

# **THE IMPACT OF PARAPHRASING TOOLS ON STUDENTS PARAPHRASING SKILLS**

**THESIS**

Submitted by

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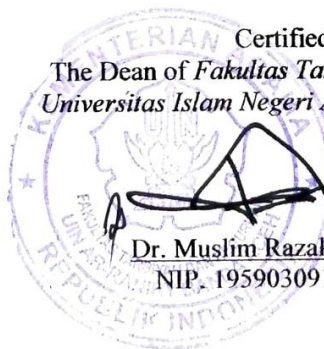
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**The Impact of Paraphrasing Tools on Students Paraphrasing Skills**

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

Banda Aceh, 15 Desember 2021

Saya yang membuat pernyataan,

Desra Miranda

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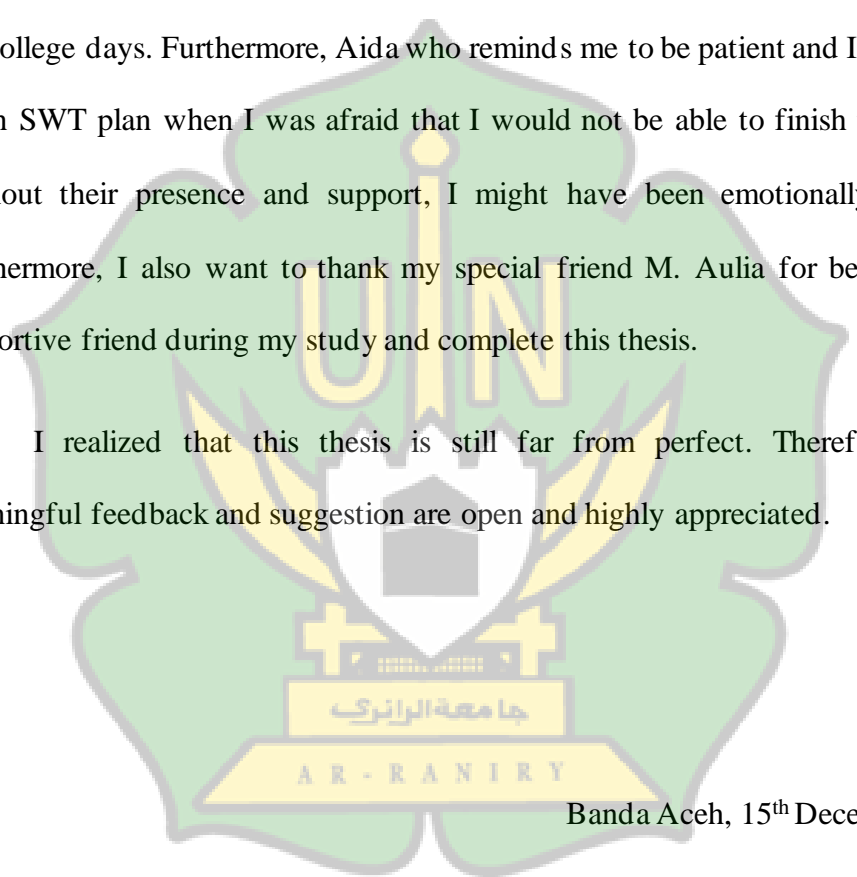
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## ABSTRACT

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Paraphrasing Tools  
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Technological advancement has a huge impact on the world of education. The product of technological progress is one of the factors that encourage students to do plagiarism. A paraphrasing tool is a piece of technology software that automates the process of rewriting text. The purpose of this study is to investigate students' perceptions of paraphrasing tools and to determine the impact of paraphrasing tools on students paraphrasing skill. This research was conducted using a qualitative descriptive method. The researcher interviewed five students who had used the paraphrasing tool to assist them in writing essays. According to the results of the interview, the students had a very positive impression of the paraphrasing tool. Students believe that by utilizing the paraphrasing tool, they can improve their understanding of the context of a text, learn new vocabulary, and increase the overall quality of their writing. The researcher also found that students very often used paraphrasing tools which indicated a dependence on the use of tools which showed an impact from using paraphrasing tools on the regular basis.

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# CHAPTER I

## INTRODUCTION

### A. Background of Study

An ability to write is a valuable asset that students can possess. Even if they have never met, one's point of view can be heard by a large number of people through written works. Of course, being able to communicate effectively requires knowledge of how to choose the appropriate words and language to use. This is especially true if the information comes from a third party. It is important to use caution when quoting other people's words or works of writing. Because if it is incorrect, it can cause harm to the community by spreading incorrect information, and it can also cause damage to the author's original reputation.

Because most exams, reports, and research work are written, writing skills are essential for students pursuing a degree at the university level. A method of communicating information, a message or ideas or thoughts in grammatically correct sentences is called writing. Langan and Albright (2018) states that writing is transferring oral language into writing language. The process helps students to develop cognitive skills and strategies that are essential to the learning process, like analysis, synthesis, inference, etc. Writing is considered to be hard to accomplish. Richards, Richards, and Renandya, (2002) state that writing is the most difficult skill for second language and foreign language learners.

Scholars are expected to produce a diverse range of papers, which generally entails drawing on additional external sources such as books and theses as well as journal articles and other similar materials to support their arguments and findings. For example, students are expected to follow the ethical standards of their academies by doing things like giving credit to the original authors of the works on which they are basing their papers, which includes providing citations and references to the original authors of the works on which they are basing their papers, among other things. This, on the other hand, can only be accomplished through complete mastery of summarizing and paraphrasing techniques. In paraphrasing, the entire passage is rewritten so that the original meaning is conveyed through a different wording than that used in the original passage (Davis, 2013).

The ability to borrow text is a necessary skill for people who are pursuing a higher education degree. Kletzien (2009) mentions that paraphrasing is proven to improve students' comprehension. Direct quotation, summary, and paraphrasing are some of the techniques that are commonly used in academic writing assignments. When compared to paraphrasing, direct quotation from the original source is much more practical, easier, and less complicated to accomplish. However, using too many quotations as noted by Davies and Beaumont (2007) not reflect fluent writing.

Unintentional plagiarism is frequently the result of poor paraphrasing. As a result, the use of paraphrasing, summarizing, and synthesizing skills is strongly encouraged. Poor paraphrasing is almost always the result of the paraphraser's inability to comprehend the text that is being paraphrased. Some students make the

mistake of attempting to paraphrase at the sentence level rather than at the concept level, which results in poor results.

Although paraphrasing skill is very important, it is often considered easy and is often ignored by students. Most students use direct quotations for a long time which makes it difficult for them to restate the author's statement which makes it difficult for them to write a plagiarism-free academic essay. However, with the development of technology, various tools offer convenience to students, one of which is in the field of writing, including paraphrasing, and this is very common among students.

Digital technologies and Internet sources are prevalent and easily accessible. It has shifted the way knowledge is constructed, shared and evaluated (Evering & Moorman, 2012). Students take a variety of actions in order to be successful in their paraphrasing attempts, including the use of online paraphrasing tools. As stated by Muluk, Yanis, Dahliana, and Amiruddin (2021), one of the factors that encourage students to plagiarize is the product of technological advancements.

A paraphrasing tool is extremely popular among students who require original writing during their time of study and who require writing that is free of plagiarism. Students can use paraphrasing tools to help them paraphrase and avoid plagiarism. The paraphrasing tool generates paraphrases with a single click of a mouse. Although some Internet-based materials are considered to be of high quality and efficacy, their validity and dependability are called into question from an educational standpoint (Niño, 2009).

Many research has been done on the use of paraphrasing tools. Rogerson and McCarthy (2017) research's aim to make sure that those involved in teaching and learning are aware of the practice, are able to detect its use, and are able to engage in meaningful conversations with students about the dangers of utilizing such tools. The authors also state that individuals should be encouraged to improve their own paraphrasing expertise as an essential part of individual skill development in and outside of educational institutions.

Recent studies by Sulistyaningrum (2021) found that Mechanical Engineering Vocational Education Students are familiar with the paraphrasing tool, and they have been using it to assist them with their grammar, structure, vocabulary, and paraphrasing strategy, according to the findings of the study. With that information, the researcher decided to investigate the impact of using paraphrasing tools on students' paraphrasing abilities. The researcher was interested in learning about the reasons why students use paraphrasing tools, as well as their perceptions of using paraphrasing tools, which could have an impact on their paraphrasing skill, which could result in unintended plagiarism. McCarthy, Guess, and McNamara (2009) have also discovered that there is a direct link between inaccurate paraphrases and poor comprehension of a text.

