

**STUDENTS' PARAPHRASING TECHNIQUES IN WRITING
(A STUDY AT THE SENIOR STUDENTS OF ENGLISH
PROGRAM OF IAIN PAREPARE)**



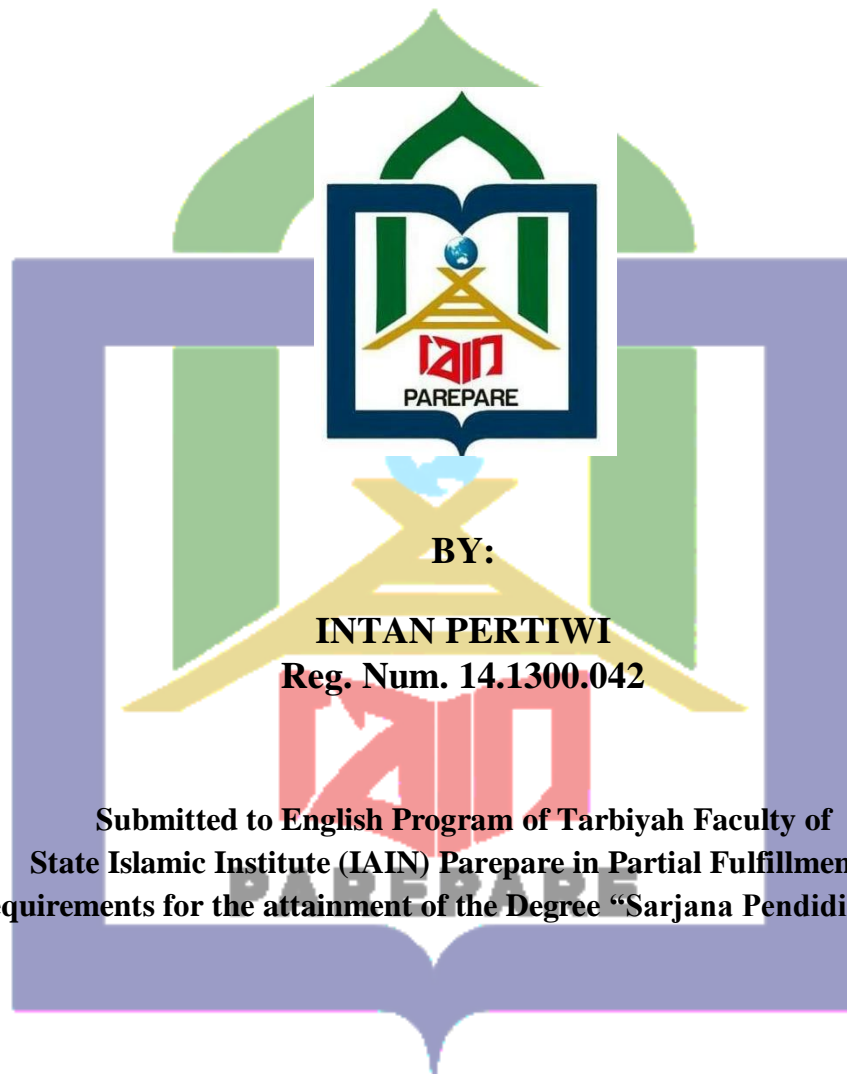
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Reg. Num. 14.1300.042

**ENGLISH PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2019

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(A STUDY AT THE SENIOR STUDENTS OF ENGLISH
PROGRAM OF IAIN PAREPARE)**



BY:

INTAN PERTIWI

Reg. Num. 14.1300.042

**Submitted to English Program of Tarbiyah Faculty of
State Islamic Institute (IAIN) Parepare in Partial Fulfillment of
the Requirements for the attainment of the Degree “Sarjana Pendidikan (S.Pd.)”**

**ENGLISH PROGRAM
TARBIYAH FACULTY
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Skripsi

As Partial Fulfillment of the Requirements for the attainment of the Degree

“Sarjana Pendidikan (S.Pd.)”

English Program

Submitted by:

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**to:
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**ENGLISH PROGRAM
TARBIYAH FACULTY
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PAREPARE**

2019

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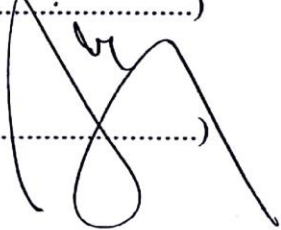
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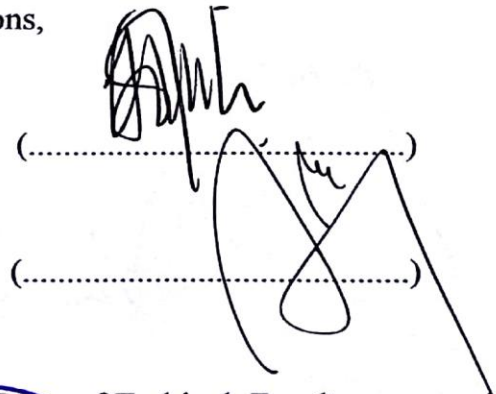
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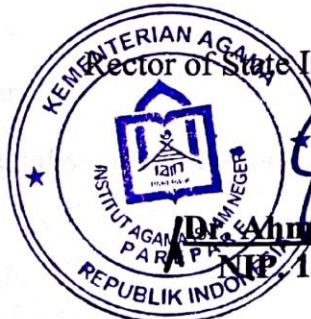
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Parepare, February 1st, 2019

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stated that she herself conducted this skripsi. If it can be proved that is copied, duplicated or complied by other people, this skripsi and degree that has been gotten would be postponed.

Parepare, January 8th, 2019

The writer



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ABSTRACT

Intan Pertiwi. *Students' Paraphrasing Techniques in Writing (A Study at the Senior Students of English Program of IAIN Parepare).* (Supervised by Hj. Nurhamdah and Ismail Latif)

This study examined students' paraphrasing techniques, paraphrasing acceptability, as well as obstacles in paraphrasing at senior students of English Program of IAIN Parepare in academic year of 2018-2019. The researcher conducted this research in qualitative approach with deciding 26 students as the respondents by purposive sampling. The data was collected by a paraphrasing task (consisted of 5 paragraphs) given to the students and interviewing.

After analyzing the data, the researcher found that the paraphrasing technique frequently used by students is to change the synonym technique because they feel easy to paraphrase by this technique. Otherwise, they very rare used the technique to change positive into negative (vice versa), change structure of idea, combine two sentences, as well as changing clause into phrase (vice versa). Besides, they often paraphrased the passage in near copy and minimal revision.

The researcher also found that all students were not able to produce an appropriate paraphrase because failed to meet all the good paraphrasing criteria. The students were very often to forget citing the source. Moreover, most of students produce the paraphrase which is included as the paraphrase plagiarism because simply changed the word with its synonym and keep the sentence structure still same as the original.

By data of interviewing analysis, the researcher found that the students faced several obstacles: (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. All the obstacles were caused by (1) lack of vocabulary, (2) very rare to practice the paraphrasing, (3) ineffective class when learning, (4) lecturer teaching technique which is a little bit unsuccessful to drive the students comfortable in studying, and also (5) limited knowledge of paraphrasing techniques.

Key words: senior students, plagiarism, paraphrasing, paraphrasing techniques.

