

**AN ANALYSIS OF PARAPHRASING EXPERIENCED BY ENGLISH  
STUDENTS IN ACADEMIC WRITING**

**THESIS**

**Submitted by**

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**FACULTY OF EDUCATION AND TEACHER TRAINING  
AR-RANIRY STATE ISLAMIC UNIVERSITY  
BANDA ACEH  
2018 M/1439 H**

## THESIS

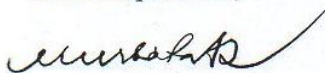
Submitted to Faculty of Education and Teacher Training  
Ar-Raniry State Islamic University, Darussalam Banda Aceh  
In partial fulfillment of the requirement for Sarjana Degree (S-1)  
On Teacher Education

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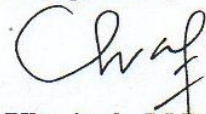
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10<sup>th</sup> Rabi'ul Akhir, 1439 H

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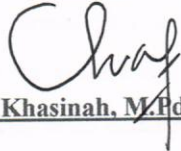
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## **ACKNOWLEDGEMENT**

Praise and great attitude submitted to Almighty God, Allah SWT who always gives the writer a tremendous blessing that has helped she in finishing this thesis which entitled: An Analysis of Paraphrasing Experience by English Students In Academic Writing. This thesis is as requirement in accomplishing the S-1 Degree at Department of English Language Education of Faculty of Education and Teacher Training in Ar-Raniry State Islamic University. Furthermore, pray and peace may always go to our beloved prophet Muhammad SAW along with his family and the companions who has taught the rule of life and guided us to the right path.

The deepest gratitude to Dr. Mustafa A.R, M.A and Siti Khasinah, M.Pd as the first and the second supervisor who had guided and assisted she in writing and finishing the thesis. Thanks for your good advice and valuable input.

Special thank to the writer's academic advisor Syamsul Bahri, S.Ag., MA. TESOL who has supervised and guided the writer during the study. The greatest thanks to all lecturers of Ar-Raniry State Islamic University, especially for the lecturers of English Education Department that the writer cannot mention all the names. Thanks for your time, knowledge, advice and motivation that you have given to her when study in this university.

Moreover, the greatest thanks and appreciation dedicated to Usman and Nurdiana, the writer' beloved parents. They always give her pray, encourage, love, spirit, motivation, and patience to her during finishing this thesis and waiting for the writer's graduation. Furthermore, sincere thanks to her beloved brother

Irwan Saputra and my sisters Lilis Noviyanti and Riska Adela, who have supported her and given a lot of motivations for her in finishing this thesis.

The writer's special gratitude for beloved big family of English Language Department of 2012, especially for the students of unit 3 that she cannot mention all the names. Then, the deepest thank to the students of English Language Education Department of unit 2 who have given the contribution and willingly involved in this research so that this thesis can be finished.

Finally, the writer realizes that this thesis is far from perfect. This thesis is required to be criticized for the better result and the writer hopes that this thesis will give benefit for the Department of English Language Education.

Banda Aceh, November 13<sup>th</sup>, 2017

The writer,

Irmadamayanti

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## Surat Pernyataan

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul **“An Analysis of Paraphrasing Experienced By English Students In Academic Writing”** adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya.

Apabila terdapat kesalahan dan kekeliruan di dalamnya, sepenuhnya menjadi tanggung jawab saya.

Demikian surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat pernyataan,

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## **ABSTRACT**

Paraphrasing is considered as one of the major skills for academic writing. It is one of the techniques in using others' ideas which needs to be accomplished by the students in performing experts' ideas in conducting a writing product for academic purposes. However, most of the students of Department of English Language Education still encounter problems in paraphrasing. One of the problems faced by students is lack of understanding toward paraphrasing which involved the criteria of an acceptable paraphrasing. Therefore, to expand understanding about the students' strategies in paraphrasing, the present study investigate the students strategies and the obstacles they encounter. The objectives of this study are to identify English students' strategies in paraphrasing and to investigate the kinds of obstacle they encounter. The study is conducted at Department of English Language Education of UIN Ar-Raniry of Banda Aceh. The participants of the study are the sixth semester students of unit 2 who have studied academic writing subject which consisted of 29 students. The study is conducted by applying a mix method research which involves writing task and questionnaire as the techniques of data collections used. The findings of the research reveal that most of the participants (32%) consider to use minimal revision as the strategy in paraphrasing the text, followed by 28% of the participant who use near copy as their strategy in paraphrasing. Then, 22% of the participants who apply moderate revision and only few participants (18%) who greatly apply substansial revision as the strategy of paraphrasing. The obstacles they encounter in paraphrasing are: the students find difficulty in comprehending the source text, changing the syntax and structure and finding the keywords and keypoints in the source text. In addition, in paraphrasing the source text, using own words to express the ideas of another's work and cite the source indicated as the most difficulty in paraphrasing. Besides, the study reveals that changing the syntaxs and structure are consider as the second difficulty in paraphrasing. However, only few participants who report that substituting synonyms for words as the most difficulty in paraphrasing. In conclusion, the study suggests that there is a need for the lecturers and students to put emphasis on the students' comprehension skill and provide the appropriate materials regarding to paraphrasing strategies to increase the students' knowledge of the acceptable paraphrasing strategies.

**Keywords:** Academic Writing, Paraphrasing strategies.

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of The Study**

Paraphrasing is one of the most important techniques in academic writing skills, which means restating other ideas, meaning and information by changing the wording of a text which significantly different from the original source, without changing the meaning (Bailey, 2011). Paraphrasing is as a solution to avoid potential plagiarism. According to Murphy (2009), basically plagiarism is considered as presenting or using the ideas and information produced by another author without the appropriate documentation. It is considered to be an academic crime. In academic field, ideas or works are consider as private property belonging to the person who first thought or wrote them. Therefore, it is crucial for all students to understand the meaning of plagiarism and learn how to prevent it in their work.

Most English learners try to paraphrase appropriately to declare that they have understood the ideas from the sources, while they need to show that the information or ideas they are presenting are not their own. In fact, the students consider that paraphrasing as a challenging skill in academic writing. Most of them have difficulty to paraphrase the outside sources in the acceptable procedures such as rewriting the original language, changing the original sentence structure, and citing the source in the proper form. Therefore, they need to learn this technique in order to write effectively.

Students, especially Department of English Language Education Students of Faculty of Education and Teacher Training of Ar-raniry State Islamic University, should be able to comprehend and apply the criteria of paraphrasing in writing proposal or thesis. Unfortunately, most of students still encounter problems or difficulties in doing paraphrase. One of the main problems faced by students learning English as a second language (ESL) is their inability to paraphrase passages (Ismail & Maasum, 2009, as cited in Yee lee, 2012).

Bailey (2011) argued that an effective paraphrase usually has a different structure to the original, has mainly different vocabulary, retains the same meaning and keeps some phrases from the original that are in common uses. While the author classified paraphrase technique into three techniques: Changing vocabulary by using synonym, changing words class, and changing words order.

However, paraphrasing is not only changing the wording of a text or reordering the concepts in a passage but also restating the other ideas into his own form while he has to keep the original meaning of the sources. As stated by Kech (2010), substantial paraphrases involve more than grammatical or syntactic changes; additions of phrases or sentences that explicitly restate the implicit ideas in the source text are also important.

The writer decides to conduct this research in Academic Writing class since it is one of the most major skills needed by the students to prepare their ability in writing proposal or thesis as requirement to be fulfilled by English students in order to graduate for their degree. However, in the process of writing thesis, a student needs to be able to comprehend and apply the criteria of paraphrasing.

Paraphrasing is one of the techniques in citing others' ideas which needs to be accomplished by the students in using experts' ideas to be able to conduct a writing product for academic purposes.

Previously, there is a study examining Taiwan graduate students' perspective on paraphrasing strategies (Sun, 2009). The study develops a two-layer to identify the reasoning behind students' judgments that certain paraphrasing is appropriate or inappropriate. The finding of the study reveals that in the first-layer paraphrasing-strategies survey covering the nine paraphrasing strategies. Most of respondents consider to use of quotation marks (89.3%), thorough rewriting (88.5%). These two paraphrasing strategies are consider as to the most acceptable paraphrasing strategies. In addition, the majority of students can successfully 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).

Hirvela and Du (2013) examines Chinese students' engagement with paraphrasing in an undergraduate academic writing course, with a particular focus on their understanding of the purposes and functions of paraphrasing and how such understanding influences their paraphrasing practices. This study reveals that the participants display some levels of understanding paraphrasing. In fact, one of the ways to address this case should start with the understanding that most students will use sources inappropriately before they learn how perform paraphrasing appropriately. In this study, the students require more instruction, guidance and practice to improve their paraphrasing competency. Thus, the

teachers play an important role in providing instructions that take into consideration their proficiency level. This effort impacts on their positive attitudes towards the importance of paraphrasing as an important skill in academic writing and increase their interest in applying it in their academic studies.

Kech (2006) argues that paraphrasing is one of the major skills for academic writing, and some have considered that the teaching of paraphrasing can help students avoid copying from source texts. To investigate university students' paraphrasing strategies, the present study analyzes L1 and L2 writers' use of paraphrase within a summary task. In determining the paraphrasing used by L1 and L2 writers, the study develops a method for classifying these paraphrases which consist of Near Copy, Minimal Revision, Moderate Revision, and Substantial Revision. Then, the study compares the paraphrasing types used by the L1 and L2 writers within their summaries. The study reveals that both L1 and L2 writers use five paraphrases per summary. The L2 writers consider to use more Near Copies when completing their summary task than L1 writers.

Another study examines skillful EFL writers' and less skillful writers' EFL performance and perceptions of paraphrasing and inappropriate text borrowing (Liou & Tseng, 2010). The result of the study reveals a mismatch between the participants' behaviors and perceptions. The study finds that the participants claim that they are aware of the importance of paraphrasing and tend to deny having committed plagiarism. However, the fact shows that such belief and their behaviours has contrasted in which both postgraduates and undergraduates fail to produce an acceptable paraphrasing strategy when completing the task. This

problem my result from explicitly learned paraphrasing, unsuccessful transfer of paraphrasing knowledge to the students, a lack of experience and practice and also the influence of their citation practice in Chinese writing. In addition, the study reveals that undergraduates commit more plagiarism than the graduate students do. The possible reasons for this can include the undergraduates' less sufficient metacognitive knowledge and the strategies of acceptable paraphrasing. Therefore, The study suggests, to increase the students' awareness in paraphrasing, the instructors required to pay more attention to metacognition, improve the students' English proficiency and ask the students to practice more on paraphrasing.

Moreover, Badiozaman (2014) investigates the challenges faced by Malaysian ESL students when completing paraphrasing tasks. The finding of this study suggests that students' linguistic competence impacts on their paraphrase strategy use. The study suggests, besides focusing on the skills regarding to academic writing skill and the students' disciplines toward paraphrasing, metacognitive skill is crucial to be learned by the students in improving their paraphrasing skill. Furthermore, to solve the complexity problem, the study suggests that the instructors are required to pay more attention on academic vocabularies, provide the students with the materials which are familiar to them and make academic conventions such as citations, referencing and also provide the class with some practices regarding to paraphrasing skill. The findings also suggest that there is a need to use Content-Based Instruction to make the links between writing skills and learners' disciplines.

However, the dissimilarity from those studies that are, most of the previous study above focused on perceptions on paraphrasing strategies and problems in paraphrasing text, while the researcher would like to identify the kind of strategies used by English students in doing paraphrase. Later on, the researcher investigating the obstacles they encounter in writing paraphrase.

Therefore, corresponding to the explanations above, the writer is interested in investigating a research project under the title: **“An Analisis of Paraphrasing Experienced By English Students In Academic Writing.**

## **B. Research Question**

According to background above, the writer formulates two research questions which are:

1. What are the students' strategies in paraphrasing?
2. What kinds of obstacle do they encounter?

## **C. The Aim of Study**

1. The aim of the study is to identify English students' strategies in paraphrasing.
2. And to investigate the kinds of obstacle they encounter.

#### **D. Significant of the Study**

1. For the students; the result of this study is expected to give some motivations for them and give them understanding of paraphrasing strategies.
2. For the Lecturer; the researcher hopes that this study will be beneficial for the lecturers to apply paraphrasing strategy in teaching academic writing.
3. For the reader; this final project is expected to be beneficial for the readers to increase their knowledge about paraphrasing strategies.

#### **E. Terminology**

To have a good understanding, it is necessary that the writer explains several terms according to the references that need further explanation in order to avoid misunderstanding.

##### **1. Paraphrasing**

Bailey (2011) argues that paraphrasing means using other ideas, meaning and information by changing the wording of a text which significantly different from the original source, without changing the meaning. Effective paraphrasing is a key academic skill needed to avoid the risk of plagiarism. It demonstrates the students understanding of a source.

##### **2. Paraphrasing Experience**

Experience is the process of getting knowledge of skill from doing, seeing, or feeling things, while paraphrasing experience in this study defines as a set of the students' experience about their paraphrasing strategies in producing an



English academic writing. Identifying the strategies of ESL students on paraphrasing and the obstacles regarding academic writing is the main focus of this study.

### 3. Academic Writing

Academic writing is the process of breaking down ideas and using deductive reasoning, formal voice and third person point-of-view. It emphasizes about what he or she thinks and what evidence has contributed to that thinking. Term of academic writing in university usually refers as students' assignment, as stated by Wilkinson and Homes (2010), academic writing covers the wide range of specific writing task that you need to write during the course of your academic studies; papers, reports, literature reviews, projects, case studies, dissertations, theses, research papers, and articles.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Academic Writing**

Academic writing is consider as the students' writing assignment which they have to do for their university courses. Wilkinson and Hommes (2010) confirm that academic writing covers the the specific writing task that the students are required to write during the course of their studies such as papers, reports, literature reviews, projects, case studies, dissertations, theses, research papers, and articles.