Using an online paraphrasing tool, students fail to demonstrate their understanding of the assessment task and thus fail to provide evidence of meeting learning objectives. They are also guilty of academic misconduct if they fail to credit the original source of the text that they have put through the paraphrasing tool. They would not receive a passing grade in the subject for which they are

submitting such action on both counts. Due to the fact that 7<sup>th</sup> semester students in the English Language Education Department had already passed the academic writing course, which required excellent paraphrasing skills, the researcher decided to examine the 7<sup>th</sup> semester students in the English Language Education Department of UIN Ar-Raniry. To further evaluate the impact of paraphrasing tools on student paraphrasing skills, the researcher conducted research with the following research question.

### **B. Research Questions**

Based on the background of study above, the researcher has formulated some questions as follows:

1. What are students' perceptions about paraphrasing tools?
2. What is the impact of paraphrasing tools on students' paraphrasing skills?

### **C. Research Aims**

The aims of this study are: جامعة الرانيري

1. To know students' perceptions about paraphrasing tools.
2. To figure out the impact of paraphrasing tools on students' paraphrasing skills.

### **D. Significance of the Study**

1. To EFL Students

The primary goal of this study is to determine students' perceptions of paraphrasing tools, as well as the impact of paraphrasing tools on students'

paraphrasing abilities in general. The researcher hopes that this research will be used by students as a means of self-reflection on the use of paraphrasing tools, which may have an impact on students' paraphrasing skills, in order to improve their paraphrasing abilities.

## 2. To Teachers

Teachers should benefit from this investigation because it will help them identify a highly contentious issue, namely paraphrasing. This study will provide information on the impact of using paraphrasing tools on students' paraphrasing skills. This information will be useful in developing better learning strategies so that students will be more confident in their own skill instead of using a paraphrasing tool.

## 3. To Future Researcher

The researcher believe that this study does not adequately address all of the reader's questions and interests. The researcher hope that the next researchers will be able to carry on this research by filling in the gaps left by this research and expanding the related information about paraphrasing tools that has been provided.

## 4. To The Institution

The findings of this study will be extremely beneficial to the institution as a whole as a strengthening tool. With the results of this study, it is anticipated that the institution will become more supportive and aware of students' paraphrasing abilities in the future. The greater the proficiency of students in paraphrasing, the less plagiarism is committed.



## E. Research Terminologies

In order to avoid misunderstanding, I have defined the following operational definitions of this research as follow:

### 1. Paraphrase

According to Bhagat and Hovy (2013), paraphrase is the ability to restate a phrase using different wording. Cambridge Dictionary states that paraphrase is stating one's written or spoken using different words. Paraphrase means restoring a sentence so that it is generally recognized that the two sentences are lexically and syntactically different while remaining semantically identical (Amoroso, 2007; Davis & Beaumont, 2007; McCarthy, Guess, & McNamara, 2009).

### 2. Paraphrasing Tool

Rogerson and McCarthy (2017) stated that paraphrasing tools are text processing applications that use the same approaches as machine translation (MT); it offers free service to paraphrase a large text range.

## CHAPTER II

### LITERATURE REVIEW

#### A. Paraphrasing

##### *1. Definition of Paraphrasing*

According to Armoso (2007), Paraphrasing is restating a sentence that is lexically and syntactically different while remaining the same semantically. Merriam Webster Dictionary describes Paraphrasing as a restatement of a sentences using different wording. Paraphrasing is the process of rewriting sentences using different words to achieve the same meaning as the original sentence (Alian & Awajan, 2020).

According to cognitive psychology literature, paraphrasing is a cognitively demanding task. As the material to be paraphrased becomes more complex, students tend to use simpler processing, resulting in a patchwork appearance of the writing (Marsh, Landau, & Hick in Walker, 2008). The purpose of paraphrasing is to provide readers with an accurate and comprehensive version of the ideas that have been gleaned from the original source material. In order to qualify for this, a paraphrase must meet certain requirements and possess certain characteristics. According to Wilhoit (2016), a good paraphrase possesses four essential characteristics. The following are some of these characteristics:

a) Through

In it, the writer will present all of his or her main ideas or findings. A person may, on the other hand, choose to leave out details that she/he considers to be unimportant, such as examples and explanations.

b) Accurate

It will only reflect the exact words that were written by the author.

c) Fair

For a variety of reasons, paraphrases are frequently considered unfair. Students, for example, frequently misinterpret original passages and make completely incorrect assumptions about the author's intentions. This type of problem can be avoided by conducting a thorough and critical reading of the material. When paraphrasing, it is important to use language that is as neutral as possible.

d) Objective

To refrain from expressing one's own point of view on the subject or on the quality of the original text

Paraphrasing is often regarded as summarizing by putting the content in one's own words. However, paraphrasing differed significantly from and was easier to summarize. In short, readers are expected to reduce the length of the sentences by reducing lists to a general statement, selecting topic, removing redundancies and removing unnecessary data. This definition implies at least two skills: reading comprehension and writing skill. Therefore, as indicated by McCarthy, Guess, and

McNamara (2009), paraphrasing has also been used to aid comprehension, stimulate prior knowledge, and assist writing skill development.

## ***2. Paraphrasing Strategies***

In order to formulate a great paraphrase sentence, students' needs reading comprehension skills. As stated by Watson, Gable, Gear, and Hughes (2012), To reduce the overall length of the text, the reader must identify the main idea and translate it using his or her own words. As a result, it has been suggested that paraphrasing be taught prior to or in combination with summarization (Watson, et al., 2012).

According to Kirkland and Saunders cited by Choy and Lee (2012) paraphrasing is accomplished through the use of a step-by-step metacognitive structure. Another concept similar to this is introduced by Choy and Lee who point out that, in the wake of Blooms' taxonomy, students are now shifting their thinking paradigms in the direction of analysis, synthesis, and evaluation, all of which play a significant role in today's learning processes (Choy & Lee, 2012). Attempting to restate a sentence or paragraph requires an extensive cognitive and metacognitive process. The goal is to change the lexical and syntactic structure while retaining the semantic content of the sentence or paragraph in question (Khrismawan & Widiati, 2013).

Additional key thinking skills such as comparing and contrasting, noticing similarities and differences, drawing conclusions, and others are incorporated into paraphrasing. Moreover, having a strong command of vocabulary is a critical

component of comprehension and provides a solid foundation for paraphrasing, which is also important for reading comprehension (Faramarzi, Elekaei, & Tabrizi, 2016).

Students can generally follow and employ a number of strategies and techniques in order to paraphrase a passage after carefully reading it multiple times and developing an understanding of the subject matter. The majority of the time, they replace words with synonyms, change sentence structures, rearrange ideas, and so on. The following are the techniques that Wilhoit (2016) described.

a) Changing Words

One method of paraphrasing a passage is to change the words of the author and replace them with synonyms. However, it is necessary to use synonyms that are accurate, appropriate, and convey the same meaning as the author is attempting to communicate.

b) Changing Sentences Structure

Change the structure of a sentence, means rearranging the order of ideas within the sentence or changing the order of dependent and independent clauses.

c) Combining Sentences

When paraphrasing lengthy passages, it is beneficial to combine sentences. It is possible to condense the information into a smaller number of clear and precise sentences.

#### d) Unpacking Sentences

When a sentence is so densely packed with ideas that a paraphrase may be required to be written down in two or three sentences in order to convey the same information,

#### e) Combining Strategies

When paraphrasing a lengthy text in which there are numerous sentences to restate, students will most likely need to employ and combine all of the strategies and techniques discussed above in a single piece of writing.

#### f) Documentation

It is considered plagiarism if the paraphrased material is not properly documented or does not include the source of the material.

### ***3. Difference Between Quoting, Paraphrasing and Summarizing***

Direct quotation is considered relatively undemanding in comparison to paraphrasing, or summarizing, since it does not require any textual modification of the appropriated material (Petrić, 2012). The research evidence, however, indicates that students' use of direct quotation is fraught with difficulties, most notably their overuse of the technique. There is also ineffective incorporation of quotations into a text when the linguistic and contextual links between the quoted passages are unclear or absent (Petrić, 2012). The act of paraphrasing is different from the act of quoting. When you quote, you are reiterating the author's exact words, and you demonstrate this by enclosing them in quotes. When you paraphrase, on the other hand, you use your own words to discuss the author's point of view rather than

quoting them directly. However, regardless of whether you're quoting or paraphrasing, you must always give credit to the original source.