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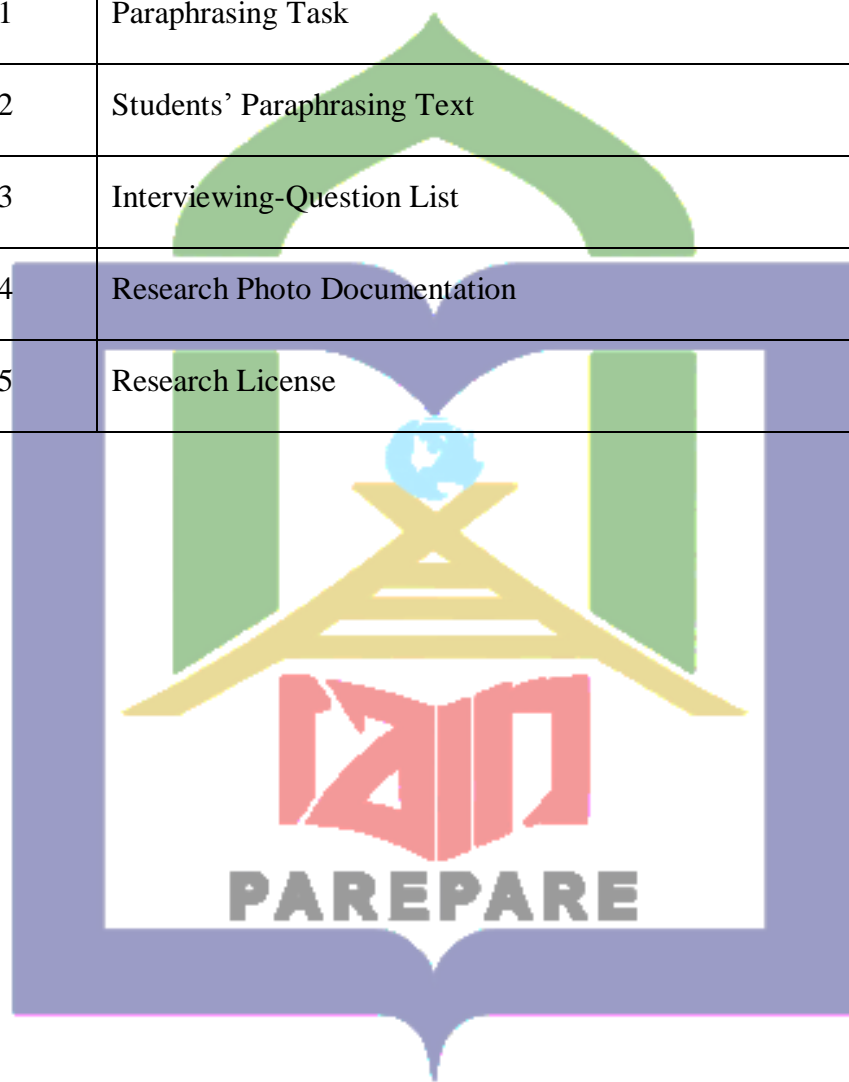
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CHAPTER I

INTRODUCTION

1.1 Background

In Oxford Dictionary, language is “the communication system both in speech and writing that people used in a particular country”¹. The people who want to master a language have to know the skills of language for them to seriously be learnt about. The skills are Listening, Speaking, Reading, and Writing skills.

Indonesia as one of many countries around the world determined foreign language, English, as a subject to be learnt by its people because it is an international language. It drives Indonesian is included as English Foreign Language (EFL) students. As the EFL students, Indonesian has to be involved with all components of language in learning process for mastering English. For this case it is no less essential for the writing skills as well as Kaharuddin said that writing skills is one of four skills which have to be involved by a foreign language student in the learning process.²

By having the writing skills, people can write thousand words beautifully for being learnt by other people. Also, writing skills will drive the people to make a great creativity. It can be a useful skill for workplace such as in journalistic world. Besides they can be able to make a great short story, drama scenario, and even academic

¹Oxford, *Learners Pocket Dictionary* (fourth edition, New York: Oxford University, 2011), p. 247.

²KaharuddinBahar, *Transactional Speaking, A Guide to Improve Transactional Exchange Skills in English for Group (GD) and Interviews* (first edition, SamataGowa: GUNADARMA ILMU, 2014), p. ix.

writing. That is why writing skills is very necessary to be involved in students' learning process because it is very important thing to be mastered. Icy Lee also thought the same thing that how important the writing skills is. She stated that:

“Writing plays an important role in all stages of life from early education to college and beyond. It allows students to communicate ideas, develop creativity and critical thinking, and build confidence. Effective writing skills contribute to academic success and are considered a useful asset in the workplace . . . 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 young L2 learners.”³

However, writing is not easy to do even in own mother tongue. It is even more intricate to arrange a paragraph in a foreign language. This is based on Taiseer Mohammed Y. Hourani's point of view. He stated that,

“Writing is a difficult process even in the first language. It is even more complicated to write in a foreign language . . . Writing in a foreign language often presents the greatest challenge to the students at all stages, particularly essay writing because in this activity, writing is usually extended . . .”⁴

From his explanation, it is also identified from the word “particularly essay writing” that the academic writing is the significant challenge for students to do. It must be more challenged to write than a short paragraph. In other hand, the students have to master in creating an academic writing because it is the students' duty. This case drives the students would never be separated from the academic writing.

In wider, according to *Official Website of Love to know*, academic writing is each writing that is done for fulfilling a student duty as a requirement of a university

³Icy Lee, *Classroom Writing Assessment and Feedback in L2 School Contexts* (Singapore: Springernature, 2017) p. 1.

⁴Taiseer Mohammed Y. Hourani, “An Analysis of the Common Grammatical Errors in the English Writing made by 3rd Secondary Male Students in the Eastern Coast of the UAE” Institute of Education British University in Dubai: (Dissertation; Institute of Education of the British University Dubai: Dubai, 2008), p. 1.

and also has an academic setting⁵. It means that, all the writing which is set with the academic setting because of certain purpose of university business is as the academic writing.

The common academic writings that are faced by students in a university are essay, short and research paper. Many courses give a requirement for students to compose the academic writing. The most important problem is if they would get their scholar. They have to make a research paper at the time.

The problem is when the students just create the research paper without paying attention at the ethics in creating it. It drives the students to do a plagiarism while plagiarism is the really prohibited activity. Therefore, the students have to avoid it.

One of the ethics that has to always be paid attention by students is to always appreciate the other people's works or ideas. It means that the students respect for intellectual property⁶. This case is very important to be known by students because basically every student needs other people's ideas to support their work in academic writing. It is necessary to take it in order to make the academic writing more valid and acceptable. Therefore, the students have to always give acknowledgment for every idea that has been cited as the appreciation for the other people's work or ideas. That is an effort to avoid the plagiarism.

Unless in fact, commonly the people also the students, usually take a fast way to make an academic writing include for doing the research. They usually only take

⁵Your Dictionary, "Definition of Academic Writing", *Official Website of Love to know*. <http://grammar.yourdictionary.com/word-definitions/definition-of-academic-writing.html> (accessed on January 13, 2018).

⁶Unstick Me, "Things Consider Ethics Academic Writing", *Official Website of Unstick me*. Unstick.me/things-consider-ethics-academic-research/ (accessed on February 8, 2018).

other work then claim it as their own work. It definitely drives the student to do the plagiarism. For example, in UK there are over 50,000 students have been proven done plagiarism in previously year⁷. As this case, a statement posted full on PlagiarismAdvice.org. as cited in Robert Creutz supported the plagiarism phenomenon in the world. The website presented the fact that the plagiarism which is penalized varies a lot from university to university around the world⁸. It means that Indonesia is included the country in this case.

However, datum that showed plagiarism in Indonesia is what was posted in Didaktika news. There were at least two people from two universities mentioned on that news done the plagiarism⁹. It was just few of several phenomena of plagiarism in Indonesia.

It is very important to know that the plagiarism is also a crime so it has a consequence absolutely. People who have done the plagiarism are certainly punished. It is based on Act of the Republic of Indonesia Number 20 year 2003 (UU No. 20 tahun 2003 tentang SISDIKNAS) explained 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

⁷Scan My Essay, “Consequences of Plagiarism”, *Official Website of Scan My Essay*. <https://www.scanmyessay.com/plagiarism/consequences-of-plagiarism.php> (accessed on March 23, 2018).

⁸Robert Creutz, “Plagiarism Punishment”, *Official Website of Robert Creutz*. <http://www.ithenticate.com/plagiarism-detection-blog/bid/52974/Plagiarism-Punishment#.WouajjSqrIU> (accessed on February 20, 2018).