Academic writing is one of the effective tools for conveying acquired knowledge in a specific field of study. It often presents of particular theories and facts related to a given argument. Madhavi (2010) argues, in an academic field, the students are required to produce some academic works such as reports and essays and even research papers as part of their project writing. As writing a research paper is considered as one of the prerequisites for professional students. Therefore, in the process of writing a research paper, the researchers need to develop their skills regarding to academic setting.

In universities, students are required to take academic writing subjects where they are taught skills that provide the information and knowladge regarding to academic setting. Academic writing is considered as the important subject for Department of English Language Education students to overcome their assignments such as essay and thesis in which they need to obtain a bachelor's degree. Therefore, English department students need to take several writing

course and even academic writing as compulsory subjects in order preparing and helping them to develop their writing abilities.

However, English Department students have many difficulties in academic writing especially in writing paraphrase. At the university level, writing becomes more complex and difficult in which students required writing in academic procedural. Bailey (2010) argues that academic writing is for international students studying in colleges and universities where courses are taught in English. Those students who are not native speakers of English often face the written demands of their courses very challenging.

Madhavi (2013) adds that learning to write well is a challenging process, as it consider to require more effort in mastering language and thought. Therefore, good writing skills are important for academic success and writing is one of the pre requisite for many occupations and professions. As written work provides the students with some informations and evidences that they are making progress in the learning the target language.

Moreover, being able to present the ideas clearly and logically in writing is a powerful tool in academic setting. writing tasks in higher education often require students to integrate outside sources in their works. According to Thaiss and Zawacki (2006), English academic writing covers the term of academic task that submitted by the students for the purposes of education in colleges, universities, and institutions by integrate some academic elements such as using paraphrasing, appropriate vocabularies, and organized paragraphs. The university students are required to master academic writing as a skill for presenting their ideas

academically. Badiozaman (2014) suggests that academic writing in tertiary level would require students to have skills regarding to academic setting such as summary writing and paraphrasing skill. As students at this level are required to integrate outside sources into their own work. In the process of writing a research paper, the writer needs to provide all components in which encounter in academic setting. These aspects not only need documentation to the text but also support the claims made in any given context.

In conclusion, most of the definitions above emphasize that academic writing refers as students' assignments which cover the specific writing task that the students need to conduct during the course and to fulfill a requirement of collage or university. Thus, the writer concludes that academic writing is the kind of writing that the students are required to do in university.

## **B. Defenition of Paraphrasing**

In academic writing, the students need to use other writer's ideas to support their own. The most common way to do this is by using paraphrase. Paraphrasing is expressing someone else's ideas or restates a passage in our own words as Badiozaman (2014) defines paraphrasing as the activity of restating information and ideas expressed by someone and presenting it in a new form. Paraphrasing is one of the methods of textual borrowing in writing, particularly for academic purpose. The aim of paraphrasing is to make differentiation between the original text and the paraphrasing product, while keeping the same meaning. Paraphrasing is accepted by substituting synonyms for words, changing word forms or

modify the sentence structure. Integrating outside sources into one's own writing is an crucial skill in academic setting, this skill has been considered a key feature of academic writing (Shi, 2012). Additionally, Hirvela & Du (2013) confirm that paraphrase is re-wording one's ideas by using different phrases, giving citation and performing the passage in different style of written form. Howard (2010) defines paraphrasing as restating a text from the original source in fresh language, though sometimes with keywords retained from that passage. Paraphrase does not involve a significant reduction in the length of the passage. writing from sources is a key element of academic inquiry.

Paraphrasing involves an important process of rewriting or restating a source text in one's own words with a credit to the original sources. A common definition is that paraphrasing involves restating the ideas, information, or language of a source text in one's own words with documentation of the source (Keck, 2006). Although the students are representing the author's ideas using their own words, they need to reference the sources from which they gathered the material. This is important as they need to show that they have understood the materials and present the ideas in different way of their own. In fact, this is an essential skill for every student. The students must be able to demonstrate a deep understanding toward a text before they start to paraphrase the certain passage.

Paraphrasing is generally used when the students need to integrate the source in their works. It is particularly useful when they are dealing with evidences and definitions. The work or ideas of other writers can provide the students with information, evidence and ideas, but must be incorporated into one's own work

carefully. Therefore, it is very crucial for the students to master how to perform paraphrasing correctly in their work. Paraphrasing is considered by many to be an important skill for academic writing, and some have argued that the teaching of paraphrasing might help students avoid copying from source texts (Kech, 2006).

Moreover, Murphy (2009) reports that paraphrasing is a way in representing the understanding of a piece of text in one's own words. Someone needs to read the original passage several times and write his or her first version of the paraphrase without changing the original. This is one of the ways that allow the students to express their own style of writing on the paraphrase and to incorporate it seamlessly into their own writing. Then, the students are recommended to re-read the original passage to make sure that the students have not misunderstood or misrepresented it. Paraphrasing is an important skill needed by the students in academic writing as it is considered an essential skill in supporting academic arguments. This is very useful in writing an effective literature review.

Effective paraphrasing is a solution in preventing the risk of plagiarism in academic works. Park (2003) indicates that plagiarism in students' works involves stealing other's works and recognizing them as one's own, copying the whole or even a portion of the source texts, and paraphrasing the material from sources without presenting appropriate documentation. Similar to Thompson & Pennycook (2008) define plagiarism broadly as a textual crime in academic setting such as stealing others' words and claiming these words as their own. Sometimes plagiarism may result from the use of inappropriate paraphrasing when

modify the original text or insufficient knowledge of appropriate referencing. (Liou & Tseng, 2010).

Therefore, in order to avoid potential plagiarism, the students are required to understand the appropriate paraphrasing and they need to provide the acknowledgment of the source to present that the ideas are not their own. The students are required to integrate the sources in their works and interpret them in one's own words or perform it in their own way. (Sun, 2009). Keck (2010) has noted, paraphrasing involves a deletion, addition, substitution strategy which aimed to replace words with synonyms, add additional words, or delete words in the borrowed string.

Therefore, from the explanation above, the writer concludes that there are many terms of paraphrasing. Thus, the writer considers paraphrasing is one of the ways of using another writer's work in the students' own writing. Although, the students are representing the writer's ideas using their own words, they need to provide the sources or references from which they gathered the material.

### **C. Problems in Paraphrasing**

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. See (2001) confirms that some students even consider that copying the source text can facilitate their learning. They believe that plagiarizing others' works will help them to understand the meanings of these works and finally help them to learn the target language.

Liou 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. Hood (2008) reported that the process of changing wording seems to be a challenging stage when students are required to present the same meaning



in different ways. Park (2003) presents a number of reasons for student plagiarism which consist of lack of understanding, personal values or attitudes toward paraphrasing, students' attitudes toward teachers and class, and students' academic performance, etc.

Moreover, Pecorari (2003) presents, the term of plagiarism traditionally refers to numerous types of transgressive academic behavior, including poor paraphrasing skills, inappropriate citation and referencing, the submission of others' writing as one's own and insufficient lexical knowledge may also account for such problems. For the students who have poor academic performance tend to plagiarize more often than those of better academic performance. In fact, previous study has provided evidence that the students with a low proficiency level tend to replicate or copy the exact sentences from the original texts rather than paraphrasing (Sun, 2012).

In addition, Orenella and Reynolds (2008) state that there is a cultural aspect in the manner in which these students learned paraphrasing. the Students tend to draw on their own native language when paraphrasing the source. The study reveals that the students have difficulty in putting the task into context as there is no obvious audience during paraphrasing tasks in the classrooms.

Similary, Abasi (2008) indicates that many L2 students prefer to use superficial paraphrasing because of a lack of confidence in performing source texts in their own words. Shi (2006) indicates that the students who studying English in their own countries, they receive limited skills regarding to the skills of writing from sources such as limited instruction in summary, Paraphrase, and citation.

Therefore, from those explanation, the writer concludes that culture, poor paraphrasing skill, lack experiences and practices are the important factors which contribute to the students' textual plagiarism in academic writing.

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.

Sun (2012) indicates that the level of readability of text has impacted one's writing. The higher the context of a passage has a high potential for students to commit exact copying in their paraphrasing. In addition, Howard (2011) argues that most of the students have difficulties in comprehending the source text. Lack of comprehending the source influence the quality of paraphrase. Sometimes, a bad paraphrasing caused by the implementation of the unappropriated techniques used in writing from sources. Therefore, the students are required to have full comprehension of the passage before using the ideas in their own paper.

#### **D. Paraphrasing Strategies**

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 (2010) 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.

Because paraphrasing plays such a major role in academic writing tasks, a study has become increasingly concerned with the ways in which developing writers attempt to integrate source texts into their writing. For instance, there is a number of recent investigations of student textual borrowing strategies, or

instances in which students select a particular excerpt from a source text and either copy the excerpt exactly, or paraphrase the text by making changes to lexis and syntactic structure. However, in particular, the investigations of the students' inappropriate source text used has been examined as the studies which is much debated and discussed (Shi, 2012).

Some studies on paraphrasing has been recommended in the literature and a number of resources exist which provide examples of acceptable paraphrasing strategies, only a few studies have attempted to describe the ways in which university students already use paraphrasing as a strategy for integrating source texts into their writing. The study which has identified paraphrases in student writing vary considerably in their assumptions regarding the extent to which, by definition, a paraphrase does or should borrow language from the original excerpt. (Pecorari, 2003 & Keck, 2010).

Moreover, Yamada (2003) notes that good paraphrasing actually involves inferential thinking, either deductive (making a conclusion based on statements or premises) or analogical (noticing similarities between two domains). The idea of restating the original text to combine source information with one's own thinking. However, Yamada has different perspective about how the students are instructed to paraphrase and present a faithful account of the source text, and signals the mastery of good paraphrasing and academic literacy that distinguish experienced writers from novice writers.

Keck (2006), in order to identify university students' paraphrasing strategies, the present study explored a new approach to the identification and analysis of

paraphrases within students writing. Kech 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. The table below presents the linguistic characteristics of each Paraphrase Type.

As can be seen in the table 2.1, the taxonomy represents a continuum of textual borrowing, moving from Near Copies (which make use of long copied strings from the original) to Substantial Revisions (which make a number of lexical and grammatical changes to the original excerpt). In the table, the unique link, or word strings that can be traced to only one place in the original text, are bolded and underlined. Words shared by both the paraphrase and the original excerpt, but which occurred multiple times in the source text, are underlined.

**Table 2.1 Taxonomy of paraphrase type**

Paraphrase type	Lexical criteria	Linguistic characteristics	Examples
<b>Near copy</b>	50% or more words contained within unique links	<ul style="list-style-type: none"> <li>• Copied strings of 5 or more words</li> <li>• Simplification through synonym substitution and deletion.</li> </ul>	<p><b><u>Original Excerpt</u></b> Children speak more like adults, dress more like adults and behave more like adults than they used to.</p> <p><b><u>Paraphrase</u></b> Nowadays, children's behavior <b>more like adults than they used to.</b></p>
<b>Minimal Revision</b>	20–49% words contained within unique links	<ul style="list-style-type: none"> <li>• Copied strings of 3–4 words</li> <li>• Multiple synonym substitutions</li> </ul>	Children are acting more and <b>more like adults</b> everyday
<b>Moderate Revision</b>	1–19% words contained within unique links	<ul style="list-style-type: none"> <li>• Borrowing of 1–2 word phrases</li> </ul> <p>Combination of synonym substitution and the revision of clause structures (e.g., ing ! to clause)</p>	Modern children seem to be behaving, through <b>dress</b> and speech, <b>like adults</b> at an alarmingly young age.
<b>Substantial revision</b>	No unique links	<ul style="list-style-type: none"> <li>• Borrowing of individual words</li> <li>• Revision of clause structures</li> <li>• Use of synonymous constructions, often in the form of complex noun phrases</li> </ul>	It seems like the things that <u>children</u> do and even the clothes that they wear are more <u>adult</u> -like than ever before.

Keck (2010) suggests that substantial paraphrases is one of the paraphrasing type which allow the students to avoid the use of unique links in students' writing and it is recommended as an effective way in preventing plagiarism. However, performing substantial revision in writing are achieved not only by transforming the major components in original excerpt (subject, verb, and object) into different grammatical forms to express the same idea (clause element revision) but also by adding a phrase or clause to convey ideas that are not explicitly mentioned in the original text (clause element creation).

Madhavi (2013) suggests that there are some strategies can be used by the writers when paraphrasing a source texts are:

1. Read the source carefully. It is essential that you understand it fully.
2. Identify the main point(s) and key words.
3. Cover the original text and rewrite it in your own words. Check that you have included the main points and essential information.
4. Ensure that you keep the original meaning and maintain the same relationship between main ideas and supporting points.
5. Words: Use synonyms (words or expression which have a similar meaning) where appropriate. Key words that are specialised subject vocabulary do not need to be changed.
6. Identify the attitude of the authors to their subject (i.e. certain, uncertain, critical, etc) and make sure your paraphrase reflects this. Use the appropriate.
7. Review your paraphrase checking that it accurately reflects the original text but is in your words and style.
8. Record the original source (including the page number) so that you can provide a reference.

In addition, Krismawan & Widiawati (2013) classify the strategies useful in paraphrasing are:

1. Reading chunk of the original statement ( the group of words, phrases, or individual words).
2. Using synonym (to guess or check the meaning of a certain word)
3. Evaluating the chunks of the paraphrase (to evaluate the words or phrases after the first words or the clauses written).
4. Reading the full sentence of the original text (reading the whole text before beginning to paraphrase)
5. Using dictionary (the tool to find the meaning of the new words and also to check the understanding of the vocabularies).
6. Using Thesaurus (the way to find the synonyms).
7. Referencing to syntax (changing the structure of the original statement).
8. Questioning during paraphrase writing (question the writer decision of certain points).
9. Evaluating full paraphrase (evaluating the full sentence of paraphrase)
10. Changing information sequence (reorganize the ideas of the original sentence)
11. Making inference (making conclusion after understood the idea)  
Finding keywords and key points (identify the words and function it as the key points)
12. Recognizing text structure/ rhetorical cues (making the structure to convey the message to the reader).
13. Reference to the gist or main idea (writing the sentence by comparing to the main idea).
14. Reference to summarizing (making the paragraph sampler than the original one)
15. Retaining technical terms (identify the word which has no specific replacing and consider it as the key terms)



16. Including the reference (using sources with the familiar format and acceptable in the study setting).
17. Questioning for comprehension (the writer ask himself to measure the understanding of the writing).
18. Using antonyms (finding the different meaning of the words)
19. Checking the reference of the source (checking the source of the original text).
20. Using hedging (maintaining the objective from the original text).