Summarizing is the process of presenting the primary ideas of another author while maintaining his or her original style (Murphy, 2010). The ability to summarize is one that helps students improve their writing and comprehension because it requires them to reprocess information from a written text or from a listening task and to express that information in their own words in order to reconstruct the meaning in a compressed form (Khoshsima, 2014). As with paraphrasing, presenting the ideas of another author is also involved, but this presentation is done in one's own words and style rather than the authors (Murphy, 2010). In this decision-making process, students' who are facilitated with the crucial skill of reading comprehension can allocate relevant details and exclude irrelevant ones (Flores & Lopez, 2019).

According to Nambiar (2007), Summarizing is a cognitively demanding job because it requires students to re-conceptualize the texts, they have read through the process of going back and forth in the text and seeing what they have read previously. Additionally, it necessitates that student have a thorough understanding of the main ideas of the text and can distinguish between important superordinate elements and less important subordinate elements.

Abdi, Idris, Alguliyev, and Aliguliyev (2016) added that cognitive processes involved in the summarization activity are organized around summarizing strategies, which are at the heart of the process. These tasks consist of a series of conscious tasks that are completed in order to produce a summary text. There are a

variety of summarizing strategies that can be used to determine important information, eliminate irrelevant information, and extract the main idea from a text source (Abdi, et al. 2016). It should be noted, however, that the primary distinguishing feature that distinguishes a paraphrase from a summary is that in a paraphrase, the emphasis is on restating the ideas of sentences rather than condensing them, as opposed to a summary (Horkoff, 2015). To summarize is more formal than paraphrasing and requires significantly more practice in order to be proficient in doing so properly. The ability to paraphrase may develop in students long before they develop the more sophisticated ability to summarize. Indeed, learning to paraphrase can be thought of as a prelude to learning to summarize.

From the statements described above, it can be concluded that the differences between quoting, paraphrasing, and summarizing are as follows:

Table 2.1  
*The comparison between quoting, paraphrase, and summary.*

Basis for comparison	Quoting	Paraphrase	Summary
<b>Meaning</b>	Quoting is repeating an author's work word-for-word.	Paraphrasing is taking someone else's words and putting them in one's own word without changing the original meaning	A summary is shortened version of a larger reading.
<b>Focuses on</b>	Provide evidence	Simplification and Clarification	Central Idea
<b>Length compared to the original text</b>	Exactly the same	Almost similar length.	Shorter
<b>Objective</b>	To back up your claims in writing or give evidence for the points you are making	To make the author's work easy to understand if the words he or she use are not important or the words are too complicated	To simplify the importance of someone else's work while avoiding the inclusion of extraneous details



<b>When used</b>	When you cannot possibly say the information any better	When you want to use your own voice to show the material in a new way and also want to use the author's ideas	When you want a quick overview of the idea or concept given in the passage
<b>Do not include</b>	One's own word	Same wordings as used in the original source	Unnecessary details, examples and reader's own interpretation

## **B. Paraphrasing Tool**

### ***1. Definition of Paraphrasing Tool***

A paraphrasing tool is a program that allows people to edit text so that it contains different words while maintaining the meaning of the original text (Bin & Michael, 2019). An automatic paraphrasing tool takes sentences and adjusts them, allowing the content to be easily reworked and rewritten with ease. The goal of the tool is to rewrite material by changing the structure of sentences and replacing words with synonyms while maintaining the meaning of the original content (Fitria, 2021). The use of a paraphrasing tool allows you to create unique material in less time and with less effort. The material must be added to the tool and then input. An article is automatically restructured, sentence structure is adjusted, superb vocabulary is employed, and a finished piece is produced.

As a result of advancements in language research and the application of modern information technology tools, paraphrasing tools, also known as text rewriting tools or text spinning tools, have been created (Ansorge, Ansorgeová, & Sixsmith, 2021). Spinning is a technique for creating a new document from an original text source by replacing words in such a way that the overall meaning of

the text is retained while avoiding detection by machine-based text matching tools, which are used to detect plagiarism (Rogerson & McCarthy, 2017). Text spinning was made possible with the development of machine-based paraphrasing tools.

In the beginning, text spinners were created to generate new and different versions of source text material in order to create and populate multiple websites with different content. These websites would contain links to the original webpage, which would help to improve the page's ranking in the Google Search Index. It is critical in this process, which is referred to as Black Hat Marketing, that the text on the multiple websites be unable to be identified by word matching software, otherwise Google will penalize the websites (Lancaster, 2020). In the following years, students have used these tools to spin text from websites, articles, and other students' work in order to create 'plagiarism-free' essays for school (Rogerson & McCarthy, 2017).

Paraphrasing tools were created to deceive word matching software, they were not intended to replicate human-generated text. This tool appears to be used by students to spin text from a variety of original sources in order to deceive word matching software such as Turnitin (Rogerson & McCarthy, 2017). Paraphrasing tools are becoming increasingly popular as a means of avoiding plagiarism and manual paraphrasing entirely. It is possible to paraphrase a single sentence or an entire essay with the help of one of these tools. Despite the fact that these tools appear to be beneficial to students, they are in fact faulty and incorrect. The ability to paraphrase independently is strongly recommended (Prentice & Kinden, 2018).

## 2. *Types of Paraphrasing Tool*

There are plenty of Paraphrasing Tool that can be access by student. Not only it offers free service to do the paraphrasing, it can also be access anywhere. According to a study by Sulistyanningtum (2021), paraphrasing-tool.com, quillbot.com, prepotseo.com, and spinbot.com are the popular paraphrasing tools students used in helping them writing essays. The paraphrasing tools that have been mentioned are web pages that can be accessed freely by students. The following is a description of the various types of popular paraphrasing tools:

### a. **QuillBot.com**

QuillBot.com is one of the most widely used free paraphrasing tools on the internet. Quillbot.com artificial intelligence (AI) is used to suggest paraphrases based on the text entered (Dale, 2020). In situations where teachers and students are unable to paraphrase writing manually, QuillBot.com provides a solution by assisting them in doing so automatically. The procedure for using this tool is straightforward. QuillBot.com can rewrite texts after we have written or pasted the texts and then clicked on the Paraphrase button (Kinga & Gupta, 2021).

Quillbot.com has seven paraphrasing modes; standard, fluency, formal, simple, creative, expand, and shorter. Standard and fluency mode are free to use, but to use formal, simple, creative, expand and shorter mode, users need to subscribe to premium. There are differences in the modes provided by QuillBot. Standard mode is the default mode of QuillBot.com. It balances any changes it makes to the content while keeping the meaning and ensuring that it sounds as

natural as possible. The second mode in Quillbot.com is fluency mode. Fluency mode use a text-to-speech algorithm that makes text sound as grammatically and naturally correct as possible in English, while also making the least amount of change to the content while maintaining the meaning. The third mode is formal mode. Formal mode changes the tone of your content so that it will sound better to formal audiences. It's especially useful for business reports and academic papers. The fourth mode is simple mode. Simple mode is designed to allow you to make as many changes as possible to the text you've entered. This may have an impact on the overall coherence and significance of the text. The fifth mode is creative mode. In creative mode, QuillBot artificial intelligence (AI) are more intuitive and understand things like common sayings and phrases in the language. The sixth mode is expand mode. The expand mode attempts to increase the length of the text by adding as many words as possible, and it is ideal for texts with a high overall word count. Last, the seventh mode of QuillBot.com is shorten mode. Shorten mode aims to reduce the length of your content while maintaining its meaning, and it is particularly useful when you need to reduce the overall text size or word count.

Not only paraphrasers, quillbot.com features a grammar checker, summarizer, citation generator and co-writer. The modes and features offered by quillbot.com are very diverse and complex which can be adjusted according to the needs of the author. Even in paraphrasing text, quillbot.com has a synonym meter that can be set by the author. The higher the synonym meter the less accurate the text.

### **b. Paraphrasing-tool.com**

Paraphrasing-Tool.com makes use of intelligent, decision-making software to determine the most appropriate way to reword, or paraphrase, the text being rewritten. Unlike QuillBot.com, the websites of Paraphrasing-Tool.com are very straightforward and only provide one mode of paraphrasing. It didn't have as many features as quillbot.com. This website is only providing free paraphrasing generator. According to the websites, paraphrasing-tool.com is very similar to an automated thesaurus, which means that this website only uses synonyms and does not create new text structures as a result of their use.