⁹LPM DIDAKTIKA, “Masalah Serius Plagiarisme dari Kampus ke Kampus”, DIDAKTIKA. August 2017. <http://www.didaktikaunj.com/2017/08/masalah-serius-plagiarisme-dari-kampus-ke-kampus/> (accessed on July 2, 2018).

two years and/or to a maximum fine of Rp. 200.000.000,00 (two hundred million rupiahs)—(article 70).”¹⁰

Above explanations show how danger of the plagiarism is so it is really a necessary for avoiding it. That is why the students should paraphrase the original text in their every academic assignment¹¹. Laurie stated that it is one of some ways to avoid plagiarism¹². 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 text¹³.

Several paraphrasing techniques have been introduced. Stephen Bailey’s theory is one of some theories explained the technique to paraphrase¹⁴. Students have to understand the techniques perfectly so they can paraphrase correctly without missing any idea of the source.

Therefore, the researcher conducted the research titling “Students’ Paraphrasing Techniques in writing” which is a study focused on senior students of English Program IAIN Parepare as the research object due to consideration that they are about to conduct a research as their final project for finishing their study from the university as the requirement. Therefore, all the senior students should be able to

¹⁰ Act of the Republic of Indonesia Number 20 Year 2003 on National Education System, pdf. <http://mediafire.com/file/g31eq3wo1dg8cmo/> (accessed on July 2, 2018).

¹¹Stephen Bailey, *Academic Writing a Handbook for International Student* (second edition, New York: Routledge Taylor and Francis Group, 2006) p. 7.

¹²Laurie Eckblad Anderson, “The Paraphrasing Process of Native Speakers: Some Implications for the ESL Classroom”, *MinneTESOL/WITESOL Journal*, Vol. 13, 1955-96, <http://conservancy.umn.edu/bitstream/handle/> (accessed on July 2, 2018) p.105.

¹³UNE (University of New England), “Paraphrasing and Summarizing”. *Academic Skills Office*.http://www.une.edu.au/data/assets/pdf_file/0003/13458/WE_Paraphrasing-and-summarising.pdf (accessed on December 8, 2018).

¹⁴ Stephen Bailey, *Academic Writing a Handbook for International Student*), p. 29-30.

conduct the research without plagiarizing others' by at least being able to paraphrase correctly with appropriate techniques.

For this reason, by this research, the researcher aimed to find out which paraphrasing techniques frequently used by them, the acceptability of their paraphrasing, as well as the obstacles commonly faced by them in paraphrasing. For the researcher, by investigating then exposing these cases would show important information for many sides.

1.2 Problem statement

1.2.1 What is the technique which is frequently used by senior students of English Program of IAIN Parepare in paraphrasing?

1.2.2 Is the paraphrasing produced by senior students of English Program of IAIN Parepare as an acceptable one or not?

1.2.3 What are the obstacles faced by senior students of English Program of IAIN Parepare in paraphrasing?

1.3 Objective of the Research

1.3.1 To find out what paraphrasing technique is frequently used by senior students of English Program of IAIN Parepare.

1.3.2 To know that is the paraphrasing produced by senior students of English Program of IAIN Parepare an acceptable one or not.

1.3.3 To find out the obstacles faced by senior students of English Program of IAIN Parepare in paraphrasing.

1.4 Significance of the research

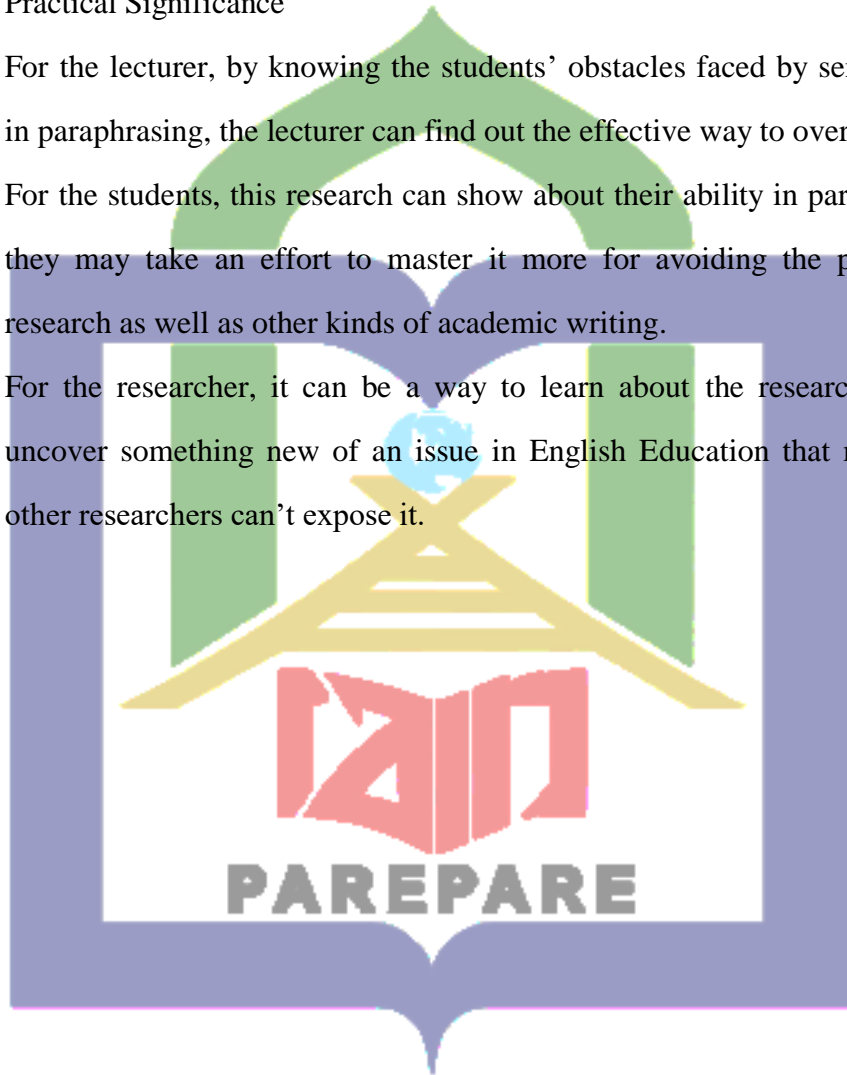
1.4.1 For theoretical significance, this research may become a useful literature for the next related research.

1.4.2 Practical Significance

1.4.2.1 For the lecturer, by knowing the students' obstacles faced by senior students in paraphrasing, the lecturer can find out the effective way to overcome it.

1.4.2.2 For the students, this research can show about their ability in paraphrasing so they may take an effort to master it more for avoiding the plagiarism in research as well as other kinds of academic writing.

1.4.2.3 For the researcher, it can be a way to learn about the research more, and uncover something new of an issue in English Education that maybe many other researchers can't expose it.



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Previous Related Research Findings

A research conducted by Laurie Eckblad Anderson under the title “The Paraphrasing Process of Native Speakers: Some Implications for the ESL Classroom” was one of the related research with this current study. The researcher was interested to conduct that study because she realized about the ESL students’ low ability in reading comprehension as well as their writing skills. Once, the researcher found her students’ difficulties in rewriting an appropriate note contains the full ideas of the reading passage. They can’t capable to find the ideas of the passage as well as to put it on the paper by their own words. Based on that case, Laurie considered conducting the study by studying the paraphrasing process of two native speakers by using verbal report methodology. This study aimed to find the information which might help the ESL students to paraphrase appropriately based on the native speaker way. The researcher finally found it. Then, she conducted the taxonomy of paraphrasing strategies based on what the native speaker did when paraphrasing. It would be helpful for the ESL or non-native speaker students in learning and composing the paraphrasing and also the teacher in teaching it. The researcher hoped that it would drive the ESL students to be master in paraphrasing.¹

The next study which related with this current research is Beleven Khristawan’s study under the title “English Text paraphrase Produce by Advanced

¹Laurie Eckblad Anderson, “The Paraphrasing Process of Native Speakers: Some Implications for the ESL Classroom”, *MinneTESOL/WITESOL Journal*, Vol. 13, (1955-96), <http://conservancy.umn.edu/bitstream/handle/> (accessed on July 2, 2018).