Purdue's Online Writing Lab (2009), lists six Steps to Effective Paraphrasing as the following:

1. Reread the original passage until you understand its full meaning.
2. Set the original aside, and write your paraphrase on a note card.
3. Jot down a few words below your paraphrase to remind you later how to envision using this material. At the top of a note card, write a key word or phrase to indicate the subject of your paraphrase.
4. Check your rendition of the original to make sure that your version accurately expresses all the essential information in a new form.
5. Use quotation marks to identify any unique term or phraseology you have borrowed exactly from the source.
6. Record that source (including the page) on your note card so that you can credit it easily if you decide to incorporate the material from your paper.

Finally, from the explanations above, the writer concludes that paraphrasing is an important process of rewriting or restating a source text in one's own words with a credit to the original author. Paraphrasing helps students to demonstrate

understanding of the original ideas from the source texts and it allows the students to integrate the idea neatly into their own writing.

Additionally, effective paraphrasing is essential in preventing plagiarism and copying from source texts. As suggested by Kech (2006) that students who have better understanding about plagiarism and aware about the risk of plagiarism, paraphrasing can be used as a solution to avoid potential plagiarism in integrating sources in their work. Therefore, it is important for all students to understand the meaning of plagiarism and learn how to prevent it in their work.

#### **E. Previous Studies On Paraphrasing Strategies In Academic Writing**

Paraphrasing is one of the most effective techniques in preventing potential plagiarism and copying from the source texts, particularly in academic setting. However, most of studies on paraphrasing much pay attention on challenges faced by the students than studies on the strategies used by the students. For instance, Badiozaman (2014) examines the types of challenges faced by Malaysian students when conducting paraphrasing tasks. The findings of the study revealed that the students faced multiple challenges which consisted of text comprehension, poor L2 proficiency and referencing problems. There were significant differences between paraphrasing strategies used by a students with a proficiency level and with a lower proficiency level. In addition, the study suggested that the teacher need to pay attention to Content-Based Instruction and be aware about the design of the materials for the students. The Content-Based Instruction is aimed to make the students familiar with academic demands.

In addition, Liou and Tseng (2012) investigate students' behaviors and views of paraphrasing and inappropriate textual borrowing in an EFL academic setting. The participants of the study are postgraduates and undergraduates students. The study reveals a mismatch between the participants' behaviors and perceptions of paraphrasing and inappropriate textual borrowing. However, the study indicates that the participants tend to deny having performed plagiarism when writing research papers. Most of the participants report that they try to avoid inappropriate textual borrowing, and claim that they are aware of the importance of paraphrasing and the of inappropriate textual borrowing. However, the study reveals that such beliefs contrasted with their behaviors when performing the paraphrasing task, the participants failed to produce acceptable paraphrases, and many strings of plagiarized and inappropriately-referenced words were identified. In addition, the finding of the study indicates that the undergraduates plagiarized more strings of words than the graduate students. This fact may result from the undergraduates' less sufficient metacognitive knowledge and metacognitive strategies.

Hirvela & Du (2013) investigate a specific focus on the students' understanding of the purposes and functions of paraphrasing and how such understanding influenced their paraphrasing practices. The participants involve in the study are the students from the same cultural background. The results reveal a multilayered relationship between the students and paraphrasing and contribute to the paraphrasing literature by drawing greater attention to paraphrasing from students' perspectives. By exploring paraphrasing from a learning perspective,

and through the lens of knowledge telling and knowledge transforming, the study contributes to the paraphrasing literature by offering insight into what paraphrasing looks like through students' perspective. The study believes that the accounts provided by the participants take the researchers more deeply and more meaningfully into the world of paraphrasing as experienced by second language writers.

Other studies on paraphrasing explore on students perspectives on paraphrasing strategies. Sun (2009), examines Taiwanese English as a foreign language graduate students' perspectives on paraphrasing strategies. The study develops two layer scenario which aimed to identify the reasoning behind students' judgments that certain paraphrasing is appropriate or inappropriate. The first-layer scenario is performed to elicit the students declarative knowledge of appropriate paraphrasing strategies. The second-layer is designed to explore students' explanatory knowledge underlying their first-layer responses. In addition, an attitude survey and a demographic survey are designed and implemented to explore learner variables in relation to the learners' perspectives on paraphrasing strategies. The finding of the study reveals that the students' previous learning experience may not have effectively prepared them for the requirements of scholarly publication in graduate school. The students seemed to give privilege to performing a source text and to fear transforming the meaning of the source text. The graduate students in the study consider patchwriting as a solution to the paraphrasing dilemma, as well as the students accurately represent the source text's meaning.

However, only few studies have investigated the ways in which academic writers already use paraphrasing as a textual borrowing strategy when completing their academic assignments. One of the study which specifically at paraphrasing strategies is a study which conducted by Kech (2006). In the study, the researcher examines university students' paraphrasing strategies used when completing a summary task. The study develops an effective method for determining and classifying paraphrasing types used by the students. The paraphrasing types involve Near Copy, Minimal Revision, Moderate Revision, and Substantial Revision. Besides, the study also develops the term "attempted paraphrase" as a way of capturing developmental efforts on the part of some participants. The finding of the study reveals that moderate and substantial revision types are the most common paraphrasing types used by L1 writers, while the L2 writers tend to prefer to near copy approach.

In addition, Madhravi (2013) investigates an attempt to teach the techniques of paraphrasing to the students of professional courses pursuing their Bachelors degree to develop academic writing. The study considers that in an academic field, the students are required to submit assignments such as project reports and research articles. In presenting an effective writing, the students require to develop effective academic writing skills and need for meticulous efforts in terms of presenting the facts and findings in a sequenced and appropriate manner. Therefore, it is crucial for the students pursuing professional courses to become accomplished writers by mastering effective writing skills. In conclusion, the writer concludes that, most of the previous studies above focus on examining the

students' problems in paraphrasing and their perspective on the issue of paraphrasing. However, only a few studies have investigated the students strategies in paraphrasing. This is because paraphrasing has not been examined extensively from the students strategies. Thus, little is known about the students strategies in paraphrasing.

### **CHAPTER III**

#### **RESEARCH METHOD**

This chapter provides several points regarding the steps of conducting the current research. The location of research, the design of research, the methodology, data and the source of data, technique of gathering data and how the data will be analyzed are provided in this chapter.

##### **A. Brief Description About Location of Research**

This research took place at UIN Ar-Raniry Banda Aceh which is located in Darussalam, Banda Aceh. It was established on October 5th 1963. The name of Ar-Raniry was taken from Syekh Nuruddin Ar-Raniry, the adviser of Aceh Darussalam Empire in 1637-1641. UIN Ar-raniry which is under the authority of Ministry of Islamic Affairs is headed by Farid Wajdi Ibrahim (2009 - now).

Moreover, to specify the research, the writer conducts the research at Department of English Language Education which is leaded by T. Zulfikar. Department of English Language Education is one of eleven departments of Faculty of Education and Teacher Training which has 27 permanent lecturers and 5 temporary lecturers (Tim Penyusun Buku Panduan Akademik UIN Ar-Raniry Banda Aceh, 2017). This department focuses on teaching English as the foreign language and prepares its graduates to be profesional teachers at school and lecturers in university. Besides, the department of English Language Education also provided some supporting facilities such as Multimedia room which provides sound systems, tape recorders, one television, projectors, computers, DVD

Players, and Air conditioner (AC); library which contains many books, English Dictionaries, and some collections of students' theses which can be the references in writing thesis.

The students also have students' organization called English Department Student Association (EDSA). EDSA is the student organization which supervises all executive functions within the department. It performs the functions of student government and representation at the departmental level. The organization provides peer advising, plans social events such as reading and weekend trips. It also provides opportunities for extracurricular creative work.

## **B. Research Design**

The study is undertaken by applying a mixed method research. Creswell (2014) notes that "mixed method research is an approach to inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical frameworks. The combination of qualitative and quantitative approaches provides a more complete understanding of a research problem than either approach alone". The attraction of implementing mixed method in this study is that the writer can obtain a dept understanding about the students' strategies in paraphrasing and the obstacles they encounter in paraphrasing.

In this study, the writer identifies and analyzes data by conducting the writing task and questionnaire. Writing task is used to collect the data related to the students' strategies in paraphrasing and the questionnaire is aimed to obtain the



data regarding to the students' obstacles in paraphrasing.

### **C. Participants**

The participants of this research are the entire students of English Department students in sixth semester of 2016/ 2017, at the Faculty of Education and Teacher Training of UIN Ar-raniry who have studied Academic Writing subject. As Creswell (2008) suggests "to gain an in-depth data, the number of participants is ranging from 1 to 30. The objective of qualitative research is to present the complexity of a site or information provided by individuals".

In this study, the writer chooses to conduct this research in unit 2 of the sixth semester students in Department English Language Education of UIN Ar-Raniry of Banda Aceh which consists of 29 students. The participants of this research are taken by using random sampling. The writer choses the participants randomly by shaking the piece of paper that consists of their units (classes) and pick them one by one. According to Kumar (2011) "Random sampling or probability sampling is imperative that each element in the population has an equal and independent chance of selection in the sample". The procedure of selecting sample used in this study is by numbering each unit or class using separate slips of paper for each unit or class, then the writer puts all the slips into a box and then pick one of them without looking, until the number of slips selected equals and the sample are decided upon.

#### **D. The Technique of Data Collecting**

To obtain the data needed in this research, the writer applied two techniques; writing task to identify the strategies which are used by English Students in paraphrasing and questionnaire to investigate the kinds of obstacle they encounter.

##### **1. Writing Task**

The task is aimed at identifying the strategies used by the students in paraphrasing. In the task, the students are provided with some texts. The text will be used as resources from which they have to paraphrase. The texts are taken from academic writing book (Bailey, 2011).

##### **2. Questionnaire**

One of the data collection method used in this study is questionnaire. In the study, the questionnaire is used to obtain information related to the students' obstacle which encountered when paraphrasing the task.

Dornyei (2003) confirms that “the main attraction of questionnaires is the efficiency in terms of a researcher time, researcher effort, and financial resources. By conducting a questionnaire in the study, the writer can obtain the information needed in less than an hour. Besides, If the questionnaire is well constructed, the process of collecting the data can be fast relatively easy”. Therefore, do to the limitation of time, financial and resources, using the questionnaire as the instruments is consider as one of the effective ways in collecting the data of research.

In this study, the questionnaire is used to investigate the students' obstacles in paraphrasing. The writer provides 10 questions related to the second research question. The questionnaire is designed in open-ended

questionnaires form which is the writer provides four answers and the last is optional answer. Dornyei (2003) defines that “Open-ended questions include items where the actual question is not followed by response options for the respondents to choose from but rather by some blank spaces (e. g., dotted lines) for the respondents to fill”.

## **E. The Technique of Data Analysis**

### **1. Document Analysis**

The document in the current study is gathered from the students’ writing task. The document analysis required that data be examined and interpreted in order to gain understanding and develop empirical knowledge about the students strategies in paraphrasing. The writer analyzes the strategies used by English students in paraphrasing. The writer provides the task by separating each paragraph into sentences in order to distinguish between the original text and the paraphrase.

To identify and analyze the paraphrasing strategies used by the students, a Taxonomy of Paraphrase Types is used (Kech, 2006). Using the variable of unique links, four mutually exclusive Taxonomy categories, or Paraphrase Types, which consist of Near copy (50% or more words contained within unique links), Minimal revision (20–49% words contained within unique links), Moderate revision (1–19% words contained within unique links), and Substantial revision (no unique link). The Taxonomy of paraphrase helps the writer in identifying and analyzing the contents.

In analyzing the result of paraphrase, each paraphrase is coded for the following linguistic characteristics: length (in words), reporting phrase (used or not used), unique links, and general links. If reporting phrases are used, they are not included in the total paraphrase word count. Unique links are defined as individual lexical words (i.e., nouns, verbs, adjectives, or adverbs), or exactly copied strings of words used in the paraphrase that also occurred in the original excerpt (Kech, 2006). While, general link are defined as lexical words used in the paraphrase that occurred in the original excerpt but that also occurred elsewhere in the original text.

Moreover, after determining the unique link occurred in the original text, the writer analyzes the result of students' writing task by using the formula of percentage. Then the answers with which these issues occur is analyzed in table and the type of paraphrasing can be determined.