### **c. Prepostseo.com**

Prepostseo.com is one of the most well-known websites for providing content as well as SEO-related tools and resources. This website provides more than 195 tools for a variety of purposes, with the majority of them being completely free to use. The most significant advantage of using Prepostseo's paraphrasing tool is that it retains the meaning of the content while changing the majority of the words and sentences in the text.

This tool provides three different options for paraphrasing your content: Simple, advanced, and Beta version. Simple is the most basic option. Using the simple version, the words are automatically replaced with their synonyms. The advanced option would provide some suggestions, and upon clicking on one of them, the word would be substituted with another. The beta, which is a new feature, would not only replace the word with a synonym, but it would also change the

structure of the sentence. Paraphrasing tool in Prepostseo.com is completely free to use, but in order to benefit from advanced features, users must subscribe to a premium plan.

#### **d. Spinbot.com**

Article spinner Spinbot.com rewrites human-readable text into additional, intelligently readable text. It is a free, automatic article spinner that can be used to generate new articles. It is an article rewriting tool that uses a marked-up version of the text to indicate which parts of the text should be altered or rearranged. Spinbot.com is free to use. Spinbot.com generates a large number of variations of the base article without significantly altering the meaning of the original. Spinbot.com has three features: text spinners, a paraphrasing tool, and a Translate and Spin feature. Text spinners are one of the most popular features. Spinbot.com is a straightforward paraphrase system that is easy to use. To use spinbot.com, copy content from any source and paste it into the editor, then rephrase it.

#### **e. Paraphrasing-online.com**

Paraphrase Online is a free online paraphrasing tool that can assist you in accurately paraphrasing your articles, sentences, and entire paragraphs. To use the tool, you do not need any technical knowledge or experience. You can get started right away. The website has been made simple so that anyone can use it and get straight to work paraphrasing the content with excellent results, without any training. Additionally, the tool includes a native reword generator that assists you in rephrasing your text in an appropriate and automatic manner to assist you in

creating better content. Additionally, the tool allows you to rephrase single words for free, as well as recreate textual content for blogs, websites, documents, and anything else you require.

According to Rogerson and McCarthy (2017), there are six ways paraphrasing tool avoid plagiarism; (1) Transform a word into a different part of speech. (2) Replace the word with synonym. (3) Reverse the word order. (4) Defines the term differently. (5) Make use of different signals of attribution. (6) Change the structure of the sentence and use a different transition word.

### ***3. The Impact of Paraphrasing Tools***

Academic writing relies on paraphrasing to demonstrate that the author has access to reliable sources. Students' attempts to paraphrase a concept can reveal a student's ability to read and write as well as how well they understand the concept.

#### **a. The Positive Impact of Paraphrasing Tools**

When developing writing skills, students should make use of paraphrasing tools (Sulistyaningrum, 2021). This is because paraphrasing tools allow you to express the same ideas in a manner that is more appropriate for the intended audience. Additional uses of paraphrasing tool include providing explanations and providing support. There are advantages of paraphrasing tools mentioned by Rogerson and McCarthy (2017) that can help students improve their academic writing skills as follows:

### 1. Remove plagiarism

It is critical to have a unique, high-quality, and plagiarism-free essay, research paper, or thesis that is written from scratch. Paraphrasing tools can determine whether or not the content students have, contained plagiarism or has been influenced by previously published material. An easy-to-use paraphrasing tool will spin content and generate unique new content from it. When it scans each sentence, it determines which is the most effective; it also determines which is the most effective alternative version of a given sentence. The entire text is delivered with unique content; therefore, a plagiarism detector will not flag the final document

### 2. Demonstrate the best writing style

With the help of paraphrasing tools, writing long sentences becomes more manageable. Using a paraphrasing tool, students can quickly transform long passages of writing into shorter, more meaningful phrases.

### 3. Time-saving

Manually paraphrasing an entire article or essay can take a significant amount of time. When using paraphrasing tools, it is possible to paraphrase an article in short-time. A paraphrasing tool can generate content in seconds, allowing the author to infuse his or her personality into the material during the creation process. It will save students time while also increasing the rate of productivity in academic writing.



#### 4. Content improvement

Paraphrasing tools not only improve the quality of existing content, but they also aid in the creation of new content. The lack of clarity in the sentence construction indicates a lack of quality in the content being presented to the reader. Students can benefit from using a paraphrasing tool to correct grammatical errors in their writing. The tool generates sentences that are so clearly written that they are accurately grammatical and convey the same meaning as the original.

#### 5. Creating a new sentence structure

When writing effectively, it is critical to maintain sentence structure. A link between the previous and following sentences in the content is ideal, but this is not always possible in practice. By generating new sentence structures, the paraphrasing tool will help students improve their academic writing skills.

##### **b. The Negative Impact of Paraphrasing Tools**

Despite the fact that paraphrasing tools have numerous advantages and can be used as learning aids, the impact of long-term use of paraphrasing tools on students' paraphrasing skills can be disadvantageous. As mentioned by Prentice and Kinden (2018), using paraphrasing tools to alter a text in order to avoid being caught plagiarizing is a sign that plagiarism has occurred. Moreover, Rogerson (2010) stated that paraphrasing tools pose a huge threat to academic integrity since they encourage students to replicate work and rely on a computer-generated result rather than relying on their own abilities. In this way, students are prevented from learning

how to paraphrase from other sources, and restate an idea with their own paraphrasing skill.

### **C. Related Studies**

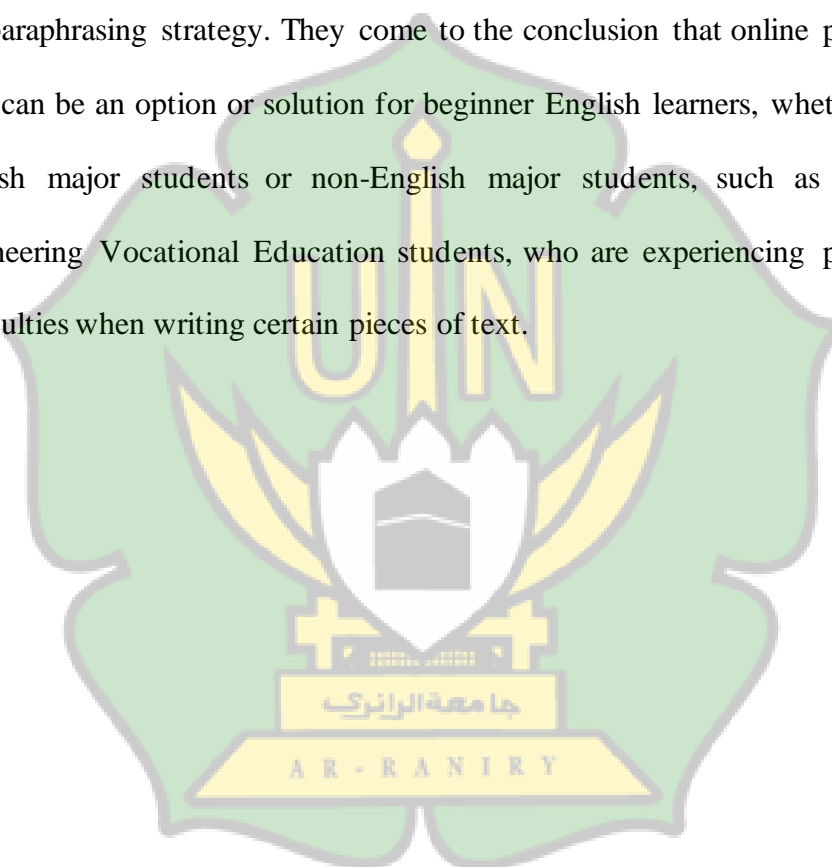
There are numerous studies has been done in terms of paraphrasing both regarding its difficulty and strategy. Research by Rahmatunisa (2014) investigate the difficulties Indonesian EFL students had in writing an argumentative essay, the researchers discovered that the students had difficulties in linguistics, cognitive ability, and psychological development. Ariyanti and Fitriana (2017) reported that Indonesian EFL university students were having difficulty dealing with grammar, cohesion, coherence, paragraph organization, diction, and spelling errors when writing essays in English.