Indonesian EFL Students”. The aim was to find out about Indonesian Advanced Students’ paraphrasing perception, cognitive and meta-cognitive strategies, and students’ paraphrasing quality as well as their paraphrasing appropriateness. He designed this study under a qualitative framework and study for four participants. They are the students from good and poor group of graduate students English Language Teaching. The method of this second related research was similar with Laurie’s study (above). Beleven asked the participants to paraphrase and in the same time, the researcher received verbal report from the participants about every effort they did in finishing the paraphrasing. The researcher found the participants’ cognitive and meta-cognitive strategy based on that verbal report. Besides, the researcher also interviewed the participants retrospectively to more find about the related information for the research. Then, the researcher found that the students’ paraphrasing perception is good but it did not guarantee the producing of appropriate paraphrasing. The good students were able to paraphrase in excellent to very good and the poor students were in fair to poor. Then, the quality of the students’ paraphrasing of both participants’ groups were *moderate revision* based on Keck’s taxonomy of paraphrasing types which a type that “1-19% words contained within simple links”. Above all, the researcher suggested the next researcher to study more about wider language groups.²

The other related research of this current study is the study conducted by Ming-Tzu and Chiung-Ying Tseng, “Students’ Behaviors and Views of Paraphrasing and Inappropriate Textual Borrowing” in an EFL Academic Setting”. This third

² Beleven Khristawan, “English Text paraphrases Produced by advanced Indonesian EFL”, (a thesis; English language teaching Graduate Program: Malang, 2012), <http://karya-ilmiah.um.ac.id/index.php/disertasi/article/view/22981> (accessed on July 2, 2018).

related research is also not much different with the two previous related researches presented above. The researcher of this related research also tried to find the correlation between the EFL student paraphrasing perception and their behaviors in paraphrasing. Then, they found a contradiction about it after she studied for the paraphrasing produced by ninety-five of Taiwan postgraduates and undergraduates and analyzed the questionnaire. The data showed that the EFL students can't 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 factors of that problems were identified by the researcher that it was because students less of practicing it and sufficient meta-cognitive and also strategies even about the immature cognitive development. Finally, the researcher gave suggestions that the students have to improve the paraphrasing skills so that they can perform the appropriate paraphrase and also the students should practice to paraphrase regularly as the crucial skills in writing course.³

Then, the next related research of this current study is “The Effectiveness of Paraphrasing Strategy in Increasing University Students’ Reading Comprehension and Writing Achievement” by Diah Maulida Hans. The researcher of this fourth related research tried to improve the students’ reading comprehension and writing achievement by the paraphrasing strategy. The paraphrasing strategy contained the step of pre-paraphrasing and while-paraphrasing steps. The researcher explained four steps of the pre-paraphrasing and three techniques that students may use when

³Ming-Tzu Laio and Chiung-Ying Tseng, “Students’ Behaviors and Views of Paraphrasing and Inappropriate Textual Borrowing in an EFL academic setting”, *Journal of pan-Pasific Association of Applied Linguistics*, 14 (2) no. 1345-83535/00, (2010), <http://files.eric.ed.gov/EJ920542> (accessed on July 3, 2018).

transfer the ideas of the passage into their own words. By two steps of the paraphrasing strategy, the researcher was successful to prove that the paraphrasing strategy was effective to improve students' reading comprehension and writing achievement.⁴

There were many researches that related with this current study, but the researcher only showed four. She believed that studying about academic writing was an important thing as many researchers did. That was why the researcher considered conducting also the study related with it especially about the paraphrasing as four studies above which come from different countries. Hopefully by this study, she can expose something beneficial for Language Education especially in Indonesia.

Above all, every study should have a difference and even expose something new from the previous research. Then, the difference of this research with other is the emphasizing to expose what techniques used by students in paraphrasing.

As explained before, Laurie Eckblad Anderson's research in 1995, studied about the process of native speaker in paraphrasing then made the paraphrasing taxonomy strategies and hope that it could give the non-native speaker an effective way to produce an acceptable paraphrasing as the native speaker did. Then, Ming-Tzu Laio and Chiung-Ying Tseng in 2010 also studied about paraphrasing but it was such an evaluation about the correlation between students' paraphrasing perception and their ability to produce it. Then, Beleven Khrismawan studied a case that is similar with Ming-Tzu Laio and Chiung-Ying Tseng study, but they studied in different subject. Ming-Tzu Laio and Chiung-Ying Tseng studied the EFL graduate and

⁴ Diah Maulida Hans, "The Effectiveness of Paraphrasing Strategy in Increasing University Student's Reading Comprehension and Writing Achievement", (a research report, Sriwijaya University: Palembang, tt) <http://download.prtalgaruda.org/article-php%/> (accessed on July 2, 2018).

postgraduate students. Otherwise, Beleven Khristawan studied the EFL good and poor students in equal level. Then, the last researcher is Diah Maulida Hans who studied about the paraphrasing strategy which had an aim to improve EFL students' reading comprehension and writing achievement.

As final point, this current research is different of those studies above although it has similarity. This research focused on studying the paraphrasing techniques used by students. It presented what paraphrasing techniques used by students frequently; whether their techniques drive them to achieve the acceptable paraphrase or not. Furthermore, the researcher also interviewed the respondents in order to find out their obstacles in paraphrasing as other researches did. The researcher believed that the more information we get about this case, the better it will be.

2.2 Some Pertinent Ideas

This research studied about paraphrasing. Therefore, this research was related with some theories such as writing skills, academic writing, plagiarism, and of course paraphrasing. In this section, the researcher presented some related theories which were pertinent with those terms for supporting this research conducting.

2.2.1 The Writing Concept

According to Oxford dictionary, writing is “activity of writing”⁵. It refers to the act putting ideas in text whether print or non-print. Writing skill is a necessary part of communication. It is a kind of communication constructed through graphics symbols and arranged according to certain issue to form words till made a sentence

⁵ Oxford Learner's Pocket Dictionary, p. 516.

up. The sentence is logically and grammatically connected in order to form a piece of writing⁶.

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. Communicative writing means the written has the orthography to build a grammatically correct sentence which has high potential to send the reader understanding the message. Orthography + lexis + grammar + meaning = communicative writing⁷.

2.2.1.1 Genres of Writings

There are some genres of writing as presented below. According to H. Douglas Brown, the genres below are the most genres that a second language writer might produce commonly.

2.2.1.1.1 Academic writing:

Some kinds of writing below are included as the academic writing:

1. papers and general subject reports
2. essay, compositions
3. academically focused journals
4. short-answer test responses
5. technical reports (e.g., lab reports)
6. theses, dissertation

⁶Mass Communication talk, “Language Skills & Communicative Abilities-Definition and technique of writing skill”, *Official Website of Mass Communication Talk*. www.masscommunicationtalk.com/definition-and-technique-of-writing-skill.html (accessed on March 26, 2018).

⁷Mass Communication talk, “Language Skills & Communicative Abilities-Definition and technique of writing skill” (accessed on March 26, 2018).

2.2.1.1.2 Job-related Writing:

Some kinds of writing below are included as the Job-related Writing:

1. messages (e.g., phone messages)
2. letters/emails
3. memos (e.g., interoffice)
4. reports (e.g., job evaluations, project reports)
5. schedules, labels, signs
6. advertisements, announcements
7. manuals

2.2.1.1.3 Personal writing:

Some kinds of writing below are included as the personal writing:

1. letters, emails, greeting card, invitations
2. messages, notes
3. calendar entries, shopping lists, reminders
4. financial documents (e.g., checks, fax forms, loan applications)
5. forms, questionnaires, medical reports, immigration documents
6. diaries, personal journals
7. fiction (e.g., short stories, poetry)⁸

2.2.1.2 Types of Writing performance

Types of writing performance below are what H. Douglas Brown explained on his book⁹.