## 2. Questionnaire Analysis

In this study, the result of questionnaire is tabulated and analyzed in table for each question in chapter four. The analysis is based on the percentage of students' response. To determine the percentage of frequency of the answer, the writer uses the following formula which is developed by Dornyei (2003).

$$P = \frac{F}{N} \times 100 \%$$

P = Percentage

F = Frequency of Respondent

N = Number of Sample

100 = Constant Value

## **CHAPTER IV**

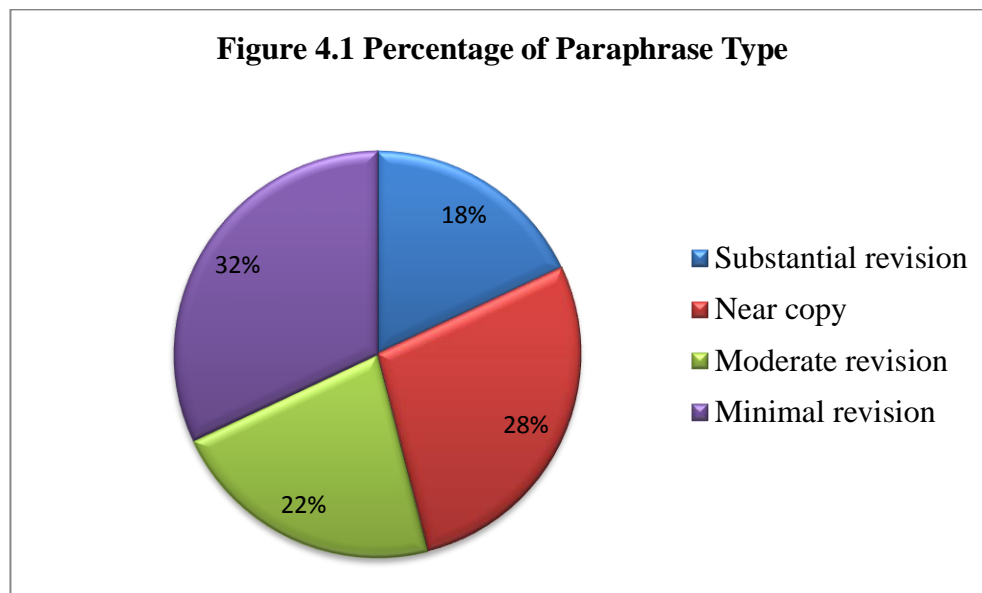
### **RESEARCH FINDING AND DISCUSSION**

This chapter presents the research findings and discussions dealing with the data that have been collected during the research. The data were taken from the instruments, namely writing task and questionnaires.

#### **A. Writing Task Analysis**

Writing task was conducted to identify the students strategies in paraphrasing. The writing task was performed on June 5th, 2017. As explained in the previous chapter, the document of the students' paraphrases are analyzed manually at the sentence level. This activity allows for an analysis of the paraphrasing attempts done by the students.

In addition, the writer analyzes the document of students' paraphrasing strategies by using taxonomy as it offers a reliable method for classifying attempted paraphrases which developed by Keck (2006). Then, to determine the frequency of the strategies used by the students, the writer uses the formula of percentage. Therefore, based on the result of the writing task analysis, the writer presents the students' strategies as in the following figure.



The writing task analysis reveals the four types of paraphrasing strategies used in paraphrasing the source text. As the data displays above, it can be seen that most of the students tend to use minimal revision (32%) when paraphrasing the texts. the study indicate that the students who use minimal revision when paraphrasing the source text, they tend to paraphrase by using synonyms of words, changing grammatical structures and reordering words to avoid exact copy of the source. Although, minimal revision is not categorized as an acceptable paraphrasing because it contains 20-49% of similar words or use exactly copied strings of words which occur in the original. used in the paraphrase that also occurred in the original.

In addition, the study receives varied degrees of paraphrasing strategies used, ranging from 28 % who apply near copy in paraphrasing the source text to 22% who consider to use moderate revision. The students who perform near copy when paraphrasing, they prefer to simplify the paraphrase by using synonym and deletion. This paraphrasing is claimed as the most unacceptable paraphrasing

because it involves more than 50% of unique link when paraphrasing the source texts. However, only 18% of the students who have used substantial revision when paraphrasing the source text which no unique link used and indicated as the most reliable and acceptable strategy in paraphrasing.

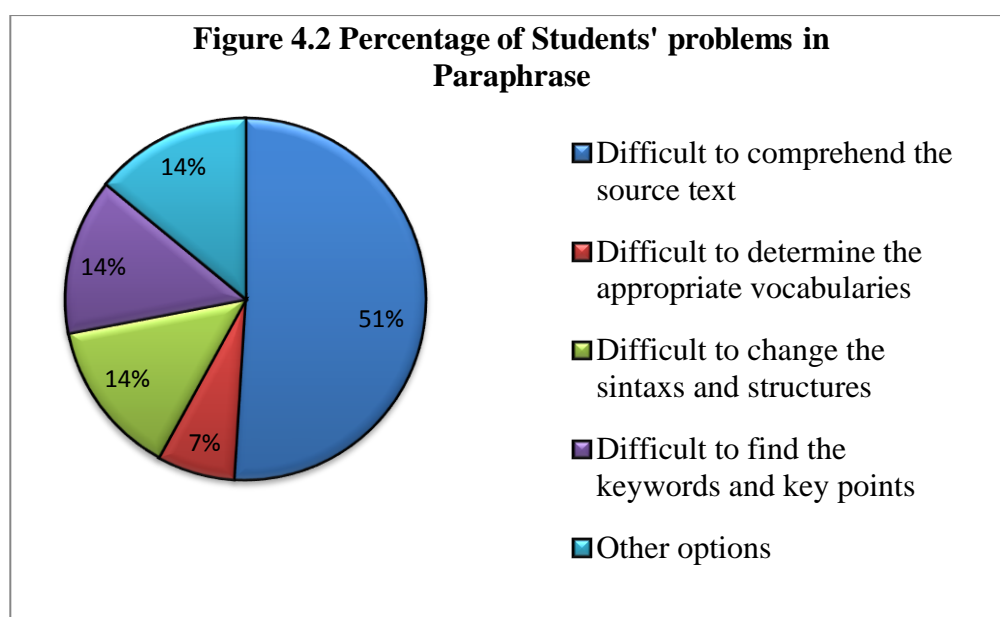
## **B. Questionnaire Analysis**

One of the techniques of data collection used in this study is questionnaire which is aimed to investigate the students obstacles in paraphrasing. In the questionnaire, the students are asked to 10 items related to the students obstacles in paraphrasing. After collecting the data, the writer analyzes the data to get the percentage of the obstacles encountered by the students in paraphrasing. Then the data is processed in the form of a frequency distribution table by using the formula of percentage. The instrument of questionnaire are given by the writer to class (unit) 2 in order to obtain the necessary data in this research.

After analyzing the data of questionnaires, the study reveals that all the participants of the study have already studied academic writing subject and most of them have already known about paraphrasing as described in the Appendix 3. Furthermore, most of the participants confirm that they have learned paraphrasing more than three times but only few of them who less than three times. The data also indicated that most of the students claim that paraphrasing as one of the most important element in academic writing. Besides, in term of level, the study reveals that the students who consider to paraphrase in sentence level, making up 66%. Conversely, 14% of them illustrate that they usually paraphrase at word level.

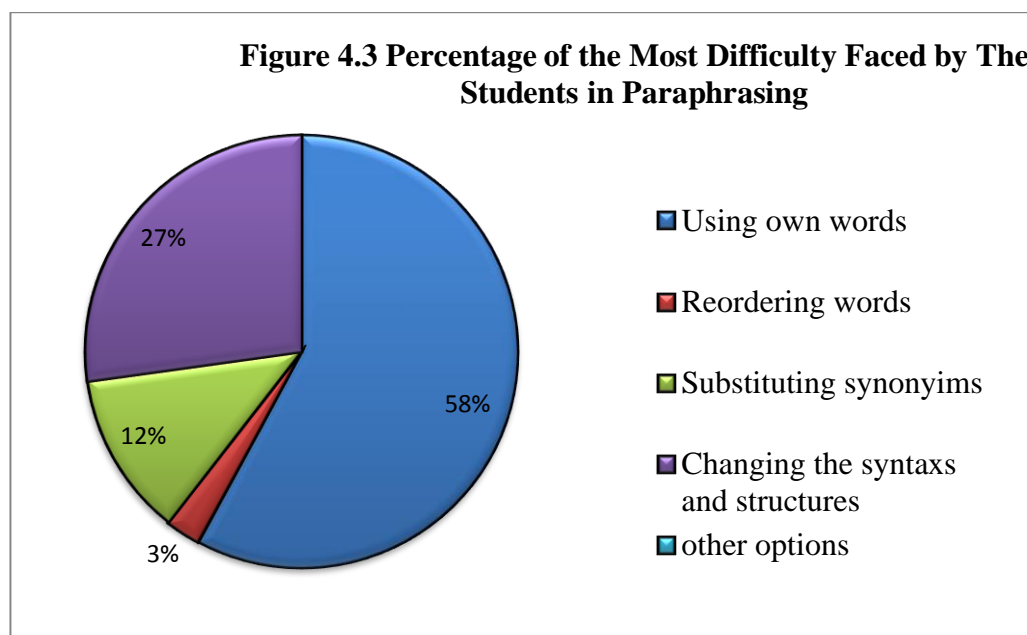
Then, another choices of the students when paraphrasing are at phrase level and paragraph level comprising 10% and 7% respectively. Meanwhile, only few of them (3%) who paraphrase in all levels (sentence level, paragraph level, words level, and phrase level). Moreover, the findings of the study indicated that most of the students prefer to paraphrase the source text by substituting synonyms of words and cite the source while some of them suggest that they tend to paraphrase the source texts by using one's own words to express the ideas (see Appendix VII for statistical descriptions of the questionnaires analysis).

In addition, to obtain the data regarding to the students obstacles in paraphrasing, the Figures 4.2 and 4.3 show that there are some difficulties faced by the students in paraphrasing. Therefore, the result of questionnaires can be described as the following Figure (See Appendix VII for more detail descriptions of questionnaires result).





The findings reveal, that the students faced multiple difficulties in paraphrasing that ranged from text comprehension, lack proficiency to change the syntaxs and structures, difficult to find the keywords and keypoints, and difficult to determine the appropriate vocabularies. The study indicates that the most difficulty faced by the students in paraprasing is lack comprehension of the source text (51%). There are 14% of them who assumes that they have difficulty in changing the syntaxs and structures. Furthermore, 14% of them who argue that they have difficulty in finding the keywords and keypoints in the source text. Followed by 14% of them who choose their option which indicated that all the statements above are difficult in paraphrasing. Meanwhile, determining the appropriate vocabulary to substitute the original text is reported as the lowest choice (7%) of the students' difficulty in paraphrasing.



Beside lack of comprehending the source texts, using own words to express the ideas of another's work and changing the syntaxs and structures are detected as the most of difficulties faced by the students in paraphrasing. The data reveals that 58% of the participants state that using own words to express the ideas of another's work and cite the source as the most difficulty in paraphrasing. it is particulary true that the study finds that most of them prefer to use similar structure of idea. Even though they have modified the original text by substituting synonyms and change grammatical structure, they still copy some words of the original (20-49% using unique link when paraphrasing). This explanation is supported by the result of the writing task analysis which reports that most of the students tend to perform minimal revision when paraphrasing. Besides, changing the syntaxs and structure is suggested by 27% of the students as the difficulty in paraphrasing. While 12% of them claim that substituting synonyms for words as the most difficulty in paraphrasing, and the rest of them (3%) their own option which indicate that they have difficulty for every options which is provided by the writer.

### **C. DISCUSSION**

The first inquiry in this study is identifying the students' strategies in paraphrasing that can be seen through paraphrasing products that have been gathered from paraphrasing task. In an effort to answer the first research question, the present study conducts the writing task which aimed to identify the kind of paraphrasing strategies used in parahrasing the source text. Figure 4.1 displays the

percentage of paraphrase types used by the students in paraphrasing the source text (See Appendix A for the descriptive statistics for the students' paraphrase types used). Considering the percentage of paraphrasing types used in which gathered from writing task, it reveals that most of the students consider to use minimal revision which involves 20–49% of the paraphrase was made up of words within unique links (Kech, 2006). Then, the second paraphrase types used by the students is near copy. When the writer analyzes paraphrasing product, it is found that some students (28%) lack in understanding the source text and some of them make mistakes in changing grammatical structures as they tend to copy the original structure of idea. Besides, the students in this level, they tend to plagiarize the original source without trying to modify the original text and they prefer to use unique link more than 50% of the original source. Eventhough, they have tried to modify the original text, they make mistake in changing words order and using synonyms of words, their paraphrasing products have different meaning from the original or it contains too much words of the original passage.

Moreover, there are 22% of them who consider to use moderate revision when paraphrasing the source text. In analyzing the result of paraphrase, it reveals that the students who use moderate revision tend to modify the original text by reordering words, changing structure and using synonyms of words when paraphrasing the source. The students who use this type of paraphrase is categorized as the students who use unique link less than 19% as the original. Only few students who apply substantial revision when paraphrasing the source

text. This paraphrasing type is suggested by Kech (2006) as the most acceptable paraphrase in which no unique link used when paraphrase the source.

However, The study shows that most of the students' paraphrasing is categorized unsatisfactory, even though there are few students who performed substantial revision in their paraphrasing, they still unable to perform a good paraphrasing. They need to involve the appropriate strategies of paraphrasing in order to increase their understanding and profeciency in paraphrasing.

In addition, the second inquiry to be answered in this study is the students' problems in paraphrasing. To address this need, questionnaire is used. It is used to investigate the kinds of obstacle they encounter. The findings of this study have revealed the complexity of paraphrasing for the students. Interestingly, all students viewed paraphrasing as an valuable skill which allows them to write a good academic essays or assignments. The students consider that paraphrasing as a skill that benefits them to comprehend the source texts and also to avoid plagiarism. Besides, the study presents multiple levels used by the students when paraphrasing. One of the highest levels used by the students when paraphrasing the original text is sentence level. Word level is categorized as the second level which prefer by the students when paraphrasing. Phrase level and paragraph level are indicated as the third level used when paraphrasing. Only few students who consider to integrate all levels when paraphrasing the sources. Furthermore, the study discovers that most of the students much prefer to paraphrase by substituting synonyms for word(s) of source texts and cite the source. Meanwhile,

changing the syntax and structure of the source texts and cite the source is determined as the fewest category used by the students.

However, paraphrasing is considered to be a difficult element in academic writing for different reasons. The study has indicated that the comprehension of the source text plays a significant role in students' competency in paraphrasing. For those students who lack in comprehending the source text, they face paraphrasing as a challenging part in academic setting. Therefore, lack of comprehending the source text concludes as one of the factors which impact on the students paraphrasing.