Sarair, Astila, and Nurviani, (2019) revealed that students were still unable to properly paraphrase English texts, with most of their work looking like an imitation of the original. Since many students still copied the original texts by more than 50%, most paraphrases were classified as near copies. Moreover, Ardelia and Tiyas (2019) found that not all students understood how to properly paraphrase, and as a result, many of them were accused of plagiarism.

Thadphoothon (2019) looked at how students felt about their paraphrasing abilities after asking them a series of questions. A student survey revealed that proficiency in paraphrasing was a necessity for language learning and development. Paraphrasing skills are complicated and require a wide range of knowledge and abilities. Their ability to paraphrase was also viewed as critically dependent on

syntactic and lexical skills. Many of them claimed that they were unable to decode the text and were unsure of the appropriate words to use in response.

More recent studies by Sulistyaningrum (2021) revealed that Mechanical Engineering Vocational Education students are familiar with paraphrasing tool and have been using it because it helps them with their grammar, structure, vocabulary, and paraphrasing strategy. They come to the conclusion that online paraphrasing tools can be an option or solution for beginner English learners, whether they are English major students or non-English major students, such as Mechanical Engineering Vocational Education students, who are experiencing paraphrasing difficulties when writing certain pieces of text.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

In conducting the research, the researcher used qualitative-descriptive method. Quality methodologies are comprised of the philosophical perspectives, presumptions, postulates, and approaches that researcher employ in order to make their work open to analysis and critique as well as replication, repetition, and/or adaptation, as well as in order to select research methodologies. Accordingly, qualitative methodologies are research approaches that researcher use to design their studies, collect and analyze their data, as well as to conduct their research (Given, 2008). Using a qualitative description approach, data can be collected and analyzed from both a qualitative and a quantitative perspective, allowing for a quasi-statistical analysis of content and a summary of the findings overall (Vaismoradi, Turunen, & Bondas, 2013).

The findings of the qualitative study will be presented in a descriptive form. According to Kontour (2005), qualitative descriptive study provides a detailed description of the subject of research without providing any additional information. The methods of interpretation and reflection were used in this study as part of the methodology.

## **B. Population and Sample**

### ***1. Population***

Before selecting the sample, the researcher determines the population of the study. The population is a generalization of objects or subjects with specific qualities and characteristics that have been determined by researchers in order to study them and then draw conclusions (Sugiyono, 2014).

Based on the description above, the population of this research is all seventh semester students of English Language Education Department of UIN Ar-Raniry who had passed Academic Writing course.

### ***2. Sample***

Sample refers to a smaller, manageable version of the population. In selecting the sample, the researcher used purposive sampling. Purposive sampling means choosing participants who can discuss the study's objectives and who are knowledgeable about the phenomenon being studied (Ritchie, Lewis, Elam, McNaughton Nicholls, and Ormston, 2013). The criteria that participants need to meet to participate are, (1) Students in 7<sup>th</sup> Semester. (2) Has passed academic writing course, and (3) Familiar paraphrasing tool.

In selecting samples, the researcher used a preliminary questionnaire to determine which students used the paraphrasing tool. The preliminary questionnaire was distributed to all students in the 7<sup>th</sup> semester of English Language Education Department of UIN Ar-Raniry. From the preliminary questionnaire, 15 students who filled out the questionnaire, 10 of them used a paraphrasing tool to help them

in writing essays. The researcher sort from 10 sample candidates into 5 samples who used different paraphrasing tools as the representative of the tools in order to fulfill information related to the research. It is important to note that purposive sampling is not a random technique because it does not require the use of underlying theories or a predetermined sample size. Maximum variation sampling involves selecting candidates across a broad spectrum relating to the topic of study (Etikan, Musa, & Alkassim, 2016).

### **C. Methods of Data Collection**

The qualitative-descriptive method was used to collect the data. The data for this study was gathered through an in-depth interview with 5 students who used paraphrasing tools to help them writing an essay. There are 5 open ended questions that the researcher asked the participants, as follows; (1) What do you think about paraphrasing tools? (2) What are your reasons for using a paraphrasing tool? (3) How often do you use the paraphrasing tool? (4) Do you always check your paraphrased text using the paraphrasing tool? (5) In your opinion, what is the impact of using a paraphrasing tool?

The first and second questions of the interview aims to answer the first research question, which is about students' perceptions about paraphrasing tools. While the third, fourth and fifth questions aim to answer the second research question, which is regarding the impact of paraphrasing tool on students paraphrasing skills.

The interview lasted approximately 15 minutes. Due to the limitations and requests of respondents, interviews were conducted online. All personal information of participants is confidential and their names are kept as initials.

#### **D. Method of Data Analysis**

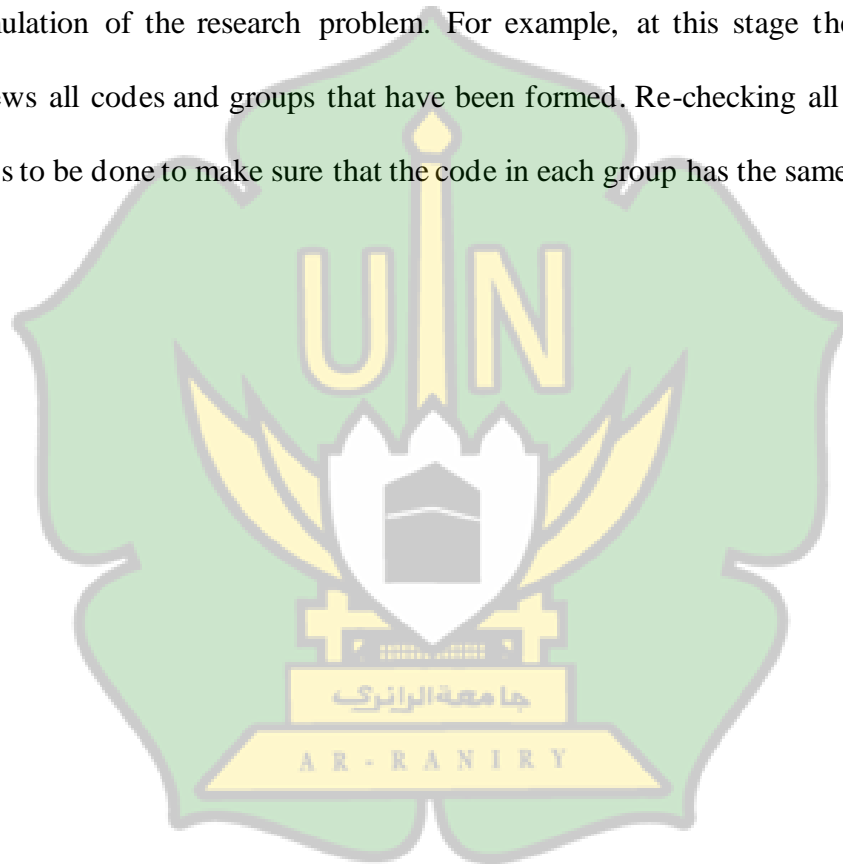
Following the collection of data, the next step is the analysis of the data. As stated by Lambert (2012), data analysis in qualitative descriptive research is data driven, rather than using an approach that has emerged from a pre-existing philosophical or epistemological perspective. It is the procedure that is used to achieve the desired results. In qualitative descriptive research, content and thematic analyses are the most frequently used data analysis techniques.

The approach used in analyzing the data in this research is thematic analysis. The first step in thematic analysis's process is becoming familiar with the entire data set, which entails repeated and active reading through of the data (Braun and Clarke 2006). After familiarization work, researchers begin to take notes on potential data items of interest, questions, connections between data items, and other preliminary ideas.

The second stage in the thematic analysis process is to start coding. Codes can also be thought of as labels, or features contained in data associated with research question. The code must be written as clearly as possible so that later through this code the researcher becomes better understand the meaning of each participant's statement. Therefore, the code does not have to be descriptive or length

and width. This stage can only be said to be complete when all the data has been coded and all codes that have the same meaning or meaning are grouped together.

As recommended by Braun and Clarke (2006), the third stage in thematic analysis is looking for themes, themes that are in accordance with the research objectives. This theme describes something important in the data related to the formulation of the research problem. For example, at this stage the researcher reviews all codes and groups that have been formed. Re-checking all these codes needs to be done to make sure that the code in each group has the same meaning.