⁸H. Douglas Brown, *Language Assessment—Principles and Classroom Practices* (United States of America: Longman/Pearson Education, Inc., 2004), p. 219.

⁹H. Douglas Brown, *Language Assessment—Principles and Classroom Practices*, p. 220.

2.2.1.2.1 Imitative Writing

The imitative writing is a level at which learners are trying to master the mechanic of writing. The learners are able using the correct spelling and perceive phoneme-grapheme correspondence in the English spelling system.

2.2.1.2.2 Intensive Writing

This category is beyond the fundamental of imitative writing. This skill produces appropriate vocabulary within context, collocations and idioms, and correct grammatical features up to the length of a sentence. It needs the meaning and context as the importance one to determine the correctness and appropriateness.

2.2.1.2.3 Responsive Writing

This type shows the writer's ability mastering the fundamentals of sentence-level grammar and more focused on the discourse conventions that will achieve the objectives of the written text. It requires learners to perform at a limited discourse level, arrange sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. This genre of writing included brief narratives and descriptions, short reports, lab reports, summaries, brief responses to reading, and interpretations of charts or graphs.

2.2.1.2.4 Extensive Writing

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.

2.2.1.3 Micro and Macro skills of Writing

Each of the four parts of language proficiency involves both a variety of micro and macro skills. In Sarmiento's and Chermilyn's point of view, the micro and macro skills are the particular capability that makes people communicate effectively¹⁰. Especially for micro- and macro skills of writing, Brown as cited on Ha Thi Thanh Nguyen stated that they are known as sub-constructs of writing¹¹. In addition, Yuanita Damayanti also stated that the micro and macro skills can be used in teaching writing as well as assessing writing¹². The micro and macro skills of writing are provided below.

2.2.1.3.1 Micro Skills

According to Allan E. Barsky as cited on official website of oxford university press, micro skills is usually taught about communication skills which is as basic

¹⁰ Sarmiento & Chermilyn J, exposition about the four Macro Skills and Applications in the Workplace, <https://id.scribd.com/doc/65781360/Intriduction-Macro-skills> (accessed on December 25, 2018).

¹¹Ha Thi Thanh Nguyen, "Micro and Macro Skills in Second Language Academic Writing: a Study of Vietnamese learners of English" (a thesis; Department of Linguistics, Southern Illinois University Carbondale: Carbondale, 2016), p. 4. <http://opensiuc.lib.siu.edu> (accessed on April 12, 2018). p. 5

¹²Yuanita Damayanti, "Micro and Macro Skills of Writing Found in the Writing Exercises of the Bridge English Competence for SMP Grade VIII", (A report research: English Department, Faculty of Language and Arts, Semarang state university: Semarang, 2009), p. 24. <http://lib.unnes.ac.id/2409/> (accessed on April 12, 2018).

first¹³. Brown as cited on Ha Thi Thanh Nguyen presented the following micro skills characteristics OF writing. They are:

1. Produce graphemes and orthographic patterns of English.
2. Produce writing at an efficient rate of speed to suit the purpose.
3. Produce an acceptable grammatical system (e.g., tense, agreement, pluralization), patterns, and rules.
4. Express a particular meaning in different grammatical forms.
5. Use cohesive devices in written discourse.¹⁴

2.2.1.3.2 Macro skills

According to Sarmiento & Chermilyn J, macro skills is “essential for the primary, key, main, and largest skill set relative to a particular context”¹⁵. It means that, the macro skills is wider than the micro skills. Furthermore, Brown as cited on Ha Thi Thanh Nguyen also introduced the macro skills characteristics as provided below. They are:

1. Use the rhetorical forms and conventions of written discourse.
2. Appropriately accomplish the communicative functions of written texts according to form and purpose.

¹³Oxford Bibliographies, Microskills, official website of Oxford University Press, www.oxfordbibliographies.com/view/document/obo-9780195389678/obo-9780195389678-0017.xml. (accessed on December 25, 2018)

¹⁴ Ha Thi Thanh Nguyen, “Micro and Macro Skills in Second Language Academic Writing: a Study of Vietnamese learners of English” (a thesis; Department of Linguistics, Southern Illinois University Carbondale: Carbondale, 2016), p. 4. <http://opensiuc.lib.siu.edu> (accessed on April 12, 2018). p. 4

¹⁵ Sarmiento & Chermilyn J, exposition about the four Macro Skills and Applications in the Workplace, <https://id.scribd.com/doc/65781360/Intriduction-Macro-skills> (accessed on December 25, 2018).

3. Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
4. Distinguish between literal and implied meanings when writing.
5. Correctly convey culturally specific references in the context of the written text.
6. Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting device, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.¹⁶

As a final point, the micro skills apply more appropriately to imitative and intensive types of writing performance in which they tend to describe about the mechanical of writing and at the level of word, such as cohesive device, past verb, etc. 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.

2.2.2 Academic Writing and Plagiarism

2.2.2.1 The Glimpse of Academic Writing

Olivia Valdes defined the academic writing as following. She stated,

“Academic writing is characterized by evidence-based arguments, precise word choice, logical organization, and an impersonal tone... academic writing is of course, any formal written work produced in an academic setting”¹⁷

¹⁶H. Douglas Brown, *Language Assessment—Principles and Classroom Practices*, p. 221.

¹⁷Olivia Valdes, “An introduction to Academic Writing”, *Official Website of Olivia Valdes*. <http://www.thoughtco.com/what-is-academic-writing-1689052> (accessed on April 6, 2018).

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. The following explanation — as cited from libguides.usc.edu — would make clear those stylistic elements which are as the most college-level research papers require to be careful attention with.

First is the big picture. It means that on composing the academic writing, an author 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 so it can become a unified whole form which has connection each entire text. It aims to drive the reader more easily be able to follow one's argument.

The second element is the tone. It means that the author is expected to investigate the research problem from an authoritative point of view. Besides, he or she should explain the ideas confidently by using the neutral language which is not show any conflict or dismissive.

The third element is diction. It refers to the use of choice words. It is very important to be paid attention because sometimes there is a word that has same detonation with other word but it has very different connotations. That is why the author must be careful in using the diction. It is necessity to use concrete words that convey the appropriate meaning.

The fourth element is the language. It means that the academic writing has to contain the unambiguous language. The using of concise and formal language must be maintained. Besides, the author should express the message precisely.

The fifth is the punctuation. The punctuation of academic writing must be used very deliberately. It also influences the narrative tone.

The next element is the academic conventions. This is about the acknowledgment. This is important because it is not only as defense of against allegation of plagiarism but also it allows the reader to identify the source used to independent verity of the findings and conclusions. Besides, the author must follow the other convention, such as avoiding slang, emotive language, contraction, etc.

The other element is evidence-based Arguments. It means that the author of an academic writing needs to support his or her opinion with evidence from scholarly sources. This is extremely important when offering solution to problems.

The last element is thesis-driven. It means that the beginning point is a particular perspective, idea, or position applied to the chosen research problem. A problem statement without the research questions does not qualify as academic writing because it would not establish how the problem would be solved. This element drives the author to suggest a method for gathering data to understand the problem better.

The last element is the complexity and higher-order thinking. Academic writing addresses complex issues that require high-order thinking skills to comprehend. This is also one of the main functions of academic writing that describes and explains the significance of complex ideas as clearly as possible.¹⁸

Above all, someone who composes academic writing usually does the plagiarism. Plagiarism can define simply as an action to steal other creativity without citing the source. The following explanation is talk more about plagiarism.

