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PARAPHRASING TECHNIQUE TO DEVELOP SKILL FOR ENGLISH WRITING AMONG INDONESIAN COLLEGE STUDENTS OF ENGLISH

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ABSTRACT

This research aims at examining three important things, i.e. students' technique in paraphrasing, paraphrasing acceptability and obstacles in paraphrasing. A qualitative approach was used to carry out this study by purposively selecting 26 Indonesian college students of English as respondents. The data were collected by giving a paraphrasing task (consisted of 5 paragraphs) to the students and interviewed them to find out in-depth information on paraphrasing acceptably and obstacles. The research revealed that synonym technique was the most frequent technique sued by the respondents due to the easiness of using this technique. On the other hand, the technique of changing positive into negative (vice versa), changing structure of idea, combining two sentences, and changing clause into phrase (vice versa) were found to be the less frequent techniques used for paraphrasing. The research also found that all students are not able to produce good paraphrasing sentences due to their incompetence to satisfy the criteria of good paraphrasing such as not giving citation sources, the tendency for doing plagiarism (changing words with their synonyms and keep the sentence structures still the same as the original. Regarding the respondents' obstacles in paraphrasing, this study found some obstacles: (1) difficult to find out the appropriate synonyms to change words on original text, (2) difficult to understand unfamiliar terms (3) unable to restructure sentences in new ones, and (4) no idea on how to paraphrase texts effectively. All the obstacles occur due to some causal factors, i.e. (1) lack of vocabulary, (2) lack of paraphrasing practice, (3) ineffective class when learning, (4) teaching technique of lecturers, and (5) limited knowledge of paraphrasing techniques.
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INTRODUCTION

Just like other countries, Indonesia requires almost all students from all levels of education to lean English as a foreign language [1]. It is because English is widely recognized as the most dominant language to be used in all aspects of humans' lives today such as in economic, social, culture, politic, education, science and technology, and so on [2,3]. Therefore, many Indonesian students devote their attention and efforts to master the four essential skills of English namely listening, speaking, reading and writing skill [4, 5]. The mastery of the four skills has been a measurement to claim a great success in learning this foreign language [6,7]. When breaking down the skills of English language, we will be leading to speaking and writing are productive skills, while reading and listening are receptive skills [8]. Productive skill refers to the action of producing language elements when using a language such as speeches as the product of speaking and texts as the product of writing [9]. On the other hand, receptive skill refers to the action to receive the language elements (speeches or texts) produced by productive skill for one primary goal that is to understand them [10].

In terms of productive skill, most students give top priority to lean speaking skill, and rarely consider writing [11]. In fact, writing skill is as important as speaking skill in today's communication system [12]. Good writing skill will be very helpful for students to communicate their messages with correctness, accuracy as well as efficiency [13]. If we take the world of business as an example, we will clearly see that in almost all workplaces, both employee and employer constantly do writing activities

such as drafting letters, emails, announcements, reports, proposals, accounts, memos, memorandums, an many more [14]. It is undeniable that all of these are in need of good writing knowledge and skill so that the people are able to effectively communicate their thoughts and ideas in writing [15]. For the reason, writing skill is very necessary to be brought into students' learning process because it plays an important role in all stages of life from early education to college and beyond [16]. It allows the students to communicate ideas, develop creativity and critical thinking, and build confidence [17]. Effective writing skill contributes to academic success and is considered a useful asset in the workplaces. The growing importance of written communications, ranging from informal writing for social networking to more formal writing for academic studies, has made the acquisition of writing skills an important priority for Indonesian college students of English.

However, writing English effectively is not an easy thing to do for those who learn English as a foreign language, even for native English speakers [18, 19]. Writing in English as a foreign language often presents great challenges to the students at all stages, particularly in writing essays in English such as organizing thoughts well, phrasing ideas with the right words and grammars, selecting and using relevant seminal works, and being honest in citing others' ideas to avoid plagiarism [20]. As the growing tendency in the academic world, the most common academic writings given to the students in college or university level of education are essays and research papers [21]. Many courses require the students

to compose the academic writing as a main requirement to pass courses in a certain department, and the most challenging task is to write a research paper as the main requirement for study completion and winning an academic degree.