## CHAPTER IV

### RESULTS AND DISCUSSION

The findings that were discovered as a result of the data collection are discussed in this chapter. The researcher conducted interviews with 5 students in the 7<sup>th</sup> semester of the English Language Education Department to answer the research questions in chapter one. 1) What are students' perceptions about paraphrasing tools? 2) What is the impact of paraphrasing tools on students' paraphrasing skills?

#### A. Results

The purpose of this study is to determine students' perceptions of paraphrasing tools as well as the impact of using paraphrasing tools on students' paraphrasing skills. These include the advantages and disadvantages of paraphrasing tools, as well as the consequences that students face as a result of using paraphrasing tools.

The researcher found two different views about students' perceptions of paraphrasing tools. Some participants believed that paraphrasing tools are beneficial to use because they can assist them in improving their grades and writing skills, as well as introducing new vocabulary to students and assisting them in understanding the context of a piece of written work. On the other hand, students who believe that the paraphrasing tool is a bad tool think that employing the

paraphrasing tool too frequently can result in laziness and reliance of using paraphrasing tools.

Furthermore, when it comes to the impact of paraphrasing tools on students' paraphrasing skills, the researcher discovered two different perspectives on the subject. The paraphrasing tool, according to some participants, had a positive impact on students' paraphrasing skills. Their belief is that by utilizing paraphrasing tools, students will be able to learn how to paraphrase properly and effectively. Students also believe that they have gained new vocabulary as a result of using the paraphrasing tools, which they can use in the future. Some students, on the other hand, are also aware of the negative consequences of using paraphrasing tools. They added that using paraphrasing tools can make students lazy to think and consequently impair their paraphrasing abilities.

### ***1. Students Perception about Paraphrasing Tools***

All participants had an opinion about the tools they used, and as a result, the researchers discovered a wide range of perceptions about the tools they used to assist them in writing their essays.

#### **a. Students Believe That Paraphrasing Tools Are Beneficial to Help Them Writing an Essay**

Participants described their experiences using paraphrasing tools to help them write essays. They revealed that the paraphrasing tools they used were very useful in helping them understand the context of a text, and teaching them how to paraphrase well and effectively. Four of five students stated that the paraphrasing

tool is an excellent tool for students to use to help them complete their assignments more quickly and accurately.

#### 1. Quillbot.com

Participants who use QuillBot.com believe that QuillBot.com is extremely useful in expanding their own vocabulary. When you want to paraphrase a piece of writing, you can use the QuillBot.com feature, which provides a list of possible words to choose from when you start typing. This feature can be used in the paraphrase box.

B.M. stated,

I think the paraphrasing tool is a tool that is quite helpful for students, especially for English Language Education students. Where with the paraphrasing tool the student will more easily understand the context that are being discussed in a text. Namely journals, books, magazines and more.

Another participant who used QuillBot.com said that using Paraphrasing tools really helped students in saving time in doing assignments. With the paraphrasing process that occurs in a short time, the quality of paraphrase obtained by paraphrasing tools are also good.

F.B. stated,

In my opinion, the paraphrasing tool is very good for students. I find many benefits when using the paraphrasing tool. One of them, it saves time. If I don't use the tool, I think a lot of time is wasted because I have to think. By using the tool, I only need to access the online paraphrasing tool and then copy and paste the text and the paraphrased text is done.

## 2. Prepostseo.com

The perception of participant who use prepostseo.com to help them write essays is that using prepostseo.com can help them in doing assignments quickly and accurately. Because of the many features of prepostseo.com which are not only limited to helping paraphrase but detecting plagiarism. Students think that prepostseo.com is very beneficial in improving students' grades and writing skills.

A.R.A stated,

In my opinion, the paraphrasing tool is very good. Especially in terms of improving student performance and students' writing skills. For example, students are assigned to make assignments to get good grades, students must make original assignments and may not copy from others. You can copy, but don't forget to paraphrase using your own words or the paraphrasing tool. There is no better tool for paraphrasing than the paraphrasing tool. By using the paraphrasing tool students can also save time in paraphrasing compared to paraphrasing manually.

## 3. Paraphrasing-online.com

Participant who uses paraphrasing-online.com mentioned that by using paraphrasing-online.com they can acquire new vocabulary that they did not know before. The participant added that having knowledge of new vocabulary can make it easy to compose new text.

I.J. stated,

I think paraphrasing tools are good for students, because by using paraphrasing tools, students can learn how to paraphrase sentences better. In addition, paraphrasing tools can also help students enrich their vocabulary and ability to compose words better.

### **b. Students Believe That Paraphrasing Tools Are Not Beneficial to Help Them Writing an Essay**

Participant who believes that paraphrasing tools are ineffective express their thoughts on the subject. He stated that the use of paraphrasing tools is equivalent to plagiarism. This is due to the fact that all thought processes involved in paraphrasing a text are replaced by paraphrasing tools that are incompatible with the purpose of paraphrasing, which is to understand a text.

M.I. stated,

In my opinion, the paraphrasing tool is not good for students because it is like copying other people's work. So, when we use the tool, we only need to copy and paste and then we get the results. Sometimes we don't need to understand the meaning of a sentence. What is meant by paraphrasing is using our own words and abilities, not copying someone else's words.

#### ***2. The Impact of Paraphrasing Tool***

The results of the interviews showed that the participants had two opinions regarding the impact of paraphrasing tools based on their experience using paraphrasing tools. The positive impact of using paraphrasing tools can help assist students in paraphrasing a text. The negative impact of using paraphrasing tools is that students develop a lack of confidence in their personal abilities and experience dependence in using paraphrasing tools.

**a. Paraphrasing Tools Has a Positive Impact on Students  
Paraphrasing Skills**

Using paraphrasing tools can help students in the process of writing essays. Using online paraphrasing tools can assist students in overcoming academic writing issues in terms of content, structure, language use, and paraphrasing approach (Sulistiyaningrum, 2021).

In the interview, participants shared their experiences in using paraphrasing tools. Researchers found 4 positive impacts of paraphrasing tools; help students in understanding the context of text; increase students' vocabulary; help students to use correct approach in paraphrasing; and, avoid plagiarism.

**1. Understanding The Context of a Text**

Students can benefit from the use of paraphrasing tools to better understand a text. Using artificial intelligence-based paraphrasing tools that can assist them in breaking down a text that is difficult to understand into a simpler and easier to understand text. With paraphrasing tools, writing long sentences becomes more manageable (Rogerson & McCarthy, 2017).

B.M. stated:

I think the positive impact of this paraphrasing tool is enough to help the continuity of student education, especially English education students, where this paraphrasing tool help to understand the content of reading.

## 2. Increase Students Vocabulary

Using paraphrasing tools can increase students' vocabulary. This is because paraphrasing tools have many word choices and work for content improvement so that the words used are clear. Paraphrasing tools generate sentences that are so clearly written and convey the same meaning as the original (Rogerson & McCarthy, 2017)

I.J. stated:

The impact of the paraphrasing tool for students is that it can enrich vocabulary, can increase students' knowledge of the correct way of paraphrasing, and can also increase students' writing scores.

F.B. also stated:

If I don't use the tool, I feel that the words I use in paraphrasing are very limited and unacademic. I also feel that if I pursue tasks without using tools, it takes up a lot of my time.

## 3. Help Student to Use Correct Approach in Paraphrasing

The Paraphrasing Tool generates new sentences that are slightly different in wording but retain the same meaning as the original sentence. This is a good example of how to paraphrase effectively. Along with changing the synonym, paraphrasing tools alter the structure of sentences. When developing writing skills, students should make use of paraphrasing tools (Sulistyaningrum, 2021).

I.J. stated:

The reason I use the paraphrasing tool is because it makes it easier for me to paraphrase sentences that are difficult for me to understand and helps me in paraphrasing if I don't know how to properly paraphrase the text.

#### 4. Avoid Plagiarism

It is possible to use paraphrasing tools to detect plagiarism. Students can avoid plagiarism by making use of paraphrasing tools. According to Rogerson and McCarthy (2017), there are six ways paraphrasing tool avoid plagiarism; (1) Transform a word into a different part of speech. (2) Replace the word with synonym. (3) Reverse the word order. (4) Defines the term differently. (5) Make use of different signals of attribution. (6) Change the structure of the sentence and use a different transition word.

M.I. stated:

The main reason I use the paraphrasing tool is to avoid plagiarism. When the lecturer checks my assignments that I do using the paraphrasing tool, surely it will not be detected and I will be free from plagiarism.

