some key points. And also don't forget to write where I take the material so I will not forget the source. That's all I think. Oh wait, after writing the key points, I will try to make conclusions, of course. I also use the referencing guide of PBI to help me write the correct references. It will help a lot when you have no idea how to write references.



Interviewer : Nurul Azkar (NA)

Participant : ZUb

NA : Do you often hear about paraphrasing skills?

ZUb : Yes, of course. I often hear that and usually use that to my writing.

NA : In your opinion, what is paraphrasing? What do you know about paraphrasing?

ZUb : As far as I know, paraphrasing is a technique, especially for writing technique, that is possible to recreate the ideas from others into our own words with changing some of the structures, changing the styles of the sentences without changing the real meaning of the text itself.

NA : Do you think paraphrasing is the problem you faced in your academic writing class and when you write your thesis?

ZUb : Yes, absolutely. Especially when I rarely use this one, I found some problems when I do paraphrasing. But after I practice more and more, it's not abig problems anymore for me definitely.

NA : Have you learned how to paraphrase properly? Where did you learn that?

ZUb : Because I love writing, when I am writing I should read a lot. That's why I need paraphrase it. Because after I read a lot others' ideas from journals, articles, or books, etc., I need to recreate the ideas with using other words and I should recreating other main ideas into my own styles.

NA : Do you know how to paraphrase correctly? Can you please mention example on how to paraphrase correctly?

ZUb : I usually do the paraphrasing by change the structure of the paragraph. I usually change it from active into passive or passive into active. And then, I use Thesaurus to look for the synonyms of a word or a similar word that close to it.

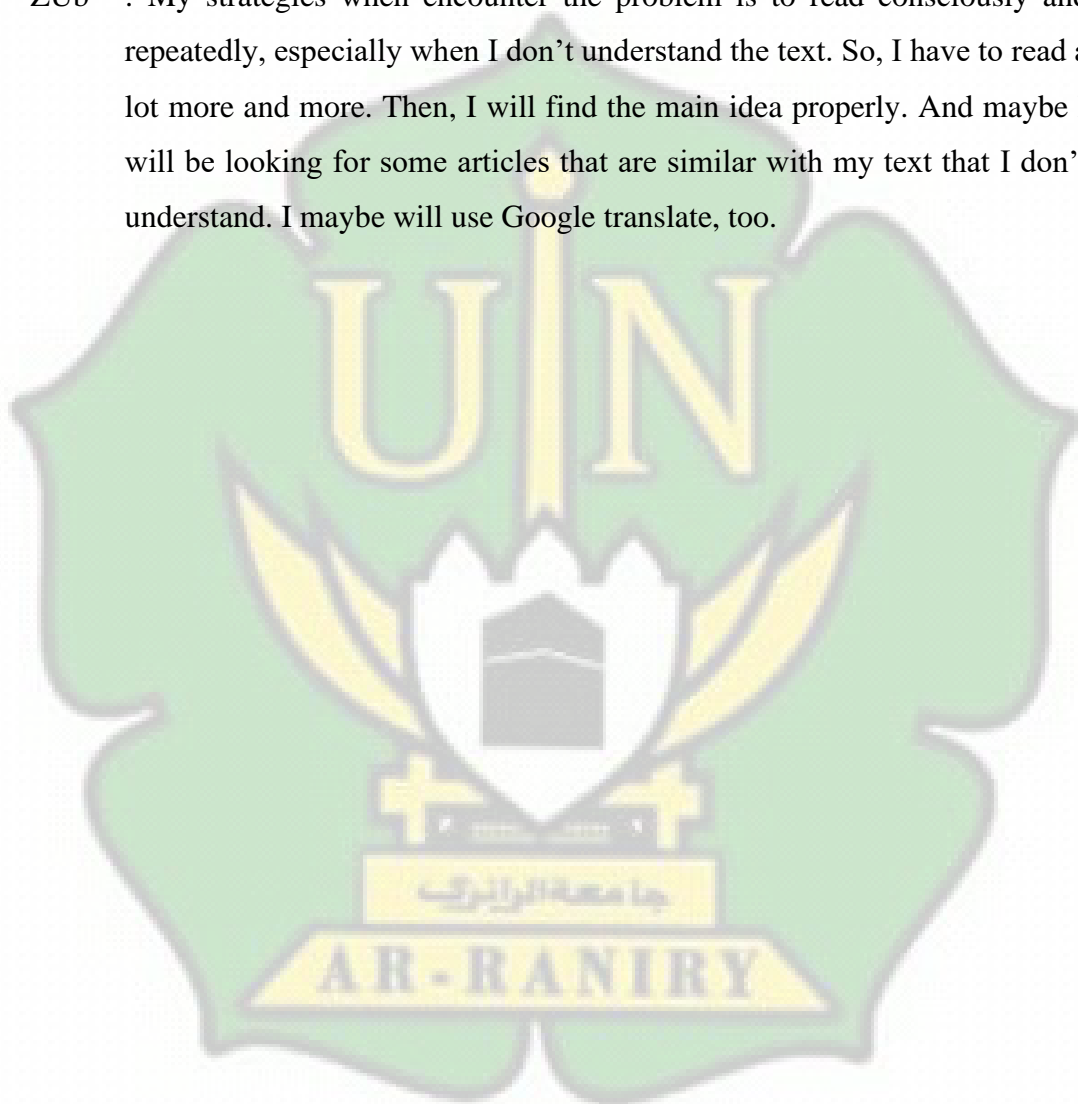
NA : What are the difficulties/challenges that you faced in paraphrasing when you write something academically?