When writing essays or research reports, students will have to read and cite authors' from their academic works. Citing ideas from a certain author in a scientific writing without mentioning the source is prohibited and can be categorized as the act of plagiarism. It is recommended however to make citation to support a stated idea but the source must be mentioned. Evidently, in UK there are over 50,000 students have been proven done plagiarism in previous years. It stands to reason for saying that the plagiarism phenomenon in the world that plagiarism varies a lot from university to university around the world [22]. In Indonesia,there were at least two people from two universities doing the plagiarism. It was just few of several phenomena of plagiarism in Indonesia [23]. A research conducted by Anderson [24] revealed that students' difficulty in rewriting an appropriate note contains the full ideas of the reading passage. They don't find the ideas of the passage and put it on the paper by their own words. Khrismawan [25] observed the Indonesian Advanced Students' paraphrasing perception, cognitive and meta-cognitive strategies, and students' paraphrasing quality as well as their paraphrasing appropriateness. He found that the students' paraphrasing perception is good but not guarantee the producing of appropriate paraphrasing. Another research was also conducted by Liao, M. T., & Tseng, C. Y. [26]. They tried to examine the correlation between the EFL student paraphrasing perception and their behaviors in paraphrasing. They found that the EFL students cannot conduct an appropriate paraphrase although they affirm surely that mastering the paraphrasing skills is a seriously thing in conducting an academic writing for avoiding the plagiarism. The problems are students less of practicing it and sufficient meta-cognitive and also strategies even about the immature cognitive development.

The researches above indicate that plagiarism has been performed by students in producing academic writing. It must be avoided however and realized that it is also a crime so it has a consequence of punishment. It is based on Act of the Republic of Indonesia Number 20 year 2003 (UU No. 20 in 2003 about SISDIKNAS) that, an academic, professional, or technical and vocational degree awarded shall be revoked, if his/her thesis/dissertation is a plagiarism (article 25 verse (2). A graduate whose academic work for obtaining degree set forth in Article 25 verse (2) is found to be plagiarism, shall be liable to imprisonment of up to two years and/or to a maximum fine of Rp. 200.000.000,00 (two hundred million rupiahs)—(article 70). Therefore, the students should paraphrase the original text in their every academic assignment [27, 28]. To paraphrase means that someone has to explain or rewrite other's idea or information by their own words and keep the original purpose of the idea also usually keep the length text [29]. Several paraphrasing techniques have been introduced. Stephen Bailey's theory is one of some theories explaining the technique to paraphrase [30]. Students have to understand the techniques perfectly so they can paraphrase correctly without missing any idea of the source. This research is carried out at IAIN Parepare by involving senior students of the English education

department, which is specifically focused on investigating the paraphrasing techniques frequently used by the students, the acceptability of their paraphrasing, and the obstacles they commonly face in making paraphrase.

LITERATURE REVIEW

Concept of writing

Writing is an act of putting ideas in texts whether print or non-print, a necessary part of communication constructed through graphics symbols and arranged according to certain issue to form words till made a sentence up. The sentence is logically and grammatically connected in order to form a piece of writing. In official website of Mass Communication talk, writing involves both a writer as the encoder and the reader as the decoder. The Good writing skills would drive people to encode and decode a message clearly. In this case, communicative writing contains a grammatically correct sentence which has high potential to send the reader understanding the message.

There are some genres of writing as presented below. According to Brown [31], the genres commonly produced by second language writer are academic writing, job-related writing and, personal writing. They of writing performance are 1) imitative writing, a level at which learners are trying to master the mechanic of writing, 2) intensive writing, produces appropriate vocabulary within context, collocations and idioms, and correct grammatical features up to the length of a sentence, 3) responsive writing, the writer's ability to master the fundamentals of sentence level grammar and more focused on the discourse conventions that will achieve the objectives of the written text, 4) extensive writing, implies successful management of all the process and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or even a thesis. Writers focus on achieving a purpose, organizing and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety, and in many cases, engaging in the process of multiple drafts to achieve a final product. Focus on grammatical form is limited to occasional editing or proofreading of a draft.