B.M. also stated:

...when students write scientific papers that contains several expert opinions, students can quote expert opinions but not illegally or plagiarize. So, with the paraphrasing tool this will reduce plagiarism.

#### **b. Paraphrasing Tools Has a Negative Impact on Students**

##### **Paraphrasing Skills**

Paraphrasing is defined as the ability to take in, comprehend, synthesize, and express information in a unique and creative way. The ability to paraphrase, whether orally, visually, or in writing, is inversely proportional to how well the material has been comprehended. It is also associated with paraphrasing skills.



While paraphrasing tools may appear to be beneficial to students, particularly non-native English speakers, they are flawed and inaccurate, and they should not be used as a substitute for learning to paraphrase on one's own in order to be effective (Rogerson & McCarthy, 2017). The negative impact of paraphrasing tools that the researcher found in the interview are; weaken students paraphrasing skills; and reliance on using tools rather than one's own paraphrasing skills.

### 1. Weaken Students Paraphrasing Skills

Paraphrasing is a skill that requires much more than just good writing; it allows for more advanced learning, thinking, and expression. Using a paraphrasing tool can defeat the whole purpose of paraphrasing. Students do not need to use their prior knowledge or think about the text to paraphrase it. This behavior can have an impact on the development of students' paraphrasing skills.

B.M. stated:

On the negative side, maybe if we use the paraphrasing tool too often, our ability to paraphrase will be decreased.

Furthermore, F.B. stated:

I think this paraphrasing tool has a very negative impact on students because it can cause a sense of laziness to think and create new paraphrased text not based on their knowledge of a passage. I think the most prominent impact is the negative impact.

### 2. Reliance On Using Paraphrasing Tools

Excessive use of paraphrasing tools can show signs of dependence on the use of tools in writing essays. When machines are relied upon to perform much of

the work that our brains perform, these tools appear to be perfectly acceptable for some people. It should be noted that excessive use of paraphrasing can lead to a lack of confidence in one's own ability to paraphrase a text.

A.R.A. stated:

According to my experience, when I already know about paraphrasing tools, and know the benefits of using paraphrasing tools, then I will rely more on paraphrasing tools than my own paraphrasing skills.

## **B. Discussion**

The results of interviews with five students who used the paraphrasing tool to help them write essays, the researchers found that the paraphrasing tool was very useful for students. Not only helping to complete their assignments, paraphrasing tools can also help students understand the context of a text, increase students' vocabulary, avoid plagiarism and help students in using proper paraphrasing approach. According to Sulistyaningrum (2021) using online paraphrasing tools can assist students in overcoming academic writing issues in terms of content, structure, language use, and paraphrasing approach.

Aside from helping students paraphrase the right discourse markers, paraphrasing tools may also assist them with modifying parts of speech, using the proper tense, rewriting the source text into a paraphrase with various writing styles, and changing words from the source text (Sulistyaningrum, 2021). Three out of five respondents mention that the paraphrasing tool is great. While using paraphrasing tools, students can learn about new word sets that they might not have known about before, and they can use more academic words to improve their essays.

Students use paraphrasing tools for a variety of reasons, one of which is to save time on assignments. Despite the fact that the results of the paraphrasing tool are immediate, they are considered to be of high quality. Other factors that encourage students to use paraphrasing tools are to avoid plagiarism checkers like Turnitin. Rogerson and McCarthy (2017) mention that to avoid being detected by plagiarism detection software such as Turnitin, students can use online paraphrasing tools or article spinners to write their papers.

According to the results of the interviews, students were aware that using paraphrasing tools on a regular basis could have a negative impact on the students. The use of the paraphrasing tool may interfere with their ability to improve their paraphrasing skills Rogerson (2010). On the positive side, students also think that paraphrasing tools can be used as learning aids to improve their skills of paraphrasing. Eastwood, Gallo, and Piggot (2012) mention in their study, in order to teach writing skills in an interactive manner, the use of web-based tools can be a valuable resource. Proactive approaches can aid in the promotion of learning development and support services provided by the educational institution, such as providing students with advice on paraphrasing and strategies for improving their writing skills, thereby avoiding problematic practices (Rogerson and McCarthy, 2017).

Based on the explanation above, it can be concluded that, many studies have found that the paraphrasing tool is a useful tool for student learning aids. Students believe that using a paraphrasing tool is a beneficial study tool with numerous advantages. Some of the reasons students use paraphrasing tools are to save time,

expand their vocabulary, understanding the context of text, and avoid plagiarism checkers. However, despite being aware of the negative impact of using paraphrasing tools, which includes a sense of laziness in developing personal skills, students continue to use the paraphrasing tool because they believe that if used properly, paraphrasing tools will have a positive impact which is as a learning tool.



## CHAPTER V

### CONCLUSION AND RECOMMENDATION

#### A. Conclusion

From the data obtained by interviewing five students using paraphrasing tools, it was found that student's perception about the paraphrasing tools they used is very beneficial to help them writing essay. Students who use QuillBot.com revealed that using QuillBot.com can expand the word choices in their writing. With various modes offered by QuillBot.com, the demands of creating a high-quality text are possible. Moreover, students who use Prepostseo.com stated that with many features Prepostseo.com offers including plagiarism checker, students can avoid being detected by plagiarism checker as Turnitin. Furthermore, students who use Paraphrasing-online.com stated that while using paraphrasing tools, they can learn about new vocabulary that they never aware of. They also stated that using in using paraphrasing tool, they can compose new sentences easily.

The results of the interview also found two opinions regarding the impact of using paraphrasing tools on students' paraphrasing skills. Some students think that paraphrasing tools can have a good impact on their paraphrasing skills. Students argue that by using tools as learning aids, students gain knowledge about proper paraphrasing approaches, increase English vocabulary, understand the context of a text and avoid plagiarism checkers. On the other hand, the negative impact of paraphrasing tools, students revealed that, by using paraphrasing tools all the

thought process of creating paraphrased text was passed which shows that students do not understand the context and meaning of a text that defeats all purpose of paraphrasing. The findings also showed that students are growing a sense of dependency using paraphrasing tools rather than their own paraphrasing skills.

## **B. Recommendation**

### ***1. For Further Researcher***

Because of some limitations of this study, the researcher believes that additional research with a larger number of participants is necessary in order to obtain more information on the use of paraphrasing tools at the Department of English Language Education at the University of Ar-Raniry. Furthermore, experimental studies are suggested for future researchers in order to be able to directly test paraphrasing tools, which can reveal the impact of paraphrasing tools on students' paraphrasing abilities. A variety of research instruments should be used to gain a thorough understanding of the use of paraphrasing tools in the classroom.

### ***2. For Teachers***

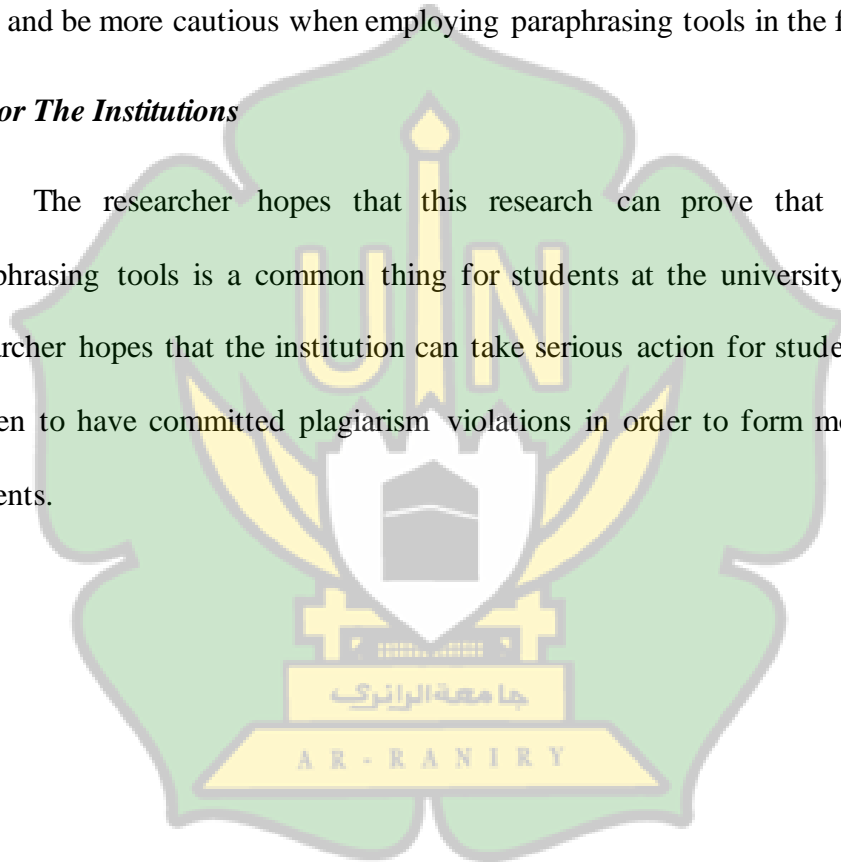
Given that the use of paraphrasing tools can be one of the aids in helping students learn paraphrasing, as explained in chapter 2, it is hoped that teachers can incorporate paraphrasing tools into learning activities as an example of paraphrasing and can provide input to students about how they should not rely on paraphrasing tools and how they should be confident in their own abilities.