¹⁸USC Libraries. "Research Guides, organizing your social sciences research paper: Academic Writing Style", *Official Website of USC libraries*. libguides.usc.edu/writingguide/academicwriting (accessed on April 6, 2018).

2.2.2.2 Definition of Plagiarism

Plagiarize in Oxford Dictionary, is “to copy another person’s work, words, ideas, etc. and pretend that they are one’s own.”¹⁹ Then, according to *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 researcher²⁰. Moreover, In Bela Gipp’s point of view, plagiarism is the usage of someone’s property i.e. ideas, concepts, words, structure in the absence of giving an appropriateness acknowledgment of the source as the requirement of getting the original creation as an expectation thing. 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. Furthermore, it is a prohibited thing to do and would be a serious offence.

2.2.2.3 Plagiarism Form

AJE (*American Journal Experts*) website provided the forms of plagiarism which are the most commonly identified. They are:

2.2.2.3.1 Verbatim Plagiarism

This form refers to a text that only rewrites someone else’s idea by copying text word-for-word. The quotation marks or citation is ignoring.

¹⁹ Oxford Learner’s Pocket Dictionary, p. 334.

²⁰American Journal Experts, “Defining Plagiarism”, *Official Website of American Journal Expert*. www.aje.com/en/arc/editing-tip-defining-plagiarism/ (accessed on April 6, 2018).

2.2.2.3.2 Plagiarism of Ideas

This form is 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, even if it explained by paraphrasing²¹.

Besides, there are four plagiarism types in Hamp-Lyons & Courter point of view as cited on Tra Thi My Dung. They are outright copying, paraphrase plagiarism, patchwork plagiarism, and stealing an apt term. The following explanation about the plagiarism kinds as well as the example of them was taken from Tra Thi My Dung thesis²².

1. **Outright copying** or word-for-word plagiarism is when a text was written precisely with all the words of original text without giving the quotation mark and citing the source.

Example:

Original: While the education Act of 1870 laid the groundwork for the provision of elementary or primary education for all children in England and Wales, it was not until the implementation of the 1944 Education Act that all girls and boys were entitled to a secondary education. Indeed, the decades immediately following the Second World War saw such a rapid increase in educational provision-in the USA, and many countries of Western and eastern Europe, as well as in Britain - that some writers refer to the 'educational explosion' of the 1950s and 1960s

²¹American Journal Experts, "Defining Plagiarism", *Official Website of American Journal Expert*. www.aje.com/en/arc/editing-tip-defining-plagiarism/ (accessed on April 6, 2018).

²² Tra Thi My Dung, *An Investigation in Paraphrasing Experienced by Vietnamese Students of English in Academic Writing*, a thesis: Ministry of Education and Training University of Da Nang, Da Nang, 2010. p. 29-30

Paraphrase1: While the education Act of 1870 laid the groundwork for the provision of elementary or primary education for all children in England and Wales, it was not until the implementation of the 1944 Education Act that all girls and boys were entitled to a secondary education. Indeed, the decades immediately following the Second World War saw such a rapid increase in educational provision-in the USA, and many countries of Western and Eastern Europe, as well as in Britain - that some writers refer to the ‘educational explosion’ of the 1950s and 1960s.

2. **Paraphrase plagiarism** is when the idea of original text was simply written by substituting the certain words with its synonym as well as the phrases however it could be identified that it contains too much words of the original text.

Paraphrase2: the education Act of 1870 put down the basis for providing primary education for every child in the United Kingdom. It was not, however, until the establishment of the 1944 Education Act that all male and female children were given the right to education at secondary school.

3. **Patchwork plagiarism** is when someone takes several proportion words of original text into her/his paraphrasing text which is rearranged differently.

Paraphrase3: The right to elementary education for every child in England and Wales was established in the 1870 Education Act. However, the right to secondary education had to wait until the implementation of the 1944 education Act. Following that act, in many countries of the world, there was such a rapid increase in educational provision that it was called the ‘educational explosion’ of the 1950s and 1960s.

4. Stealing an apt term is when a text contains a particular group of words of the original text because that particular group of words is determined as interesting term.

Paraphrase4: In England and Wales, all 5 year all children have had the right to an education since 1870. This has not, however, been the case for 11 years old, who had to wait until 1944 for a national system of secondary education. Once this system was established, though, secondary education expanded rapidly in the decades immediately following the Second World War.

2.2.2.3 Plagiarism Phenomenon

Several studies have been conducted that talked about plagiarism. The first is a study of plagiarism phenomenon in European countries by Paulo C. Dias and Ana Sofia C. Bastos. It shows that 46.5% of 334 secondary students of seven countries in Europe admitted that they often copy and paste the book in the absence of acknowledgment. There are 46.7% of them who often copy from interne without acknowledging and 36% of them who do in sometimes-frequency. Students' reasons of doing the plagiarism are because "the easy access to new technologies, the propensity to get better grades, laziness, poor time management, and the expectation that they won't be caught." Also, they rather believe that their teacher will do nothing of their plagiarism or may at least just give such a warning for not doing it again.²³

Besides, survey shows from 8000 students in USA and Canadian Campus that there were 38% undergraduate and 25% graduate students who rewrite several parts of someone's idea that at least of a few sentences without giving

²³ Paulo C. Dias and Ana Sofia C. Bastos, Plagiarism Phenomenon in European Countries: Results from *GENIUS* Project, *Procedia-social and Behaviour Sciences*, 116 (2014) 2526 – 2531(2013), p. 2528-2529 www.sciencedirect.com (accessed on August 6, 2018)

acknowledgment. Moreover, the copy and paste (outright) and shake and paste (paraphrase) form is detected as the plagiarism form which is used dominate.²⁴

While in Indonesia, the same case also exists. Didaktika news is one of several sources that talk about this. In Didaktika news there were at least two people from two universities in Indonesia who are proved plagiarized other work.²⁵

There were many other cases that similar as above plagiarism phenomena around the world, but the researcher only provided a few cases here.

2.2.2.4 Plagiarism Law

Indonesia really paid attention with the plagiarism and copyright. That is why in Indonesia there are several laws that have been conducted that related with it. The laws are:

1. Act of the Republic of Indonesia number 20, year 2003 on National Education System (on article 25 verse 2 and article 70).²⁶
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).²⁷
3. Permendiknas number 17 year 2010 on *Pencegahan Penanggulangan Plagiat di Perguruan Tinggi* (on article 1 verse 1).²⁸

²⁴Bela Gipp, Citation-based Plagiarism Detection – Detecting Disguised and Cross-Language Plagiarism using Citation Pattern Analysis, p. 13.

²⁵LPM DIDAKTIKA, “Masalah Serius Plagiarisme dari Kampus ke Kampus”, DIDAKTIKA. Agustus 2017. [http:// www.didaktikaunj.com/2017/08/masalah-serius-plagiarisme-dari-kampus-ke-kampus/](http://www.didaktikaunj.com/2017/08/masalah-serius-plagiarisme-dari-kampus-ke-kampus/) (accessed on July 2, 2018).

²⁶Act of the Republic of Indonesia Number 20 Year 2003 on National Education System, pdf. [http:// mediafire.com/file/g31eq3wo1dg8cmo/](http://mediafire.com/file/g31eq3wo1dg8cmo/) (accessed on July 2, 2018).

²⁷Act of Republic of Indonesia number 19, year 2002 on Copyright, pdf. www.dgip.go.id/uu-no-19-th-2002. (accessed on July 2, 2018).

²⁸Permendiknas number 17 year 2010 on *Pencegahan Penanggulangan Plagiat di Perguruan Tinggi*, pdf. www.ut.ac.id (Accessed on August 8, 2018).