Each of the four parts of language proficiency involves both a variety of micro and macro skills. The micro and macro skills are the particular capability that makes people communicate effectively. Brown [31] stated that the micro and macro skills are known as sub-constructs of writing. In addition, Damayanti [32] also stated that the micro and macro skills can be used in teaching writing as well as assessing writing. As a final point, the micro skills apply more appropriately to imitative and intensive types of writing performance. Conversely, the macro skill covered wider areas of writing, such as the form and the communicative purpose of a written text, main idea and supporting idea, the literal and implied meaning writing, etc. Thus, it is not only about word but it is about the whole written text.

Academic Writing and Plagiarism

Academic writing refers to a writing form which is required to allow the academic setting. It must contain precise word choice and some others necessary elements. Valdes [33] stated that academic writing is characterized by evidence-based arguments, precise word choice, logical organization, and an impersonal tone. In composing the academic writing, the writer is required to use the formal and logical fiction. The cohesion of a text

and possessing the idea logically is a necessity to be contained in academic writing. The writer is also expected to investigate the research problem from an authoritative point of view. Diction is also important referring to the use of appropriate words. An academic writing has to contain the unambiguous language. The using of concise and formal language must be maintained. In addition, punctuation influences the narrative tone. Some other important elements in academic writing are academic conventions, evidence-based Arguments, thesis-driven, complexity and higher-order thinking [34].

Above all, someone who composes academic writing usually does the plagiarism. Plagiarism can be defined simply as an action to steal other creativity without citing the source. In Oxford Dictionary, Plagiarize is to copy another person's work, words, ideas, etc. and pretend that they are one's own. In *American Journal Expert*, plagiarism is a form of academic lawlessness and can lead to discharged from college and other research institutions, be a rejected article or retractions from journals, and drive them to be discredited as a researcher. In more detail, Gipp B [35] defines plagiarism as the usage of someone's property i.e. ideas, concepts, words, and structure. As a summing up, the plagiarism means using someone else's idea or certain information— usually on academic writing— without giving an acknowledgment appropriately which may cause a negative impact to the subject of plagiarism itself. AJE (*American Journal Experts*) website provided the forms of plagiarism which are the most commonly identified. They are Verbatim Plagiarism refers to rewriting one's idea by copying text word-for-word without giving quotation marks or citation and Plagiarism of Ideas refers to using someone else's necessary idea, whether in the form of a theory, an interpretation, data, a method, an opinion, or new terminology, without giving acknowledgement.

Several studies have been conducted in relation to plagiarism. For example, Dias, P. C., & Bastos, A. S. C. [36] found that 46.5% of 334 secondary students of seven countries in Europe were admitted often copying and paste the book in the absence of acknowledgment, 46.7% from interne without acknowledging and 36% in sometimes-frequency. In USA and Canadian Campus, Gipp [36] stated that there were 38% undergraduate and 25% graduate students rewrote several parts of someone's idea without acknowledgment. In Indonesia, Didaktika news revealed that there were at least two people from two universities proved to make plagiarism [23]. Indonesia really gives speacial attention to plagiarism and copyright. That is why there are several laws related to this plagiarism: 1) Act of the Republic of Indonesia number 20, year 2003 on National Education System (on article 25 verse 2 and article 70), 2) the Act of Republic of Indonesia number 19, year 2002 on Copyright (on article 2 verse 1, article 3 verse 1 and 2, article 12, article 15, and article 26 verse 1, 3) Permendiknas number 17 year 2010 on *Pencegahan Penanggulan Plagiat di Perguruan Tinggi* (on article 1 verse 1).

Therefore, in order to avoid plagiarism, someone is required to paraphrase ad summarize the original to avoid plagiarism. Summarize means that someone rewriting other ideas and maintain the information in more briefly text and paraphrasing is rewriting other ideas and maintaining the purpose information of the original source but still keeping the length text {30}.