ZUb : Sometimes I have challenges when I read an article but I don't really understand about the article. Then, I should find the main idea and I have to

put extra or high effort because sometimes I found that the text is totally too high to understand. That's the main problem for me when I do paraphrase.

NA : Based on your challenges that you have mentioned before, what are your strategies in dealing with those difficulties?

ZUb : My strategies when encounter the problem is to read consciously and repeatedly, especially when I don't understand the text. So, I have to read a lot more and more. Then, I will find the main idea properly. And maybe I will be looking for some articles that are similar with my text that I don't understand. I maybe will use Google translate, too.



Interviewer : Nurul Azkar (NA)

Participant : RFP

NA : Do you often hear about paraphrasing skills?

RFP : Of course, I often hear it and I am familiar with paraphrasing skills.

NA : In your opinion, what is paraphrasing? What do you know about paraphrasing?

RFP : Based on my opinion, paraphrasing is you can rephrasing text or speech in your own words or used another word without changing the meaning.

NA : Do you think paraphrasing is the problem you faced in your academic writing class and when you write your thesis?

RFP : Yeah.... Because it's not easy to do paraphrasing, unless I find a topic or a familiar theme for me.

NA : Have you learned how to paraphrase properly?

RFP : I think I have learned it.

NA : Do you know how to paraphrase correctly? Can you please mention example on how to paraphrase correctly?

RFP : Yes, of course I know how to paraphrase. I find 5 ways to paraphrase:

- a. I read the passage in several times to make sure the meaning and what the text want to explain.
- b. I try to found some word is the key on that text.
- c. Next, I will try to write the text with my version without read or look at the original text.
- d. I will compare my text with the original text and make minor adjustments to phrases that must similar meaning.
- e. I also read another passage that close meaning or same topic to do paraphrase. And don't forget to put the source where I found the idea.

NA : What are the difficulties/challenges that you faced in paraphrasing when you write something academically?

RFP : Not a lot, just some words that I am not familiar so difficult to me to find the synonyms.

NA : According to the challenges that you have mentioned, what are your strategies to deal with them?

RFP : I try to find the meaning of that word or passage and after I understand about it, I will search the synonyms of that word without change the meaning of the text that I will to paraphrase.



Interviewer : Nurul Azkar (NA)

Participant : NH

NA : Do you often hear about paraphrasing skills?

NH : Yes, I often hear the paraphrasing skill.

NA : In your opinion, what is paraphrasing?

NH : In my opinion, paraphrasing is a method that a writer rewrite or rephrase a paragraph concept or a sentence using their own language without changing the meaning of the original sentence.

NA : Do you think paraphrasing is the problem you faced in the academic writing class and when you write your thesis?

NH : Yes, it was one of my biggest problem I face when I write my thesis.

NA : Do you know how to paraphrase correctly? Can you please explain about this?

NH : Yes I know and I do it often. Paraphrasing that I do very often is to change some of the verbs with synonyms of the word. In addition, I also change and reverse words from active sentences to passive sentences. Before I paraphrase I usually reread the word and then sort out the words that I can change and then I synonymize.

NA : What are the difficulties that you faced in paraphrasing in writing academically?

NH : The purpose of paraphrasing is to prevent plagiarism. However, when I try to paraphrase and get the result, it shows the same result as original sentence and still counts as plagiarism. So, here I have to try harder which words should I change with synonyms so that they are not detected as plagiarism. In addition, the difficulty that I often encounter when paraphrasing is that there are some vocabularies that I don't know the synonyms for so that sometimes it makes it difficult for me to paraphrase.

NA : What are your strategies in dealing with your difficulties in paraphrasing in writing academically?

NH : The strategy I use is that I try to look up the dictionary for words I don't know, especially for finding the synonyms. Another strategy that I did was

to change the sentence from an active sentence to a passive sentence or vice versa. Example; I make the subject in one sentence the object and I change the object into the subject then for the verb I adjust it according to the use of affixes and existing synonyms.