2.2.2.5 Avoiding-Plagiarism Way

This part talks about the way for avoiding the plagiarism as cited on Writecheck website. Writecheck website provided six ways to avoid the plagiarism²⁹. Someone should be at least following all of the ways as showing below for avoiding the illegal act, plagiarism. They are:

1. Paraphrase
2. Cite
3. Quoting
4. Citing Quotes
5. Citing Your Own Material
6. Referencing

Stephen Bailey also presented the way to avoid the plagiarism. He stated that someone is required to paraphrase and summarize the original to avoid plagiarism³⁰. Summarize means that someone rewriting other ideas and maintain the information in more briefly text and paraphrasing is rewriting other ideas and also maintaining the purpose information of the original source but still keeping the length text. This research will study more about one way of a number of the ways explained above. It is the paraphrasing which is more clearly discussed on following explanation.

²⁹Writecheck, Ways to Avoid Plagiarism. Official website of Writecheck, www.writecheck.com/ways-to-avoid-plagiarism. (Accessed on August 8, 2018).

³⁰Stephen Bailey, *Academic Writing a Handbook for International Student* (second edition, New York: Routledge Taylor and Francis Group, 2006) p.7.

2.2.3 Paraphrasing

According to Oxford dictionary, paraphrasing is “to express what somebody has said or written using different words.”³¹ In other hand, Stephen Bailey stated that paraphrasing involves changing a text so that it is quite different from the source but the meaning³². It concluded that paraphrasing is a way of presenting someone’s idea by restating the ideas completely with different style of original text.

According to Laurie Eckblad Anderson, it is very necessary to learn the paraphrasing because an effective paraphrasing would avoid the plagiarism which is as a crime. It is also supported by Amdudet’s and Barret’s point of view as cited in Laurie that mastering the paraphrasing proves students understanding about what they have read then perform it in the writing style perfectly³³ as well as in academic writing without trying to exact copy the others’ ideas. Then, It means that basically constructing a paraphrasing involve as well as improve the reading and writing skills even English thinking so it must drive people to success in every academic activity certainly³⁴. In short, it is enough to show the fact that how important the paraphrasing skill to be mastered is.

2.2.3.1 The paraphrasing techniques

The techniques to paraphrase a text are explained below which were based on Stephen’s explanation³⁵.

³¹ Oxford Learners Pocket Dictionary, p. 317.

³²Stephen Bailey, *Academic Writing a Handbook for International Student*, p. 29.

³³Laurie Eckblad Anderson, “The Paraphrasing Process of Native Speakers: Some Implications for the ESL Classroom”, p. 105

³⁴Laurie Eckblad Anderson, “The Paraphrasing Process of Native Speakers: Some Implications for the ESL Classroom”, P.105

³⁵ Stephen Bailey, *Academic Writing a Handbook for International Student*, p. 29-30.

1. Changing Vocabulary

Changing vocabulary in paraphrasing means that the writer has to substitute a certain word with its appropriate synonym in order to maintain the information correctly.

For example:

help > assist

important > crucial

trade > commence

The following sentence is taken from Stephen's book. The italic and underline words below are the words which need a synonym to paraphrase it.

"The *growth* of the *car* industry *parallels* the *development* of *modern* capitalism.

Then, the synonyms of those words are shown on sentence below:

The *rise* of the *automobile* industry *matches* the *progress* of *contemporary* capitalism."³⁶

2. Changing Word Class (Part of Speech)

In this second technique, it needs to change the word class of certain words of the original text. It may change a noun to be an adjective, an adjective to a noun, an adjective to an adverb, etc.

For example:

logic (n.) > logical (adj.)

clear (adj.) > clearly (adv.)

produce (v) > production (n.), etc.

The following example of changing the word class in paraphrasing is also taken from Stephen's book.

³⁶ Stephen Bailey, *Academic Writing a Handbook for International Student*, p. 29.

“In the 1920s Alfred Sloan’s *management* theories *helped* General Motors to become the world’s *dominant* car company.

The sentence below shows the word class change of those words.

In the 1920s, with *help* from the *managerial* theories of Alfred Sloan, General Motors *dominated* the world’s car companies.”³⁷

3. Changing Word Order

This technique of paraphrase is the way to arrange the paraphrase of a text with changing the word order.

For example:

Title of the story > the story title

The following example is taken from Stephen’s book:

“Original: At this time, trades unions became increasingly militant in defense of their members’ jobs.

Paraphrase: At this time increasingly militant trades unions defended their members’ jobs.”³⁸

Above all, other paraphrasing techniques were also introduced by several scientists as cited in Laurie (4-7)³⁹ and by Jackie Pietrick as cited in Tra Thi My Dung (8-11)⁴⁰.

4. Change the structure via clauses or phrases (vice versa), by Armudet and Barzet

Example, **“Original:** Although neurons come in many different shapes and sizes, they are all specialized to receive and transmit information. (adverb clause)

Paraphrase: The different shaped and sized neurons are all specialized to receive and transmit information. (noun phrase)”

³⁷ Stephen Bailey, *Academic Writing a Handbook for International Student*, p. 29.

³⁸ Stephen Bailey, *Academic Writing a Handbook for International Student*, p. 30.

³⁹P. Laurie Eckblad Anderson, “The Paraphrasing Process of Native Speakers: Some Implications for the ESL Classroom”, 107-109.

⁴⁰Tra Thi My Dung, *An Investigation in Paraphrasing Experienced by Vietnamese Students of English in Academic Writing*, p.13 & 15

5. Combine 2 sentences into one using relative clause, by Latulippe

Example, “**original:** Matter occupies space and has mass. All things are made of matter.

Paraphrase: Everything is made up of matter, which has mass and takes up space.”

6. Change sentence active to passive (vice versa), by Armudet and Barret

Example, “**original:** Social motives play a very important role.

Paraphrase: a very important role is played by social motives.”

7. Changing transition techniques, by Latulippe

Example, “**original:** (1) Since electric car batteries must be recharged every day, we will have to build more electric power plants”

Paraphrase: Electric car batteries must be recharged every day; therefore, we will have to build more electric power plants.

Original: (2) while hunger, thirst, and sleepiness cause a person to seek food, drink, or sleep, pain leads to escape or avoidance rather than to seeking

Paraphrase: Whereas pain leads to escape or avoidance (rather than to seeking), hunger, thirst, and sleepiness cause a person to seek food, drink, or sleep.”

8. Changing positive to negative (vice versa), by Jackie Pietrick

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

Paraphrase: for people from the US, not looking someone in the eye is an indication of not telling the truth, while meeting a person’s eye is a sign that they telling the truth.”

9. Expand Phrase for Clarity, by Jackie Pietrick

Example, “**original:** A college student usually has homework to do.

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

10. Shorten phrases for conciseness, by Jackie Pietrick

Example, “**original:** in 1610, Galileo published a small book describing astronomical observations that he had made the skies above Padua. His homemade telescopes had less magnifying and resolving power that most beginners’ telescopes sold today. Yet with them he made astonishing discoveries that the moon has mountains and other topographical features; that Jupiter is orbited by satellites, which called planets; and that the Milky Way is made up of individual stars. (The New York 20 August, 2007).

Paraphrase: Galileo was able to make some amazing discoveries with this telescope. He made discoveries about the moon, about Jupiter, and the Milky Way. He was able to do this with a telescope that was less powerful than even today’s most basic telescopes.”

11. Changing structure of idea, by Jackie Pietrick

Example, “**original**: statements that seem complimentary can go in one context may be inappropriate in another (1). For example, women in business are usually uncomfortable if male colleagues of superiors compliment them on their appearance (2); the comments suggest that the women are being treated as visual decoration than as contributing workers (3). (10, p. 323)

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

All the paraphrasing techniques presented above, according to Jackie Pietrick as cited in Tra Thi My Dung could be classified into three categories. They are syntactic paraphrasing techniques which talk about changing structure and grammar, semantic paraphrasing techniques which talk about changing word and changing organization technique which talks about changing the structure of idea⁴¹. In Tra Thi My Dung’s thesis, Jackie Pieterick basically only provided eight of eleven paraphrasing techniques presented above for being classified. They are changing word order, part of speech, synonym, active into passive sentence, positive into negative sentence, expand phrase for clarity, shorten phrase for conciseness, and changing structure of idea. However, the other three techniques which are taken by other reference; changing clause into phrase, transition and combine 2 sentences, also could be included as the part of those paraphrasing techniques categories because those other three techniques also talk about changing grammar, structure, and/or word.