### ***3. For Students***

The findings of this study reveal that students are extremely reliant on the use of paraphrase tools in their academic work. This may have an impact on students' self-confidence and their ability to paraphrase. The researcher expects that using the information gathered, students will be able to review the use of paraphrase tools and be more cautious when employing paraphrasing tools in the future.

### ***4. For The Institutions***

The researcher hopes that this research can prove that the use of paraphrasing tools is a common thing for students at the university level. The researcher hopes that the institution can take serious action for students who are proven to have committed plagiarism violations in order to form more brilliant students.



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## Appendix A

### Appointment Letter of Supervisor

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY  
Nomor : B-13622/UN.08/FTK/KP.07.6/12/2020

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

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menyisipkan : 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 23 November 2020
- MEMUTUSKAN**
- Menetapkan :  
PERTAMA : Menunjuk Saudara:  
1. Habiburrahim, M.com., M.s., Ph.D. Sebagai Pembimbing Pertama  
2. Rita Hermida, M.Pd. Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :  
Nama : Desra Miranda  
NIM : 170203075  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Impact of Paraphrasing Tools on Students Paraphrasing Skills
- 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 Genap 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: 07 Desember 2020  
An. Rektor  
Dekan,

  
Muslim Razali

- Temlusan
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.

## **Appendix B**

### **Interview Protocol**

#### **Greetings:**

Assalamu'alaikum Wr. Wb.

First of all, I would like to introduce myself. My name is Desra Miranda, a student from the 2017 English Language Education Department. I am currently doing my research to complete my thesis entitled “The Impact of Paraphrasing Tool on Students Paraphrasing Skills.” Are you willing to participate in this interview?

Please note that, firstly, there are no right or wrong answers in this interview. This interview aims to determine the knowledge, perspectives and experiences of the respondents related to the title in question. Second, all conversations in this interview will be recorded to help the researcher to save important data. Third, all respondents' personal information is confidential. Finally, respondents can use a language that is comfortable to use, Indonesian or English. Before starting this interview are there any questions regarding the interview procedure?

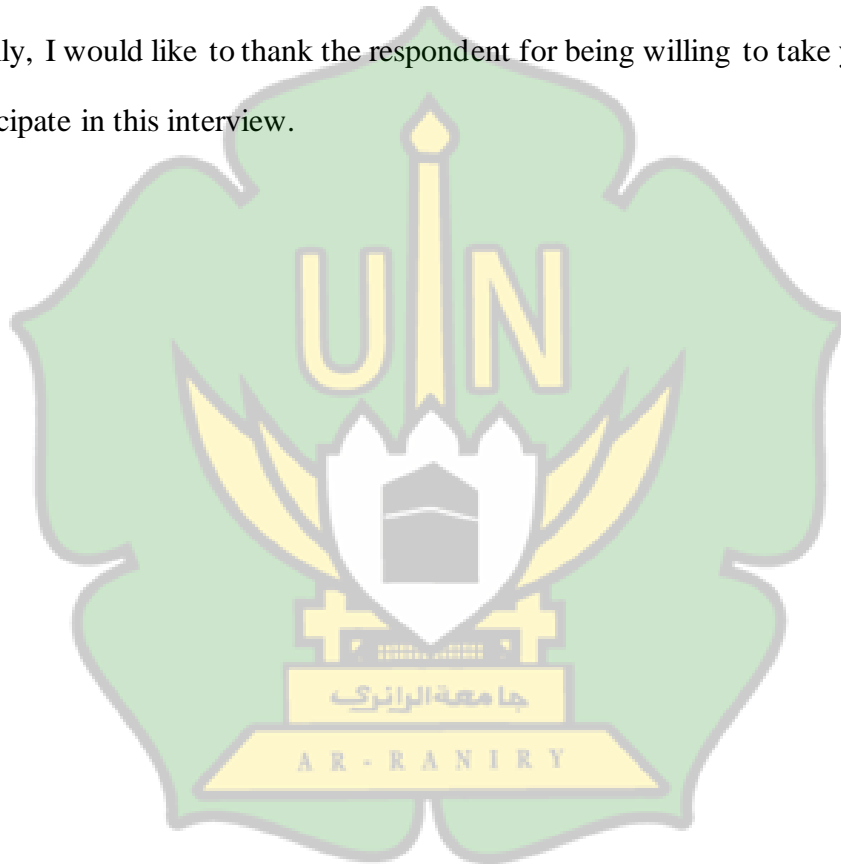
#### **Research Question 1: What are students' perceptions about paraphrasing tools?**

1. What do you think about paraphrasing tools?
2. What are your reasons for using a paraphrasing tool?

**Research Question 2: What is the impact of paraphrasing tools on students' paraphrasing skills?**

1. How often do you use the paraphrasing tool?
2. Do you always check your paraphrased text using the paraphrasing tool?
3. In your opinion, what is the impact of using a paraphrasing tool?

Finally, I would like to thank the respondent for being willing to take your time to participate in this interview.



**Appendix C**  
**Interview Transcript Sample**

**Interviewee : A R A**

**Date : 7 December 2021**

Q: Assalamu'alaikum Wr. Wb. First of all, I would like to introduce myself. My name is Desra Miranda, a student from the 2017 English Language Education Department. I am currently doing my research to complete my thesis entitled "The Impact of Paraphrasing Tool on Students Paraphrasing Skills." Are you willing to participate in this interview?

A: Yes.

Q: Please note that, firstly, there are no right or wrong answers in this interview. This interview aims to determine the knowledge, perspectives and experiences of the respondents related to the title in question. Second, all conversations in this interview will be recorded to help the researcher to save important data. Third, all respondents' personal information is confidential. Finally, respondents can use a language that is comfortable to use, Indonesian or English. Before starting this interview are there any questions regarding the interview procedure?

A: No, it is very clear.

Q: Alright, I will start the interview now.

A: Okay.

Q: What do you think about paraphrasing tools?

A: In my opinion, the paraphrasing tool is very good. Especially in terms of improving student performance and students' writing skills. For example, students are assigned to make assignments to get good grades, students must make original assignments and may not copy from others. You can copy, but don't forget to paraphrase using your own words or the paraphrasing tool. There is no better tool for paraphrasing than the paraphrasing tool. By using the paraphrasing tool students can also save time in paraphrasing compared to paraphrasing manually. For example, I have to rewrite a 1000-word essay, even the brightest student will need hours to do the assignment. By using a paraphrasing tool, we can save time.

Q: How often do you use the paraphrasing tool?

A: Very often, especially if the assignment is a scientific assignment that will be checked for plagiarism by the lecturer. When faced with such situations I always use the paraphrasing tool.

Q: Do you always check your paraphrased text using the paraphrasing tool?

A: Yes, I always check my writing with paraphrasing tool first, then recheck it with my own skill of paraphrasing. If I think the use of the words in the paraphrase is appropriate, then I completely will use the text from the paraphrasing tool. If it doesn't match, I use another paraphrasing tool to rephrase the sentence.



Q: In your opinion, what is the impact of using a paraphrasing tool?

A: In my opinion, the use of paraphrasing tools can hinder students' paraphrasing skills. Because, according to my experience, when I already know about paraphrasing tools, and know the benefits of using paraphrasing tools, then I will rely more on paraphrasing tools than my own paraphrasing skills.

Q: What is your reason for using the paraphrasing tool?

A: The first reason, I can create plagiarism-free content. Second, I can save time on assignments. Then, I can improve the quality of my writing, such as grammar errors, by using this tool, grammar errors are also be detected and corrected by the tool.