Paraphrasing

Paraphrasing may be defined as to express what somebody has said or written using different words. It involves changing a text so that it is quite different from the source but the meaning still pertains the original. In this case, paraphrasing is a way of presenting someone's ideas by restating the ideas completely with different style of original text. It is very necessary to learn the paraphrasing because an effective paraphrasing would avoid the plagiarism which is as a crime [30]. A good Paraphrasing according to Bailey is perfect meaning maintenance while the wording is totally different. In this regard, Bailey [30] presented three criteria of a good paraphrasing. They are 1) about the same length as the original, 2) the meaning of the original is maintained, and 3) the reader/writer changes applicable vocabulary and grammar from the author's style to one's own style.

It is therefore important to know the technique of doing paraphrasing. Some techniques suggested by Bailey [30] are 1) changing Vocabulary means that the writer has to substitute a certain word with its appropriate synonym in order to maintain the information correctly, 2) Changing Word Class means to change the word class of certain words, 3) Changing Word Order is the way to arrange the paraphrase of a text with changing the word order, 4) Change the structure via clauses or phrases (vice versa) by Armudet and Barzet, 5) Combine 2 sentences into one using relative clause, by Latulippe, 6) Change sentence active to passive (vice versa), by Armudet and Barret, 7) Changing transition techniques, by Latulippe, 8) Changing positive to negative (vice versa), by Jackie Pietrick, 9) Expand Phrase for Clarity, by Jackie Pietrick, 10) Shorten phrases for conciseness, by Jackie Pietrick, and 11) Changing structure of idea, by Jackie Pietrick. All the paraphrasing techniques presented could be classified into three categories: syntactic paraphrasing techniques, semantic paraphrasing techniques and changing organization technique.

METHODOLOGY

This research was a qualitative descriptive research that described the paraphrasing techniques used by senior student in constructing paraphrasing. Moreover, this study has no treatment. The research was conducted at IAIN PAREPARE for four months. It focused on studying about the paraphrasing produced by senior students covering the paraphrasing techniques, paraphrasing acceptability, and obstacles in paraphrasing. The research participants of 26 students were decided by purposive sampling based on the score they got on Writing 4 class, a technique mostly used in a qualitative research [37]. The data were collected by interview. The techniques were using the paraphrasing task for collecting the data of the paraphrasing techniques used by students and their paraphrasing acceptability and interviewing the students some questions to know their obstacles in composing a paraphrase.

The data were analyzed by Reading/Memoing, describing and Classifying. Reading/Memoing is the first step in which the researcher read and wrote all the data collected. Some notes were made related to the task. The second step was describing. In this step, the researcher described the data comprehensively. The paraphrasing produced by students was described to provide both the students' paraphrasing techniques and its acceptability. The theories of paraphrasing techniques presented by Stephen Bailey, Keck, and other Linguists are used to analyze the paraphrasing techniques produced by

students and the theory of the good paraphrasing criteria presented by Stephen Bailey, Adams and Dwyer are used to analyze the students paraphrasing acceptability. Then, the interviewing results described to provide both the students' obstacles in paraphrasing. The last step was classifying. This step categorized the data into themes. It provided the meanings or understandings category. The categories, of course, finally provided the interpretation of the data analysis which was basically the purpose of this study itself that answered the research problem statement [37].

RESULTS AND DISCUSSION

Students' Paraphrasing Techniques

The paraphrasing techniques the students use are: 1) changing Synonym, used 848 times by 96% respondents, 2) changing transition, used 77 times by 81% respondents, 3) expand phrases for clarity, used 53 times by 65% respondents, 4) changing word order, used 50 times by 69% respondents, 5) shortening phrases for conciseness, used 40 times by 46% respondents, 6) changing part of speech, used 39 times by 61% respondents, 7) changing Active voice to passive voice (vice versa), used 12 times by 23% respondents, 8) changing positive into negative (vice versa), used 10 times by 31% respondents, 9) changing structure of idea, used 8 times by 15% respondents, 10) combine two sentences, used 4 times by 11% respondents, and 11) changing clause into phrase (vice versa), used 3 times by 11% of respondents. Among these techniques the most frequently used is to change synonym of words technique (used in 848 times with 166 incorrect by 96% students) and the most rarely is to change the clause into phrase (vice versa) technique which is used in three times with only once correct by 3 students. In addition, based on the taxonomy of paraphrasing types, the researcher found that most student paraphrase the passage in near copy and minimal revision and very rare to paraphrase it in moderate and substantial revision.