There are three sources that are provided by the writer to identify the strategies used by the students in paraphrasing. When the writer analyzed paraphrasing result, the writer finds that most of students fault to paraphrase correctly at the first text which is provided by the writer when collecting the data (see Appendix VI for the result of the students' writing task analysis). Therefore, the study shows that the students who less comprehending in the source text, they tend to perform near copy in their paraphrasing. This fact indicates that the students need to familiarize with the vocabularies and the whole of text by reading the text for several times until they find the keypoints and the keywords of the source text which allow them to comprehend the text. Besides, the writer finds that most of the students use three different types of paraphrasing strategies when paraphrasing the three texts, but only few students who consistent with one strategy when paraphrasing. This case may result from students' comprehension of the texts and the degree of the difficulty of the texts for the students.

Moreover, as can be seen in Figure 4.2, most of students confirm using own words to express the ideas of another's work and cite the source as the most difficulty in paraphrasing. Then, changing the syntax and structure is discovered as the second difficulty faced by the students in paraphrasing. Therefore, changing the syntax and structure and using own words to express the ideas of another's work and cite the source concluded as the students difficulties in paraphrasing.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter contains conclusions and suggestions regarding the research finding and discussion presented in the previous chapter.

#### **A. Conclusion**

From the discussion explained in the previous chapter, the writer draws some conclusions as the result of an analysis of paraphrasing experienced by English students in academic writing. By collecting and analyzing the data from the writing task and the questionnaires, the writer draws some conclusions as the following:

1. The result of the study indicates that the participants consider to use various type of paraphrasing. One of the most paraphrasing types used in the study is minimal revision. Then, near copy is consider as the second parahrasing strategies used by the students in paraphrasing. Followed by moderate revision which categorized as the third paraphrasing strategy used by the students to perform their paraphrasing but only few students who greatly apply substansial revision as the strategy of paraphrasing.
2. The findings of the study reveal that lack of comprehending the source text impact on their paraphrasing strategy used. It is particulary true of the participants who have difficulty in comprehending the source text tend to commit near copy in their paraphrasing. Then, the difficulty in changing syntax and structure and also difficult to find the keywords and keypoints in the source text indicated as one of the important factors which impact on

their paraphrasing. The current study finds that in paraphrasing strategy, using own words to express the ideas of another's work and cite the source consider as the most difficulty in paraphrasing. Besides, changing the syntaxs and structures are clamed as the second position of the most difficulty in paraphrasing. However, only few participants who argue that substituting synonyms for words as the most difficulty in paraphrasing.

## B. Suggestions

As mentioned in the previous chapter, the study investigated the students strategies in paraphrasing and the obstacles they encounter in paraphrasing. Therefore, the writer provides the following suggestions:

1. The writer suggests to the students to learn more about the theories of paraphrasing strategies from various sources in order to enrich their understanding toward paraphrasing which involved the criteria of an acceptable paraphrasing and the correct procedure in paraphrasing. So that, by mastering the theories of an acceptable paraphrasing strategies, they will be able to evaluate their own paraphrasing and improve their paraphrasing skill.
2. The writer also recommends the lecturers who teach academic writing subject to pay more attention to paraphrasing, because it is considered one of the fundamental techniques of academic writing. This skill will help the students greatly in writing essays and assignments, as well as in writing thesis. Besides, the writer hopes the lecturers can provide several



techniques and strategies for the students in order to be able to understand and apply the criteria of acceptable paraphrasing for academic writing purpose.

3. The study has been an attempt to investigate on paraphrasing experienced by English students in academic writing. However, due to the limitation of time and resources, the investigation was restricted to identify paraphrasing strategies and the obstacles they encounter. Therefore, the writer suggests to revise and investigate on the influence of the students' comprehension of the source texts in improving students' paraphrasing and to investigate on other aspects of paraphrasing in order to increase the students' knowledge about paraphrasing.

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**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**  
**Nomor : UN.08/FTK/PP.00.9/11791/2016**  
**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;  
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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 Agama Islam Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 03 November 2016

**MEMUTUSKAN**

- Menetapkan** :  
**PERTAMA** : Menunjuk Saudara:  
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2. Siti Khasinah, M.Pd  
Untuk membimbing Skripsi :  
Nama : Irmadamayanti  
NIM : 231222702  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : AN Anlysis of Paraphrasing Experienced by English Students in Academic Writing  
Sebagai Pembimbing Pertama  
Sebagai Pembimbing Kedua
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2016;
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2017/2018
- 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: 5 Desember 2016  
An. Rektor  
Dekan.  
  
Dr. Mujiurrahman, M. Ag  
NIP. 197109082001121001

**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;



**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH**  
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Nomor : B- 4925 /Un.08/TU-FTK/ TL.00/05/2017

24 Mei 2017

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data  
Menyusun Skripsi

Kepada Yth.

Di -  
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Irmadamayanti  
N I M : 231 222 702  
Prodi / Jurusan : Pendidikan Bahasa Inggris  
Semester : X  
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.  
A l a m a t : Darussalam

Untuk mengumpulkan data pada:

**FTK UIN Ar-Raniry Banda Aceh**

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

**An Analysis of Paraphrasing Experienced by English Students in Academic Writing**

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.



An. Dekan,  
Kepala Bagian Tata Usaha,

M. Saif Farzah Ali

BAG.UMUM BAG.UMUM

Kode 6972





DEPARTMENT OF ENGLISH LANGUAGE EDUCATION  
FACULTY OF EDUCATION AND TEACHER TRAINING  
AR-RANIRY STATE ISLAMIC UNIVERSITY  
DARUSSALAM – BANDA ACEH

Surat Keterangan

No: B-4636/UN.08/KJ.PBI/TL.00/09/2017

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh, Nomor: B-59801/Un.08/TU-FTK/ TL.00/07/2017 tanggal 18 Juli 2017, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Irmadamayanti  
NIM : 231222702  
Prodi /Jurusan : Pendidikan Bahasa Inggris

Telah melakukan penelitian dan mengumpulkan data terhadap mahasiswa jurusan Pendidikan Bahasa Inggris UIN Ar-Raniry dalam rangka penyusunan skripsi yang berjudul:

**An Analysis of Paraphrasing Experienced by English Students in Academic Writing**

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 25 September 2017

Ketua Prodi Pendidikan Bahasa Inggris



E. Zulfikar

## Writing Task Instrument

- I. Read the paragraph below then Paraphrase the paragraph by using your own ways!

### Original passage

## CAUSES OF THE INDUSTRIAL REVOLUTION

Allen (2009) argues that the best explanation for the British location of the industrial revolution is found by studying demand factors. By the early eighteenth century high wages and cheap energy were both features of the British economy.

Consequently, the mechanisation of industry through such inventions as the steam engine and mechanical spinning was profitable because employers were able to economise on labour by spending on coal. At that time, no other country had this particular combination of expensive labour and abundant fuel.

## Paraphrase

This image shows a blank sheet of white paper with ten horizontal dashed lines, typical of primary-ruled notebook paper. The lines are evenly spaced and extend across the width of the page. There is no handwriting or other markings on the paper.



### Original passage

Language is the main means of communication between peoples. But so many different languages have developed that language has often been a barrier rather than an aid to understanding among peoples. For many years, people could speak and understand. The arguments in favor of a universal language are simple and obvious. If all peoples spoke the same tongue, cultural and economic ties might be much closer, and good will might increase between countries (Kispert).

## Paraphrase

[illegible]

## **Original passage**

### **The Work Ethic of Americans and Europeans**

Europeans often observe that Americans schedule everything except time for relaxation. This is particularly true of American executives, who drive themselves hard, often at the expense of their families and their health. Americans have fewer holidays and take shorter vacations than do Europeans. In the opinion of many German and French executives, American executives are obsessed with work; they are workaholics. Most Europeans do not accept working on weekends or holidays; they reserve these times for themselves and their families (Hall and Hall 145).

## **Paraphrase**

.....

.....

.....

.....

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.....

## **Appendix V**

### **Questionnaire Instruments**

The questionnaire below is modified to identify the students' obstacles in paraphrasing in academic writing. Please cross (X) one of your answer choice.

1. Have you already studied academic writing subject?
  - a. Have already studied
  - b. I am studying academic writing subject
  - c. Have already, but failed
  - d. Have not yet
  - e. ....
  
2. Do you know about paraphrasing?
  - a. Yes, I know
  - b. I have already known, but forget
  - c. No, I do not know
  - d. Never know
  - e. ....
  
3. How many times have you learned paraphrasing?

a. One time	d. More than three times
b. Two times	e. ....
c. Three times	
  
4. In your opinion, how important paraphrasing in academic writing?
  - a. Seriously important
  - b. Important
  - c. Not important
  - d. Totally not important
  - e. ....

5. What kind(s) of paraphrase do you usually do?
  - a. Word level
  - b. Phrase level
  - c. Sentence level
  - d. Paragraph level
  - e. ....
  
6. What do you often do when paraphrasing the source text?
  - a. Paraphrase the source text by using one's own words to express the ideas of another's work and cite the source
  - b. Paraphrase by substituting synonyms for word(s) of source texts and cite the source
  - c. Paraphrase by reordering word(s) or phrase(s) of source texts and cite the source
  - d. Paraphrase by changing the syntax and stucture of the source texts and cite the source
  - e. ....
  
7. What problems did you faced when paraphrasing the texts?
  - a. Difficult to comprehend the source text
  - b. Difficult to determine the appropriate vocabularies
  - c. Difficult to change the sintaxs and structures
  - d. Difficult to find the keywords and key points
  - e. ....
  
8. What is the most difficulty in paraphrasing skill?
  - a. Using your own words to express the ideas of another's work and cite the source
  - b. Reordering word(s) or phrase(s) of source texts and cite the source
  - c. Substituting synonyms for word(s) of source texts and cite the source
  - d. Changing the syntax and grammatical stucture of the source texts and

cite the source

e. ....

9. In your opinion, what benefits can you get from paraphrasing skill?
- a. Paraphrasing helps you to comprehend the original text
  - b. Paraphrasing helps you to avoid plagiarism
  - c. Paraphrasing helps you to avoid quote too much
  - d. All of the above
  - e. ....
10. What do you want your teachers to help you in paraphrasing skill?
- a. Explain more about paraphrasing skill to help you understand
  - b. Give you more exercises on paraphrasing skill
  - c. Ask your class to work on groups to discuss about paraphrasing skill
  - d. All of the above
  - e. ....

**Thank you very much for your cooperation.**

**Appendix VI**  
**Detail on The Result of Paraphrase Task Analysis**

NO	NIM	Text	Total original words	Total paraphrase word	Unique link		Paraphrase Type
					words	%	
1	Std 1	1	83	74	0	0 %	Substantial revision
		2	74	83	0	2,29 %	Moderate revision
		3	84	69	0	0 %	Substantial revision
2	Std 2	1	83	35	25	47,16 %	Minimal revision
		2	74	41	34	82,92 %	Near copy
		3	84	58	19	32,75 %	Minimal Revision
3	Std 3	1	83	57	0	0 %	Substantial revision
		2	74	70	0	0 %	Substantial revision
		3	84	46	0	0 %	Substantial revision
4	Std 4	1	83	49	32	65,30 %	Near copy
		2	74	183	2	1,03 %	Moderate revision
		3	84	51	4	7,84 %	Moderate revision
5	Std 5	1	83	87	15	17,24 %	Moderate revision
		2	74	107	13	12,14 %	Moderate revision
		3	84	105	0	0 %	Substantial revision
6	Std 6	1	83	83	44	53,01 %	Near copy
		2	74	104	17	16,34 %	Moderate revision
		3	84	105	16	15,23%	Moderate revision
7	Std 7	1	83	90	0	0 %	Substantial revision
		2	74	83	0	0 %	Substantial revision
		3	84	64	0	0 %	Substantial

							revision
8	Std 8	1	83	38	2	5,26 %	Moderate revision
		2	74	52	12	23,07 %	Minimal revision
		3	84	43	0	0 %	Substantial revision
9	Std 9	1	83	46	27	58,69 %	Near copy
		2	74	41	28	68,29 %	Near copy
		3	84	36	10	27,77 %	Minimal revision
10	Std 10	1	83	51	26	50,98 %	Near copy
		2	74	68	6	1,13 %	Moderate revision
		3	84	66	3	4,54 %	Moderet revision
11	Std 11	1	83	79	50	66,66 %	Near copy
		2	74	66	14	21,21 %	Minimal revision
		3	84	70	13	18,57 %	Moderate revision
12	Std 12	1	38	38	2	5,26 %	Moderate revision
		2	74	52	12	23,07 %	Minimal revision
		3	84	43	0	0 %	Substantial revision
13	Std 13	1	38	86	24	27,90 %	Minimal revision
		2	74	82	8	9,75 %	Moderate revision
		3	84	81	5	6,17 %	Moderate revision
14	Std 14	1	83	56	19	34 %	Minimal revision
		2	74	32	7	23 %	Minimal revision
		3	84	40	0	0 %	Substantial revision
15	Std15	1	83	82	67	81,70 %	Near copy
		2	74	73	59	80,82 %	Near copy
		3	84	84	62	73,80 %	Near copy
16	Std 16	1	83	58	19	32,75 %	Minimal revision
		2	74	41	25	61,97 %	Near copy

		3	84	52	21	72,41 %	Near copy
17	Std 17	1	83	49	0	0 %	Substantial revision
		2	74	68	0	0 %	Substantial revision
		3	84	53	0	0 %	Substantial revision
18	Std 18	1	83	7	5	71,42 %	Near copy
		2	74	20	4	20 %	Minimal revision
		3	84	30	5	16,66 %	Moderate revision
19	Std 19	1	83	77	37	48,05 %	Minimal revision
		2	74	62	32	51,61 %	Near copy
		3	84	73	37	50,68 %	Near copy
20	Std 20	1	83	52	24	46,15 %	Minimal revision
		2	74	76	16	21,05 %	Minimal revision
		3	84	58	12	20,68 %	Minimal revision
21	Std 21	1	83	74	45	60,81 %	Near copy
		2	74	59	14	32,72 %	Minimal revision
		3	84	36	11	30,55 %	Minimal revision
22	Std 22	1	83	86	57	66,27 %	Near copy
		2	74	83	11	13,25 %	Moderate revision
		3	84	47	0	0 %	Substantial revision
23	Std 23	1	83	32	6	18,75 %	Moderate revision
		2	74	45	9	20 %	Minimal revision
		3	84	63	16	25,39 %	Minimal revision
24	Std 24	1	83	64	23	35,93 %	Minimal revision
		2	74	59	27	45,76 %	Minimal revision
		3	84	82	41	50 %	Near copy
25	Std 25	1	83	48	7	15,55 %	Moderate revision