The students were very often to paraphrase the passage using the changing synonym of words technique. It is because to find the synonym of words is the easiest and most simple technique to do. The students simply substituted the certain original text words by its synonym without changing the sentence structure if use this technique. However, by only using this technique, it is not able to produce appropriate paraphrasing. It would be included as the paraphrase plagiarism because the sentence structure is still kept as the original. The criteria of good paraphrasing required changing the sentence structure in new style which is different with the original. It is as what Hirvela, A., & Du, Q [38] said that the good paraphrasing should be: About the same length as the original; the meaning of the original is maintained; the reader/writer changes applicable vocabulary and grammar from the author's style to one's own style.

From the eleven techniques of paraphrasing, several techniques are very rarely used by the students. The very rare techniques used by the students are changing a clause into a phrase, combining two sentences (vice versa), changing the active sentence into passive (vice versa), changing the positive sentence into negative (vice versa), and shortening phrases for conciseness. These five techniques were used by no reaching a half of the number of the respondents. Moreover, as the interviewing findings, the students only know three paraphrasing techniques which are presented by Stephen Bailey. They

are changing vocabulary, word class, and word order. They also admitted that they only know the techniques but they still confused how to apply them in paraphrasing. Therefore, the students were very rare to use some techniques of eleven paraphrasing techniques presented in this research as well as faced many difficulties.

Basically, students always prefer to choose the easy way to finish something. This is similar to Bahar, K [39] who classified leaners into two types. They are (1) the easy-way out taker learners and (2) very total learners. Then, he stated that the first type is more commonly found than the second one. It is only around 5 to 10% of people who is included as the second types. In this case, if the students feel that all paraphrasing techniques are easy, the students will automatically take out those easy ways to paraphrase because most of people prefer to do something by easy way. Therefore, the students should be driven easy to use all the paraphrasing techniques and it would be uncovered by one of several ways, that is the teaching techniques.

Students Paraphrasing Acceptability

This section presents the paraphrasing acceptability produced by senior students. The paraphrasing acceptability is determined by the following ways: 1. Identifying the paraphrasing produced by students with several theories that explained about the good paraphrasing criteria which has been introduced by Hirvela, A., & Du, Q [38] and also based on good paraphrasing criteria posted on official website of Clarion University [40]. 2. Identifying whether the paraphrasing produced by the students is included as one of the kinds of plagiarism or not. If the students' paraphrasing is included as one of the plagiarism kinds, it means that the paraphrasing is an inappropriate one.

The data analysis denotes that there are 22 students who produced paraphrasing which is included as paraphrase plagiarism where 21 students produced the paraphrase plagiarism for each paragraph of the paraphrasing task given to them and 1 student who produced the paraphrase plagiarism for two paragraphs. Next, there are 2 students who produced the paraphrase in stealing an apt term plagiarism for one paragraph of the paraphrasing task given to them and 1 student who produced the paraphrasing in patch work plagiarism for one paragraph. It was only 3 students who produced the paraphrase without any plagiarism type. Besides, the students can't be able to maintain the information of the passage appropriately because of the inappropriate diction they chose, error sentence restructure and grammar.

Based on the data analysis, the researcher found that most of the students' paraphrases are not produced with students' own sentence structure. They simply change the vocabulary with the synonym and keep the sentence structure the same as the original. Besides, most students don't cite the source of the passage. It is only one student who tried to cite the authors of the passage. Then, it means that 25 of 26 students (96%) do not present the citation source. It is clearly as a fatal mistake in paraphrasing. As findings that all of the respondents failed to produce an appropriate paraphrasing, the cause is that the students didn't paraphrase the passage with all good paraphrasing criteria. The criterion that is most frequently not used is to cite the source. Citing the source is one of the good paraphrasing criteria based on what is posted on official website of Clarion University: the good paraphrasing is when the writer uses their own words to

convey the information; use their sentence structure as the original, cite the source and page number. There was only one student who cited the source. However, she failed to maintain the idea completely. These failures are caused by students' limited knowledge of good paraphrasing criteria and the way how to paraphrase a passage appropriately.

Students' Obstacles for Paraphrasing

The data analysis about the students' obstacles in paraphrasing shows that the students still confuse about the way to rewrite the passage by various techniques. The students frequently used the synonym of vocabulary to maintain the idea and very rare even never to use the other techniques. Besides, based on the findings of students' paraphrasing acceptability, it shows that the students are still difficult to paraphrase a passage which meet all the criteria. In addition, most students perform plagiarism when they make paraphrasing. The plagiarism type they frequently produce is the paraphrase plagiarism. It means that the students still have difficulties to apply the paraphrasing techniques to produce an appropriate paraphrase. Furthermore, the researcher found that some respondents still make mistakes in using the techniques. For example, in changing of synonym words, the word chosen by students to paraphrase the passage is not suitable as an appropriate synonym to maintain the information. Although it is the most frequently that is used by students, yet the synonym of words that is chosen still has potential to be inappropriate one. In short, there are four common difficulties faced by the students in paraphrasing. They are (1) being difficult to find out the appropriate synonym to change the word on original text, (2) being difficult to understand the unfamiliar term (3) being confused how to restructure the sentence in new style, and (4) don't understanding how to paraphrase. Then, the factors of those difficulties are (1) lack of vocabulary, (2) very rare to practice the paraphrasing, (3) ineffective class when learning, (4) educator's teaching strategy, as well as (5) limited knowledge of paraphrasing techniques. As the students admitted that they are difficult to find out the appropriate synonym, difficult to understand the unfamiliar term, confused how to restructure the sentence in new style and don't understand the way to paraphrase, as well as the factors of the difficulties that are because of the lack of vocabulary, very rare to practice the paraphrasing, ineffective class when learning, and lecturer teaching strategy, as well as limited knowledge of paraphrasing techniques, it could become a reference to consider what an effective way to make the students master the paraphrasing is. In this case, the role of educator is no less important. The students need to be given such directions and guidance to master the skills completely. The students could be guided to improve their paraphrasing mastery by teaching them how to apply the paraphrasing techniques, introducing the criteria of good paraphrasing, guiding to practice the paraphrasing in many times, introducing academic terms in order to improve their vocabulary mastery in academic writing, teaching more about semantic and syntax, and creating comfortable class as well as guiding them to get aware with the important of paraphrasing mastery.

By applying the steps above, it could make the students understand about what they have red then perform it in writing style perfectly. In Amaudet's and Barret's point of view as cited in Lurie, it showed that someone master the paraphrase [41]. Next, the students then could meet the criteria of good paraphrasing when they paraphrase a text. There are many Linguists have introduced about it, such as Adams and Dwyer as also cited in Laurie. Adams and Dwyer presented three criteria of a good paraphrasing. They are "(1) about the same length as the original, (2) the meaning of the original is maintained, (3) the reader/writer changes applicable vocabulary and grammar from the author's style to one's own style.

First of all, the students need to be taught how to apply the paraphrasing techniques. It is very necessary because by the investigation so far, the students only knew the name of the techniques to paraphrase but they were confused how to apply it. It is based on the students answered when interviewed as presented previously. Therefore, this is very important to be paid attention. Following the taxonomy of strategies to paraphrase that was conducted by Laurie Eckblad is also quite necessary to apply during the learning process. The taxonomy consists of (1) pre-paraphrasing, making changes to the original text, (3) getting past roadblocks, (4) polishing/revising the paraphrase, (5) general strategy, and (6) idiosyncratic (Anderson, 2018). The taxonomy was conducted based on what the native speaker did when paraphrasing.