		2	74	36	10	2,77 %	Moderate revision
		3	84	70	34	48,57	Minimal revision
26	Std 26	1	83	74	39	52,70 %	Near copy
		2	74	56	21	37,5 %	Minimal revision
		3	84	65	18	27,69 %	Minimal revision
27	Std 27	1	74	58	35	60,34 %	Near copy
		2	83	65	15	23,07 %	Minimal revision
		3	84	58	19	32,75 %	Minimal revision
28	Std 28	1	83	77	37	48,05 %	Minimal revision
		2	74	62	32	51,61 %	Near copy
		3	84	68	19	27,94 %	Minimal revision
29	Std 29	1	83	88	68	77,27 %	Near copy
		2	74	61	55	90,16 %	Near copy
		3	84	65	64	98,46 %	Near copy

## Appendix VII

### Detail on The Result of Questionnaires Analysis

N O	Questions Items	A	B	C	D	E
1	Have you already studied academic writing subject?	Have already studied (100 %)	I am studying academic writing (0 %)	Have not yet (0 %)	Have already, but failed (0 %)	Other options (0%)
2	Do you know about paraphrasing ?	Yes, I know (90 %)	I have already known, but forget (10 %)	No, I do not know (0 %)	Never know (0 %)	Other options (0 %)
3	How many times have you learned paraphrasing ?	One time (21 %)	Two times (14 %)	Three times (3 %)	More than three times (62 %)	Other options (0 %)
4	In your opinion, how important paraphrasing in academic writing?	Seriously important (97 %)	Important (3 %)	Not important (0 %)	Totally not important (0 %)	Other options (0 %)
5	What kind (s) of paraphrase do you usually do?	Word level (14 %)	Phrase level (10 %)	Sentence level (66 %)	Paragraph Level (7 %)	Other options (3 %)
6	What do you often do when paraphrasing the source text?	Paraphrase the source text by using one's own words to express the ideas of another's work and cite the source	Paraphrase by substituting synonyms for word(s) of source texts and cite the source (66 %)	Paraphrase by reordering word(s) or phrase(s) of source texts and cite the source (7 %)	Paraphrase by changing the syntax and stucture of the source texts and cite the source (3 %)	Other options (10 %)

		(14 %)				
7	What problems did you faced when paraphrasing the texts?	Difficult to comprehend the source text (51 %)	Difficult to determine the appropriate vocabularies (7 %)	Difficult to change the syntaxs and structures (14 %)	Difficult to find the keywords and key points (14 %)	Other options (14%)
8	What is the most difficulty in paraphrasing skill?	Using your own words to express the ideas of another's work and cite The source (66 %)	Reordering word(s) or phrase(s) of source texts and cite the source (3 %)	Substituting synonyms for word(s) of source texts and cite the source (0 %)	Changing the syntax and grammatical structure of the source texts and cite the source (31 %)	Other options (0%)
9	What do you often do when paraphrasing the source text?	Paraphrasing helps you to comprehend the original text (0 %)	Paraphrasing helps you to avoid plagiarism (28 %)	Paraphrasing helps you to avoid quote too much (7 %)	All of the above (62 %)	Other options (3 %)
10	What do you want your teachers to help you in paraphrasing skill?	Explain more about paraphrasing skill to help you understand (3 %)	Give you more exercises on paraphrasing skill (3 %)	Ask your class to work on groups to discuss about paraphrasing skill (7 %)	All of the above (86 %)	Other options (0%)

## Appendix VIII. A sample of students' work

✓

Name : Sofia Zubka  
Student Number : 140203055  
Semester : VI (Exam).

### WRITING TASK

I. Read the paragraph below then Paraphrase the paragraph by using your own ways!

#### Original passage

##### CAUSES OF THE INDUSTRIAL REVOLUTION

Allen (2009) argues that the best explanation for the British location of the industrial revolution is found by studying demand factors. By the early eighteenth century high wages and cheap energy were both features of the British economy. Consequently, the mechanisation of industry through such inventions as the steam engine and mechanical spinning was profitable because employers were able to economise on labour by spending on coal. At that time, no other country had this particular combination of expensive labour and abundant fuel.

#### Paraphrase

Allen (2009) said that by knowing demand factors, we can find that the best explanation for the British location of the industrial revolutions, the British economy condition in the eighteenth century has two factors that is high wages and cheap energy. Therefore, employers are able to economise on labor by spending on coal in industry mechanization.

Total P = 56

unique link =

21

37.5

Minimal Revision

### Original passage

Language is the main means of communication between peoples. But so many different languages have developed that language has often been a barrier rather than an aid to understanding among peoples. For many years, people could speak and understand. The arguments in favor of a universal language are simple and obvious. If all peoples spoke the same tongue, cultural and economic ties might be much closer, and good will might increase between countries (Kispert).

### Paraphrase

According to Kispert, language can unite people around the world. By using universal language which all people can speak the same tongue, and it can culture and economic ties might be closer.

Total P = 32

Unique link = 7

23.1%

Minimal Revision

## Original passage

### The Work Ethic of Americans and Europeans

Europeans often observe that Americans schedule everything except time for relaxation. This is particularly true of American executives, who drive themselves hard, often at the expense of their families and their health. Americans have fewer holidays and take shorter vacations than do Europeans. In the opinion of many German and French executives, American executives are obsessed with work; they are workaholics. Most Europeans do not accept working on weekends or holidays; they reserve these times for themselves and their families (Hall and Hall 145).

## Paraphrase

Do not account

(According to Hill & Hill, Americans always manage everything but time of relaxation than Europeans do. Most Americans prefer themselves to involve with work than wasting their time for holiday. Europeans will use their weekends time for holiday with family.

Substantive

Total paraphrase = 40

Unique link = 0

0%



## QUESTIONNAIRE

II. The questionnaire below is modified to identify the students' obstacles in paraphrasing in academic writing. Please cross (X) one of your answer choice.

1. Have you already studied academic writing subject?

- ☒ a. Have already studied
- b. I am studying academic writing subject
- c. Have already, but failed
- d. Have not yet
- e. ....

2. Do you know about paraphrasing?

- a. Yes, I know
- ☒ b. I have already known, but forget
- c. No, I do not know
- d. Never know
- e. ....

3. How many times have you learned paraphrasing?

- ☒ a. One time
- b. Two times
- c. Three times
- d. More than three times
- e. ....

4. In your opinion, how important paraphrasing in academic writing?

- a. Seriously important
- ☒ b. Important
- c. Not important
- d. Totally not important
- e. ....

5. What kind(s) of paraphrase do you usually do?
- a. Word level
  - b. Phrase level
  - ☒ c. Sentence level
  - d. Paragraph level
  - e. ....
6. What do you often do when paraphrasing the source text?
- a. Paraphrase the source text by using one's own words to express the ideas of another's work and cite the source
  - ☒ b. Paraphrase by substituting synonyms for word(s) of source texts and cite the source
  - c. Paraphrase by reordering word(s) or phrase(s) of source texts and cite the source
  - d. Paraphrase by changing the syntax and structure of the source texts and cite the source
  - e. ....
7. What problems did you face when paraphrasing the texts?
- ☒ a. Difficult to comprehend the source text
  - b. Difficult to determine the appropriate vocabularies
  - c. Difficult to change the syntax and structures
  - d. Difficult to find the keywords and key points
  - e. ....
8. What is the most difficulty in paraphrasing skill?
- a. Using your own words to express the ideas of another's work and cite the source
  - ☒ b. Reordering word(s) or phrase(s) of source texts and cite the source
  - c. Substituting synonyms for word(s) of source texts and cite the source
  - d. Changing the syntax and grammatical structure of the source texts and cite the source
  - e. ....



9. In your opinion, what benefits can you get from paraphrasing skill?
- a. Paraphrasing helps you to comprehend the original text
  - b. Paraphrasing helps you to avoid plagiarism
  - c. Paraphrasing helps you to avoid quote too much
  - ☒ d. All of the above
  - e. ....
10. What do you want your teachers to help you in paraphrasing skill?
- a. Explain more about paraphrasing skill to help you understand
  - b. Give you more exercises on paraphrasing skill
  - ☒ c. Ask your class to work on groups to discuss about paraphrasing skill
  - d. All of the above
  - e. ....

Thank you very much for your cooperation.

Name : Lolo Borzanzia Hartey  
Student Number : 140803042  
Semester :

### WRITING TASK

- I. Read the paragraph below then Paraphrase the paragraph by using your own ways!

#### Original passage

#### CAUSES OF THE INDUSTRIAL REVOLUTION

Allen (2009) argues that the best explanation for the British location of the industrial revolution is found by studying demand factors. By the early eighteenth century high wages and cheap energy were both features of the British economy. Consequently, the mechanisation of industry through such inventions as the steam engine and mechanical spinning was profitable because employers were able to economise on labour by spending on coal. At that time, no other country had this particular combination of expensive labour and abundant fuel.

Paraphrase → Do not accounted

(Allen (2009) thinks that) studying demand factors is the best explanation for the British location of the industrial revolution. Because of the high wages and cheap energy by the early eighteenth century, so that such inventions was beneficial. At this time, only this country (had this particular combination of expensive labor and abundant fuel.)

Total paraphrase = 49

Unique = 38

77.55

Near Copy

### Original passage

Language is the main means of communication between peoples. But so many different languages have developed that language has often been a barrier rather than an aid to understanding among peoples. For many years, people could speak and understand. The arguments in favor of a universal language are simple and obvious. If all peoples spoke the same tongue, cultural and economic ties might be much closer, and good will might increase between countries (Kispet).

### Paraphrase

Language is a tool that used by people to communicate.  
However, people speak (different languages) in different countries.  
It blocks communication between people from different countries.  
It is better if there is only one language in the ~~world~~ world,  
so that people can ~~communica~~ communicate, share their, and  
work together easily

Unique link = 2 words

Total paraphrase = 49

4.08%

Moderate Revision



## Original passage

### The Work Ethic of Americans and Europeans

Europeans often observe that Americans schedule everything except time for relaxation. This is particularly true of Americans executives, who drive themselves hard, often at the expense of their families and their health. Americans have fewer holidays and take shorter vacations than do Europeans. In the opinion of many German and French executives, Americans executives are obsessed with work; they are workaholics. Most Europeans do not accept working on weekends or holidays; they reserve these times for themselves and their families (Hall and Hall 145).

## Paraphrase

Europeans apparently has similar work ethic to Americans  
(except time for relaxation) Europeans do things calmly but  
Europeans do them hardly. Also, Americans do not spend long  
vacation and they do not have many holidays because they  
do love working. However, Europeans, like to have holidays as  
their time for relaxation.

Unique link = 3 words  
Total paraphrase = 51 words  
5.88 %

Moderate Revision

## QUESTIONNAIRE

II. The questionnaire below is modified to identify the students' obstacles in paraphrasing in academic writing. Please cross (X) one of your answer choice.

1. Have you already studied academic writing subject?

- ☒ a. Have already studied
- b. I am studying academic writing subject
- c. Have already, but failed
- d. Have not yet
- e. ....

2. Do you know about paraphrasing?

- ☒ a. Yes, I know
- b. I have already known, but forget
- c. No, I do not know
- d. Never know
- e. ....

3. How many times have you learned paraphrasing?

- ☒ a. One time
- b. Two times
- c. Three times
- d. More than three times
- e. ....

4. In your opinion, how important paraphrasing in academic writing?

- ☒ a. Seriously important
- b. Important
- c. Not important
- d. Totally not important
- e. ....

5. What kind(s) of paraphrase do you usually do?
  - a. Word level
  - ☒ b. Phrase level
  - c. Sentence level
  - d. Paragraph level
  - e. ....
  
6. What do you often do when paraphrasing the source text?
  - a. Paraphrase the source text by using one's own words to express the ideas of another's work and cite the source
  - b. Paraphrase by substituting synonyms for word(s) of source texts and cite the source
  - ☒ c. Paraphrase by reordering word(s) or phrase(s) of source texts and cite the source
  - d. Paraphrase by changing the syntax and structure of the source texts and cite the source
  - e. ....
  
7. What problems did you face when paraphrasing the texts?
  - a. Difficult to comprehend the source text
  - ☒ b. Difficult to determine the appropriate vocabularies
  - c. Difficult to change the syntax and structures
  - d. Difficult to find the keywords and key points
  - e. ....
  
8. What is the most difficulty in paraphrasing skill?
  - a. Using your own words to express the ideas of another's work and cite the source
  - b. Reordering word(s) or phrase(s) of source texts and cite the source
  - c. Substituting synonyms for word(s) of source texts and cite the source
  - ☒ d. Changing the syntax and grammatical structure of the source texts and cite the source
  - e. ....



9. In your opinion, what benefits can you get from paraphrasing skill?
- a. Paraphrasing helps you to comprehend the original text
  - b. Paraphrasing helps you to avoid plagiarism
  - ☒ c. Paraphrasing helps you to avoid quote too much
  - d. All of the above
  - e. ....
10. What do you want your teachers to help you in paraphrasing skill?
- a. Explain more about paraphrasing skill to help you understand
  - b. Give you more exercises on paraphrasing skill
  - c. Ask your class to work on groups to discuss about paraphrasing skill
  - ☒ d. All of the above
  - e. ....