As the previous explanation, Anderson [24] studied the strategies used by two native speakers in paraphrasing. Finally, she succeeded to conduct this taxonomy. She hoped that the taxonomy of strategies to paraphrase could help the non-native speakers in composing appropriate paraphrasing. She believed that adopting the native speaker way to paraphrase is a good way to improve the paraphrasing mastery because she found many previous studies showed that commonly the native speakers usually produce appropriate paraphrasing than the non-native speakers. That is why following the native speakers way to paraphrase is quite a good idea. Besides, the paraphrasing criteria must be introduced to student so they can pay attention carefully with the criteria when paraphrasing. Next, guiding them to practice the paraphrasing in many times is also needed because they admitted that they were very rare to do it. Practicing it makes perfect. Then, introducing academic terms in order to improve the students' vocabulary mastery of academic writing could help them in finding the appropriate words to substitute the word of original text. The more they know vocabularies, the easier they find the appropriate words. Besides, in this case, semantic mastery also has a role. The students have to be smart in choosing what words that is best to substitute the original text. For example, in changing synonym of word, sometimes words have several synonyms but not all of them could use in same context. For example, the word *trade* in sentence "Furthermore, as more and more companies begin to trade internationally," could not change with the word *exchange* as sentence "Furthermore, because more and more companies start to exchange internationally," because the chosen word was not able to keep the information of the original text. The appropriate word that should substitute the word *trade* is *commerce*.

Furthermore, the students also need to study more about the syntax. It is because the students still often fail to construct a sentence with a good structure and grammar. As explained before, sometimes the students were successfully to maintain the meaning completely in new style structure, but the grammar was incorrect. Failed in the verb agreement is one of the several grammar errors that students did. In short, it is necessary to pay attention

with the students' syntax mastery although they are as the senior students. Moreover, it is also no less important to create comfortable class to make the student easier to catch the point of the material when studying. It is a good way to catch the effective learning as well as the educators' teaching strategy. Finally, students have to be guided to get aware with the important of mastering the paraphrasing. Basically, several of them know about it. However, it is necessary to give them more motivation in order to get aware more to learn the paraphrasing. By the awareness, hopefully they could be spirit to study the paraphrasing more until they master it perfectly.

CONCLUSION

The paraphrasing technique most frequently used by the students is to change the synonym of words. The other techniques which are also used are changing transition, expand phrases for clarity, changing word order, shortening phrases for conciseness, changing part of speech, changing active voice to passive voice (vice versa), changing positive into negative (vice versa), changing structure of idea, combining two sentence, and changing clause into phrase (vice versa). Moreover, based on the unique links, the paraphrasing types commonly produced by students are near copy and minimal revision paraphrase. They are very rare to produce moderate revision and substantial revision paraphrase. All students produce inappropriate paraphrased due to failure on meeting the good paraphrasing criteria. Most of them do not present the source of the citations and are not able to maintain the information by appropriate words and new sentence structure. Although there are some students who could maintain the idea completely with the applicable words and sentence structure, however, it is still included as the inappropriate paraphrasing because of no citation source and fail to meet the correct grammar perfectly. In other hand, there is a student who cites the source however she fails to maintain the idea completely so it is also as the inappropriate one. Moreover, most of them produce the paraphrasing which is included as the paraphrase plagiarism.

Some students' difficulties in paraphrasing are identified. The students are difficult to find out the appropriate synonym, confuse about how to rearrange the sentence structure in new style that keeps the full information appropriately, unfamiliar with many new terms and also confuse about how to paraphrase. In this case, the students do not know the techniques to produce good paraphrase which is also supported by the fact that they are very rare even never using several paraphrasing techniques such techniques provided in this research and only very frequently to use the easy techniques, to change the synonym of words. Furthermore, the students' difficulties are caused by the lack of vocabulary mastery, very rare to practice the paraphrasing, limited knowledge of paraphrasing techniques, uncomfortable class when learning, and also because of lecturer teaching strategy is a little bit unsuccessful to drive the students' interest in studying English, particularly about the paraphrasing techniques to avoid plagiarism.

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