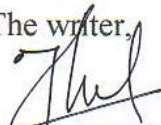
**Thank you very much for your cooperation.**

**Appendix IX**  
**AUTOBIOGRAPHY**

1. Name : IRMADAMAYANTI
2. Place/ Date of Birt : Pucok Alue Dua, July 1<sup>st</sup>, 1994
3. Sex : Female
4. Religion : Islam
5. National/ ethnic : Indonesian/ Acehnese
6. Marital Status : Single
7. Address : Jl. T. Nyak Arief, Rukoh, Banda Aceh
- Email : [Irmadamayanti654@gmail.Com](mailto:Irmadamayanti654@gmail.Com)
8. Registration Number : 231222702
9. Parents
  - a. Father's Name : Usman
  - b. Mother's Name : Nurdiana
10. Education Background
  - a. Elementary school : MIN Madat (2000-2006)
  - b. Junior High School : MTsN Simpang Ulim (2006-2009)
  - c. Senior High School : MAN Simpang Ulim (2009-2012)
  - d. University : UIN Ar-Raniry (2012-2017)

Banda Aceh, November 2017

The writer,

  
Irmadamayanti



# **AN ANALYSIS OF PARAPHRASING EXPERIENCED BY ENGLISH STUDENTS IN ACADEMIC WRITING**

**<sup>1</sup>Irmadamayanti, <sup>2</sup>Dr. Mustafa AR, M.A, <sup>3</sup>Siti Khasinah, M.Pd**

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<sup>2</sup>Dosen Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh

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## **ABSTRAK**

Parafrase dianggap sebagai salah satu keahlian penting didalam akademik writing. Parafrase adalah salah satu tehnik dalam penggunaan ide-ide seseorang yang harus dikuasai oleh mahasiswa dalam mencantumkan pendapat-pendapat ahli di dalam melakukan sebuah karya tulis untuk tujuan akademis. Akan tetapi, kebanyakan mahasiswa Pendidikan Bahasa Inggris masih mengalami kesulitan dalam parafrase. Salah satu kesulitan yang dihadapi mahasiswa adalah kurangnya pengetahuan mereka terhadap parafrase yang mencakup kriteria-kriteria parafrase yang benar. Oleh karena itu, untuk memperluas pemahaman tentang strategi-strategi yang digunakan mahasiswa dalam parafrase, penelitian ini menginvestigasi tentang strategi-strategi dan kesulitan-kesulitan yang di hadapi mahasiswa dalam parafrase. Tujuan penelitian ini adalah untuk meneliti strategi-strategi yang digunakan mahasiswa dalam parafrase dan kesulitan- kesulitan yang dihadapi. Penelitian ini dilaksanakan pada jurusan pendidikan bahasa Inggris universitas Islam Negeri Ar-Raniry Banda Aceh. Partisipan yang terlibat dalam penelitian ini adalah mahasiswa semester 6 tahun akademik 2016-2017 pada unit 2 yang sudah mengambil matakuliah akademik writing yang terdiri dari 29 mahasiswa. Penelitian ini dilakukan dengan menerapkan metode gabungan yang terdiri dari tes tulisdan angket sebagai teknik pengumpulan data yang digunakan. Hasil penelitian menunjukkan bahwa kebanyakan mahasiswa (32%) menggunakan minimal revision sebagai strategi dalam memparafrase teks. Di ikuti oleh 28% partisipan yang menggunakan Near Copy sebagai strategi mereka dalam parafrase. Selanjutnya, ada sebanyak 22% yang menerapkan moderate revision dan hanya sedikit partisipan (18%) yang menerapkan substantial revision sebagai strategi parafrase. Kesulitan-kesulitan yang dihadapi mahasiwa adalah: mahasiswa mengalami kesulitan dalam memahami teks, mengubah sintaksis dan struktur bahasa, dan kesulitan dalam menemukan kata-kata kunci dan poin-poin inti pada teks tersebut. Selanjutnya, dalam memparafrase teks, penggunaan bahasa sendiri untuk menunjukkan ide-ide orang lain dan mengutip sumber teks dianggap sebagai hal yang paling sulit dalam parafrase. Disamping itu, penelitian ini juga menunjukkan bahwa pengubahan sintaksis dan struktur bahasa dianggap sebagai strategi yang paling sulit kedua dalam parafrase. Akan tetapi, hanya sedikit mahasiswa yang menunjukkan

bahwa penggantian sinonim kata sebagai strategi yang paling sulit. Sebagai kesimpulan, penelitian ini menyarankan kepada dosen-dosen dan mahasiswa agar memperhatikan kemampuan pemahaman teks dan menyediakan materi-materi yang tepat terkait strategi-strategi parafrase untuk meningkatkan pengetahuan mahasiswa tentang strategi-strategi parafrase yang benar.

## **ABSTRACT**

Paraphrasing is considered as one of the major skills for academic writing. It is one of the techniques in using others' ideas which needs to be accomplished by the students in performing experts' ideas in conducting a writing product for academic purposes. However, most of the students of Department of English Language Education still encounter problems in paraphrasing. One of the problems faced by students is lack of understanding toward paraphrasing which involved the criteria of an acceptable paraphrasing. Therefore, to expand understanding about the students' strategies in paraphrasing, the present study investigate the students strategies and the obstacles they encounter. The objectives of this study are to identify English students' strategies in paraphrasing and to investigate the kinds of obstacle they encounter. The study is conducted at Department of English Language Education of UIN Ar-Raniry of Banda Aceh. The participants of the study are the sixth semester students of 2016-2017 of unit 2 who have studied academic writing subject which consisted of 29 students. The study is conducted by applying a mix method research which involves writing task and questionnaire as the techniques of data collections used. The findings of the research reveal that most of the participants (32%) consider to use minimal revision as the strategy in paraphrasing the text, followed by 28% of the participant who use near copy as their strategy in paraphrasing. Then, 22% of the participants who apply moderate revision and only few participants (18%) who greatly apply substansial revision as the strategy of paraphrasing. The obstacles they encounter in paraphrasing are: the students find difficulty in comprehending the source text, changing the syntax and structure and finding the keywords and keypoints in the source text. In addition, in paraphrasing the source text, using own words to express the ideas of another's work and cite the source indicated as the most difficulty in paraphrasing. Besides, the study reveals that changing the syntaxis and structure are consider as the second difficulty in paraphrasing. However, only few participants who report that substituting synonyms for words as the most difficulty in paraphrasing. In conclusion, the study suggests that there is a need for the lecturers and students to put emphasis on the students' comprehension skill and provide the appropriate materials regarding to paraphrasing strategies to increase the students' knowledge of the acceptable paraphrasing strategies.

## مستخلص البحث

تعتبر إعادة الصياغة إحدى المهارات الرئيسية للكتابة الأكاديمية. وهي إحدى التقنيات المستخدمة في استخدام أفكار الآخرين التي يتعين على الطلبة إنجازها في تنفيذ أفكار الخبراء في إجراء منتج كتابي لأغراض أكاديمية. ومع ذلك، لا يزال معظم طلبة قسم تعليم اللغة الإنجليزية يواجهون مشاكل في إعادة الصياغة. إحدى المشاكل التي يواجهها الطلبة هي عدم الفهم في اتجاه إعادة الصياغة التي تضمنت معايير إعادة الصياغة المقبولة. لذلك، لتوسيع فهم الطلبة على استراتيجيات في إعادة الصياغة فتبحث هذه الدراسة الحالية في استراتيجيات الطلبة والصعوبة التي يواجهونها. تتمثل أهداف هذه الدراسة في تحديد استراتيجيات الطلبة باللغة الإنجليزية في إعادة الصياغة ولتحقق أنواع الصعوبة التي تواجههم. أجريت الدراسة في قسم تعليم اللغة الإنجليزية بجامعة الرانيري باندا آتشيه. المشاركون في الدراسة هم طلبة القسط السادس 2016-2017 للوحدة التعلم الثانية الذين درسوا مادة الكتابة الأكاديمية التي تتكون من 29 طالبًا. يتم إجراء الدراسة من خلال تطبيق أسلوب مركب الذي ينطوي على الاختبار والاستبيان كالأدوات المستخدمة. وتكشف نتائج البحث أن معظم المشاركين (32٪) يعتبرون استخدام الحد الأدنى من المراجعة كاستراتيجية في إعادة صياغة النص، تليها 28 ٪ من المشاركين الذين يستخدمون بالقرب من نسخة كاستراتيجيتهم في إعادة الصياغة. ثم 22 ٪ من المشاركين الذين يطبقون المراجعة المعتدلة، وقليل من المشاركين (18 ٪) الذين يطبقون المراجعة الفرعية كاستراتيجية إعادة الصياغة. الصعوبات التي تواجهها في إعادة الصياغة هي: صعوبة الطلبة في فهم النص المصدر، وتغيير البنية، والعثور على الكلمات الرئيسية ونقاط المفاتيح في النص المصدر. وفي إعادة صياغة النص الأصلي، تستخدم الكلمات الخاصة للتعبير عن أفكار عمل شخص آخر وذكر المصدر المحدد على أنه الصعوبة الأكبر في إعادة الصياغة. إلى جانب ذلك، تكشف الدراسة أن تغيير تركيب الجملة والبنية يعتبران الصعوبة الثانية في إعادة الصياغة. ومع ذلك، قليل من المشاركين الذين أفادوا أن استبدال المرادفات للكلمات وصعوبة أكبر في إعادة الصياغة. في الختام، تقترح الدراسة أن هناك حاجة إلى أن يقوم المحاضرين والطلبة بالتركيز على مهارة استيعاب الطلبة وتوفير المواد المناسبة فيما يتعلق باستراتيجيات إعادة الصياغة لزيادة معرفتهم باستراتيجيات إعادة الصياغة المقبولة.

## **A. INTRODUCTION**

Paraphrasing is one of the most important techniques in academic writing skills, which means restating other ideas, meaning and information by changing the wording of a text which significantly different from the original source, without changing the meaning (Bailey, 2011). Paraphrasing is as a solution to avoid potential plagiarism.

Students, especially Department of English Language Education Students of Faculty of Education and Teacher Training of Ar-raniry State Islamic University, should be able to comprehend and apply the criteria of paraphrasing in writing proposal or thesis. Unfortunately, most of students still encounter problems or difficulties in doing paraphrase. One of the main problems faced by students learning English as a second language (ESL) is their inability to paraphrase passages (Ismail & Maasum, 2009, as cited in Yee lee, 2012).

The writer decides to conduct this research in Academic Writing class since it is one of the most major skills needed by the students to prepare their ability in writing proposal or thesis as requirement to be fulfilled by English students in order to graduate for their degree. However, in the process of writing thesis, a student needs to be able to comprehend and apply the criteria of paraphrasing. Paraphrasing is one of the techniques in citing others' ideas which needs to be accomplished by the students in using experts' ideas to be able to conduct a writing product for academic purposes. Therefore, corresponding to the explanations above, the writer is interested in investigating a research project under the title: **"An Analisis of Paraphrasing Experienced By English Students In Academic Writing."**

## **A. RESEARCH METHOD**

### **1. Research Design**

The study is undertaken by applying a mixed method research. Creswell (2014) notes that "mixed method research is an approach to inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using designs that may involve philosophical assumptions and theoretical frameworks. The combination of qualitative and quantitative approaches provides a more complete understanding of a research problem than either approach alone". The attraction of implementing mixed method in this study is that the writer can obtain a dept

understanding about the students' strategies in paraphrasing and the obstacles they encounter in paraphrasing.

## 2. Participants

The participants of this research are the entire students of English Department students in sixth semester of 2016/ 2017, at the Faculty of Education and Teacher Training of UIN Ar-raniry who have studied Academic Writing subject. In this study, the writer chooses to conduct this research in unit 2 of the sixth semester students in Department English Language Education of UIN Ar-Raniry of Banda Aceh which consists of 29 students. The participants of this research are taken by using random sampling.

## 3. The Technique of Data Collecting

### a. Writing Task

The task is aimed at identifying the strategies used by the students in paraphrasing. In the task, the students are provided with some texts. The text will be used as resources from which they have to paraphrase. The texts are taken from academic writing book (Bailey, 2011).

### b. Questionnaire

One of the data collection method used in this study is questionnaire. In the study, the questionnaire is used to obtain information related to the students' obstacle which encountered when paraphrasing the task.

## 4. The Technique of Data Analysis

### a. Document Analysis

The document in the current study is gathered from the students' writing task. To identify and analyze the paraphrasing strategies used by the students, a Taxonomy of Paraphrase Types is used (Kech, 2006). Using the variable of unique links, four mutually exclusive Taxonomy categories, or Paraphrase Types, which consist of Near copy (50% or more words contained within unique links), Minimal revision (20–49% words contained within unique links), Moderate revision (1–19% words contained within unique links), and Substantial revision (no unique link). The Taxonomy of paraphrase helps the writer in identifying and analyzing the contents. Moreover, after

determining the unique link occurred in the original text, the writer analyzes the result of students' writing task by using the formula of percentage.

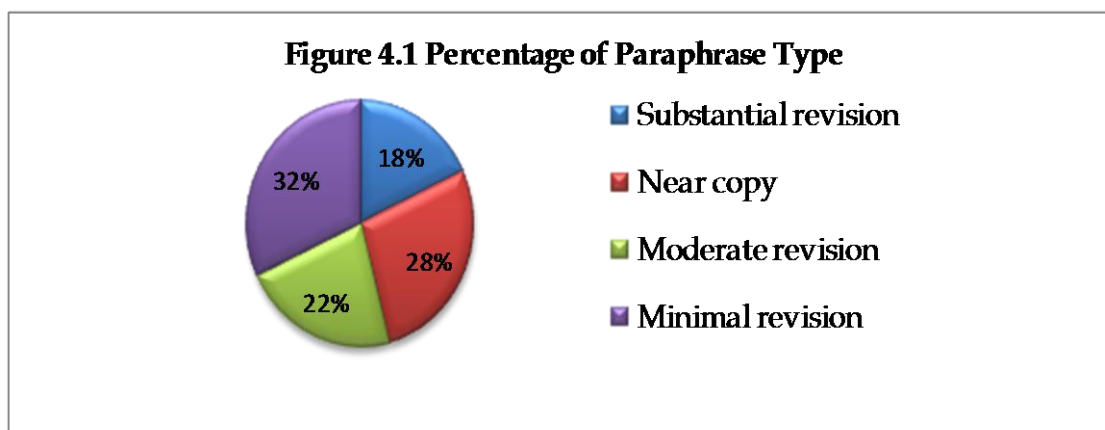
b. Questionnaire Analysis

In this study, the result of questionnaire is tabulated and analyzed in table for each question in chapter four. The analysis is based on the percentage of students' response.

## B. RESEARCH FINDING AND DISCUSSION

### 1. Writing Task Analysis

Writing task was conducted to identify the students strategies in paraphrasing. The writing task was performed on June 5th, 2017. the writer analyzes the document of students' paraphrasing strategies by using taxonomy as it offers a reliable method for classifying attempted paraphrases which developed by Keck (2006). Then, to determine the frequency of the strategies used by the students, the writer uses the formula of percentage. Therefore, based on the result of the writing task analysis, the writer presents the students' strategies as in the following figure.



The writing task analysis reveals the four types of paraphrasing strategies used in paraphrasing the source text. As the data displays above, it can be seen that most of the students tend to use minimal revision (32%) when paraphrasing the texts. the study indicate that the students who use minimal revision when paraphrasing the source text, they tend to paraphrase by using synonyms of words, changing grammatical

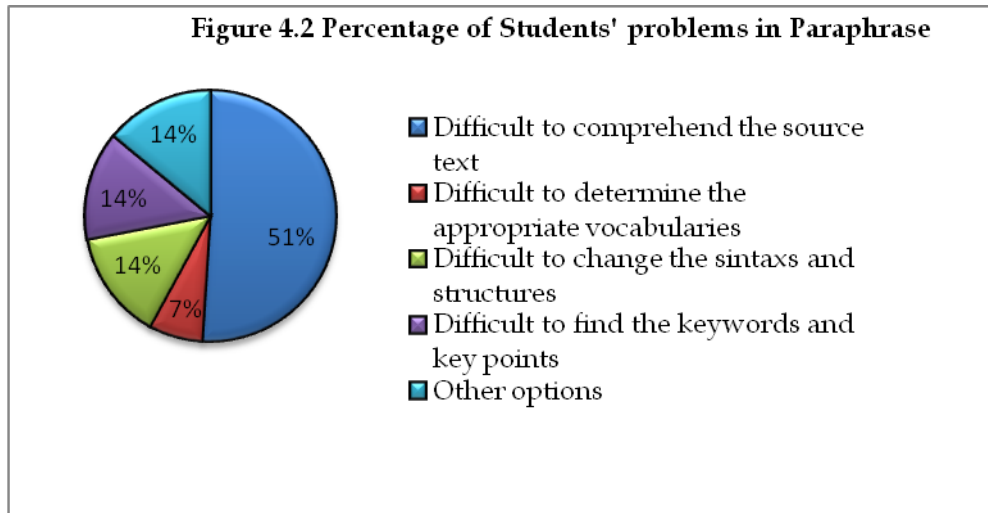
structures and reordering words to avoid exact copy of the source. Although, minimal revision is not categorized as an acceptable paraphrasing because it contains 20-49% of similar words or use exactly copied strings of words which occur in the original. used in the paraphrase that also occurred in the original.

In addition, the study receives varied degrees of paraphrasing strategies used, ranging from 28 % who apply near copy in paraphrasing the source text to 22% who consider to use moderate revision. The students who perform near copy when paraphrasing, they prefer to simplify the paraphrase by using synonym and deletion. This paraphrasing is claimed as the most unacceptable paraphrasing because it involves more than 50% of unique link when paraphrasing the source texts. However, only 18% of the students who have used substantial revision when paraphrasing the source text which no unique link used and indicated as the most reliable and acceptable strategy in paraphrasing.

After analyzing the data of questionnaires, the study reveals that all the participants of the study have already studied academic writing subject and most of them have already known about paraphrasing as described in the Appendix 3. Furthermore, most of the participants confirm that they have learned paraphrasing more than three times but only few of them who less than three times. The data also indicated that most of the students claim that paraphrasing as one of the most important element in academic writing. Besides, in term of level, the study reveals that the students who consider to paraphrase in sentence level, making up 66%. Conversely, 14% of them illustrate that they usually paraphrase at word level. Then, another choices of the students when paraphrasing are at phrase level and paragraph level comprising 10% and 7% respectively. Meanwhile, only few of them (3%) who paraphrase in all levels (sentence level, paragraph level, words level, and phrase level). Moreover, the findings of the study indicated that most of the students prefer to paraphrase the source text by substituting synonyms of words and cite the source while some of them suggest that they tend to paraphrase the source texts by using one's own words to express the ideas (see Appendix VII for statistical descriptions of the questionnaires analysis).

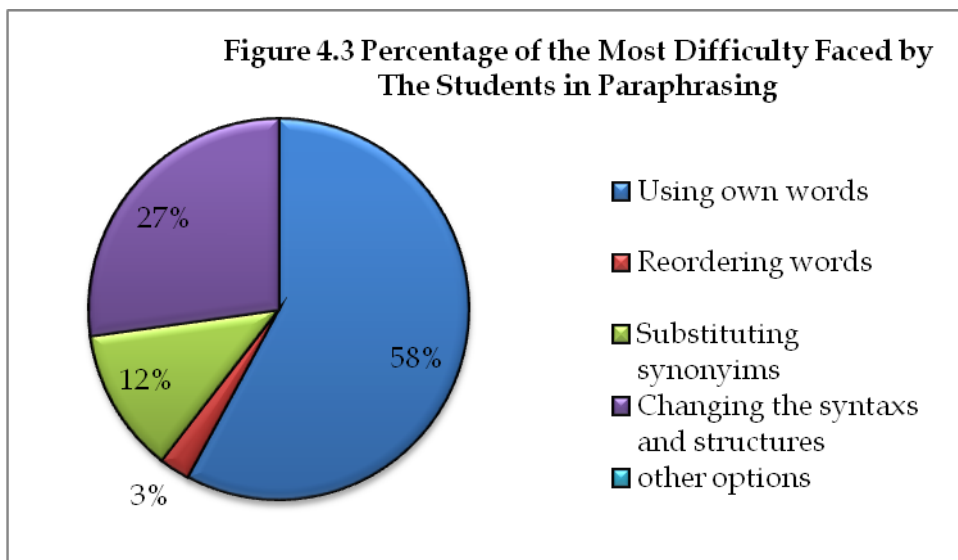
In addition, to obtain the data regarding to the students obstacles in paraphrasing, the Figures 4.2 and 4.3 show that there are some difficulties faced by the students in

paraphrasing. Therefore, the result of questionnaires can be described as the following Figure (See Appendix VII for more detail descriptions of questionnaires result).



The findings reveal, that the students faced multiple difficulties in paraphrasing that ranged from text comprehension, lack proficiency to change the syntaxs and structures, difficult to find the keywords and keypoints, and difficult to determine the appropriate vocabularies. The study indicates that the most difficulty faced by the students in paraphrasing is lack comprehension of the source text (51%). There are 14% of them who assumes that they have difficulty in changing the syntaxs and structures. Furthermore, 14% of them who argue that they have difficulty in finding the keywords and keypoints in the source text. Followed by 14% of them who choose their option which indicated that all the statements above are difficult in paraphrasing. Meanwhile, determining the appropriate vocabulary to substitute the original text is reported as the lowest choice (7%) of the students' difficulty in paraphrasing.





Beside lack of comprehending the source texts, using own words to express the ideas of another's work and changing the syntaxis and structures are detected as the most of difficulties faced by the students in paraphrasing. The data reveals that 58% of the participants state that using own words to express the ideas of another's work and cite the source as the most difficulty in paraphrasing. it is particulary true that the study finds that most of them prefer to use similar structure of idea. Even though they have modified the original text by substituting synonyms and change grammatical structure, they still copy some words of the original (20-49% using unique link when paraphrasing). This explanation is supported by the result of the writing task analysis which reports that most of the students tend to perform minimal revision when paraphrasing. Besides, changing the syntaxs and structure is suggested by 27% of the students as the difficulty in paraphrasing. While 12% of them claim that substituting synonyms for words as the most difficulty in paraphrasing, and the rest of them (3%) their own option which indicate that they have difficulty for every options which is provided by the writer.

### C. DISCUSSION

The first inquiry in this study is identifying the students' strategies in paraphrasing that can be seen through paraphrasing products that have been gathered from paraphrasing task. In an effort to answer the first research question, the present study conducts the writing task which aimed to identify the kind of paraphrasing strategies used in parahrasing the source text. Figure 4.1 displays the percentage of

paraphrase types used by the students in paraphrasing the source text (See Appendix A for the descriptive statistics for the students' paraphrase types used). Considering the percentage of paraphrasing types used in which gathered from writing task, it reveals that most of the students consider to use minimal revision which involves 20–49% of the paraphrase was made up of words within unique links (Kech, 2006). Then, the second paraphrase types used by the students is near copy. When the writer analyzes paraphrasing product, it is found that some students (28%) lack in understanding the source text and some of them make mistakes in changing grammatical structures as they tend to copy the original structure of idea. Besides, the students in this level, they tend to plagiarize the original source without trying to modify the original text and they prefer to use unique link more than 50% of the original source. Eventhough, they have tried to modify the original text, they make mistake in changing words order and using synonyms of words, their paraphrasing products have different meaning from the original or it contains too much words of the original passage.

Moreover, there are 22% of them who consider to use moderate revision when paraphrasing the source text. In analyzing the result of paraphrase, it reveals that the students who use moderate revision tend to modify the original text by reordering words, changing structure and using synonyms of words when paraphrasing the source. The students who use this type of paraphrase is categorized as the students who use unique link less than 19% as the original. Only few students who apply substantial revision when paraphrasing the source text. This paraphrasing type is suggested by Kech (2006) as the most acceptable paraphrase in which no unique link used when paraphrase the source.

However, The study shows that most of the students' paraphrasing is categorized unsatisfactory, even though there are few students who performed substantial revision in their paraphrasing, they still unable to perform a good paraphrasing. They need to involve the appropriate strategies of paraphrasing in order to increase their understanding and proficiency in paraphrasing.

In addition, the second inquiry to be answered in this study is the students' problems in paraphrasing. To address this need, questionnaire is used. It is used to investigate the kinds of obstacle they encounter. The findings of this study have revealed the complexity of paraphrasing for the students. Interestingly, all students

viewed paraphrasing as an valuable skill which allows them to write a good academic essays or assignments. The students consider that paraphrasing as a skill that benefits them to comprehend the source texts and also to avoid plagiarism. Besides, the study presents multiple levels used by the students when paraphrasing. One of the highest levels used by the students when paraphrasing the original text is sentence level. Word level is categorized as the second level which prefer by the students when paraphrasing. Phrase level and paragraph level are indicated as the third level used when paraphrasing. Only few students who consider to integrate all levels when paraphrasing the sources. Furthermore, the study discovers that most of the students much prefer to paraphrase by substituting synonyms for word(s) of source texts and cite the source. Meanwhile, changing the syntax and structure of the source texts and cite the source is determined as the fewest category used by the students.

However, paraphrasing is consider to be a difficult element in academic writing for different reasons. The study has indicated that the comprehension of the source text plays a significant role in students' competency in paraphrasing. For those students who lack in comprehending the source text, they face paraphrasing as a challenging part in academic setting. Therefore, lack of comprehending the source text concludes as one of the factors which impact on the students paraphrasing.

There are three sources that are provided by the writer to identify the strategies used by the students in paraphrasing. When the writer analyzed paraphrasing result, the writer finds that most of students fault to paraphrase correctly at the first text which is provided by the writer when collecting the data (see Appendix VI for the result of the students' writing task analysis). Therefore, the study shows that the students who less comprehending in the source text, they tend to perform near copy in their paraphrasing. This fact indicates that the students need to familiarize with the vocabularies and the whole of text by reading the text for several times until they find the keypoints and the keywords of the source text which allow them to comprehend the text. Besides, the writer finds that most of the students use three different types of paraphrasing strategies when paraphrasing the three texts, but only few students who consistent with one strategy when paraphrasing. This case may result from students' comprehension of the texts and the degree of the difficulty of the texts for the students.

Moreover, as can be seen in Figure 4.2, most of students confirm using own words to express the ideas of another's work and cite the source as the most difficulty in

paraphrasing. Then, changing the syntax and structure is discovered as the second difficulty faced by the students in paraphrasing. Therefore, changing the syntax and structure and using own words to express the ideas of another's work and cite the source concluded as the students difficulties in paraphrasing.

#### **D. CONCLUSION**

By collecting and analyzing the data from the writing task and the questionnaires, the writer draws some conclusions as the following:

1. The result of the study indicates that the participants consider to use various type of paraphrasing. One of the most paraphrasing types used in the study is minimal revision. Then, near copy is consider as the second parahrasing strategies used by the students in paraphrasing. Followed by moderate revision which categorized as the third paraphrasing strategy used by the students to perform their paraphrasing but only few students who greatly apply substansial revision as the strategy of paraphrasing.
2. The findings of the study reveal that lack of comprehending the source text impact on their paraphrasing strategy used. It is particulary true of the participants who have difficulty in comprehending the source text tend to commit near copy in their paraphrasing. Then, the difficulty in changing syntax and structure and also difficult to find the keywords and keypoints in the source text indicated as one of the important factors which impact on their paraphrasing. The current study finds that in paraphrasing strategy, using own words to express the ideas of another's work and cite the source consider as the most difficulty in paraphrasing. Besides, changing the syntaxs and structures are clamed as the second position of the most difficulty in paraphrasing. However, only few participants who argue that substituting synonyms for words as the most difficulty in paraphrasing.

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