Therefore, the syntactic paraphrasing techniques are included changing word order, active into passive sentence, positive into negative sentence, clause into phrase,

⁴¹ Tra Thi My Dung, My Dung, An Investigation in Paraphrasing Experienced by Vietnamese Students of English in Academic Writing, p. 12-15

expand phrase for clarity, shorten phrase for conciseness and combine 2 sentences. Next, the semantic paraphrasing techniques are included changing part of speech, synonym, and transition. The last, changing paraphrasing organization technique is included changing structure of idea itself.

2.2.3.4 Good Paraphrasing

They are Stephen Bailey, Adams and Dwyer, and Tra Thi My Dung that have presented the criteria of a good paraphrasing. Besides, it is also posted on www.Clarion.edu/paraphrasing.

Stephen Bailey stated that a good paraphrase is perfect meaning maintenance while the wording is totally different.

The text below was taken from Stephen Bailey and would show that which one as a good paraphrasing of a text is.

“Original: Ancient Egypt collapsed in about 2180 BC. Studies conducted of the mud from the River Nile showed that at this time the mountainous regions which fed the Nile suffered from a prolonged drought. This would have had a devastating effect on the ability of Egyptian society to feed itself.

Paraphrase 1: The sudden ending of Egyptian civilization over 4,000 years ago was probably caused by changes in the weather in the region to the south. Without the regular river flooding there would not have been enough food.

Paraphrase 2: Research into deposits of the Egyptian Nile indicate that a long dry period in the mountains at the river’s source may have led to a lack of water for irrigation around 2180 BC, which was when the collapse of Egyptian society began.”⁴²

Two examples paraphrase above explained that the paraphrasing 2 is the best paraphrase among the two examples because it still maintained the meaning perfectly although in different words. Besides, it was composing by a good technique of paraphrasing, include changing vocabulary, the word class and the word order.

⁴² Stephen Bailey, *Academic Writing a Handbook for International Student*, p. 29.

Next, Adams and Dwyer as cited in Lurie 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”⁴³.

Furthermore, Tra Thi My Dung stated that a good paraphrase should: “(1) Include all important ideas mentioned in the original passage but not in the same order, (2) Keep the length approximately the same as the original, (3) not stress any single point more than another, (4) not change the meaning by adding your own thoughts or views, (5) not use the original sentence structure.”⁴⁴

The last, official website of Clarion University also posted three requirements for somebody to produce a good paraphrasing that perfectly avoids the plagiarism. On that website, somebody is required to “(1) use their own words to convey the information, (2) use their sentence structure as the original, (3) cite the source and page number”⁴⁵.

Other example of paraphrasing is provided below that would showed which paraphrasing that meet the criteria of a good paraphrasing is. It is Robert L. Jackson’s & Doreen Jackson’s original text from page 374 as cited from Clarion University website.

Original: “If parliament is to maintain its status as the most important in Canadian political life, it has to amend its internal procedures and its external relations with other political actors.

⁴³Laurie Eckblad Anderson, “The Paraphrasing Process of Native Speakers: Some Implications for the ESL Classroom”, P. 106.

⁴⁴ Tra Thi My Dung, My Dung, An Investigation in Paraphrasing Experienced by Vietnamese Students of English in Academic Writing, p. 33-34.

⁴⁵ Clarion University, “Characteristic of Effective Paraphrase”, *Official Website of Clarion University*. www.Clarion.edu/paraphrasing (accessed on April 6, 2018).

Paraphrase: (1) To maintain its status as a central institution in Canadian politics, parliament must amend its internal procedures and external relations with politicians.

Paraphrase: (2) According to Robert and Doreen Jackson, to retain its preeminence in Canadian politics parliament must change how its functions, inside and out. (Jackson & Jackson 1990, p. 374)

The paraphrase (1) is determined as an unacceptable paraphrase because the writer of the paraphrase did what the prohibited thing to do in paraphrasing which make him/her produce a paraphrase that is as plagiarism. In official website of Clarion university, it posted that if someone did one or all of the following activity in paraphrasing, it would be produce an acceptable paraphrasing because it is included as plagiarism.

1. Only moves certain words and phrases around in the sentence
2. Simply replaces a few words with synonyms
3. Uses the same sentence structure as the original
4. Doesn't cite the source⁴⁶

It is similar with what Hamp-Lyons considered. He stated, "The types of incomplete or improper paraphrasing or plagiarism are Copying the author's exact words with no quotation marks or citations given; Small changes made to the author's grammar and wording, but style of original remains; Rearranging exact pieces of the original-with no other changes made, but quoting; a well-written or well-chosen word or phrase of the author's".⁴⁷

Next, the paraphrase (2) is determined as the acceptable paraphrase because it is written in different wording and style from the original text while the meaning is maintainable. Moreover, the source is also cited. The paraphrase (2) meets all the good paraphrasing criteria.

⁴⁶Clarion University, "Characteristic of Effective Paraphrase", *Official Website of Clarion University*. www.clarion.edu/paraphrasing (accessed on April 6, 2018).

⁴⁷Laurie Eckblad Anderson, "The Paraphrasing Process of Native Speakers: Some Implications for the ESL Classroom", p. 106.

In short, the good paraphrasing criteria could be 4 based on what explained in previous part of this chapter. These following criteria are as combination between what Stephen Bailey, Adams and Dwyer, and Tra Thi My Dung had considered and also what official website of Clarion University had posted. They are,

1. The meaning of the original is maintained
2. The reader/writer changes applicable vocabulary and grammar from the author's style to one's own style (Use their own words to convey the information and Use their sentence structure)
3. About the same length as the original
4. Cite the source and page number

2.2.3.5 The taxonomy of Paraphrase Types

It is Keck who introduced the taxonomy of paraphrase types. The types of a paraphrase could be identified by this taxonomy. Keck presented four paraphrasing types based on the unique links of the paraphrasing produced by someone as following table. They are near copy, minimal revision, moderate revision, and substantial revision⁴⁸.

⁴⁸Casey keck, "Copying, paraphrasing, and academic writing development: A re-Examination of L1 and L2 summarization practices" Journal; of Second Language Writing 25 (2014), p. 9. <http://www. Researchgate.net>keck> (accessed on July 2, 2018).

Table 2.1 Taxonomy of Paraphrase Types

Paraphrase Types	Lexical Criteria	Linguistic Characteristics	Example
			<p><u>Original Excerpt</u></p> <p>Children speak more like adults, dress more like adults and behave more like adults than they used to.</p>
Near Copy	50% or more words contained within unique links	<ul style="list-style-type: none"> ➤ Copied strings of 5 or more words ➤ Simplification through synonym substitution and deletations 	<p>Nowadays, <u>children's</u> behavior more like adults than they used to.</p>
Minimal Revision	20-45% words contained within unique links	<ul style="list-style-type: none"> ➤ Copied strings of 3-4 words ➤ Multiple synonym substitution 	<p><u>Children</u> are acting more and more like adults every day.</p>
Moderate Revision	1-19% words contained within simple links	<ul style="list-style-type: none"> ➤ Borrowing of 1-2 word phrases ➤ Combination and the revision of 	<p>Modern <u>children</u> seem to be behaving, through dress and speech, like adults at</p>

		clause structure ➤ (e.g., <i>ing</i> → <i>to</i> <i>clause</i>)	an alarmingly young age.
Substantial Revision	No unique links	➤ Borrowing of individual word ➤ Revision of clause structures ➤ Use of synonymous constructions, often in the form of complex noun phrases	It seems like the things that children do and even the clothes that they wear are more adult-like than ever before.

Note: Kekc explained, “unique links, or word strings that could 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”⁴⁹

2.3 Conceptual Review

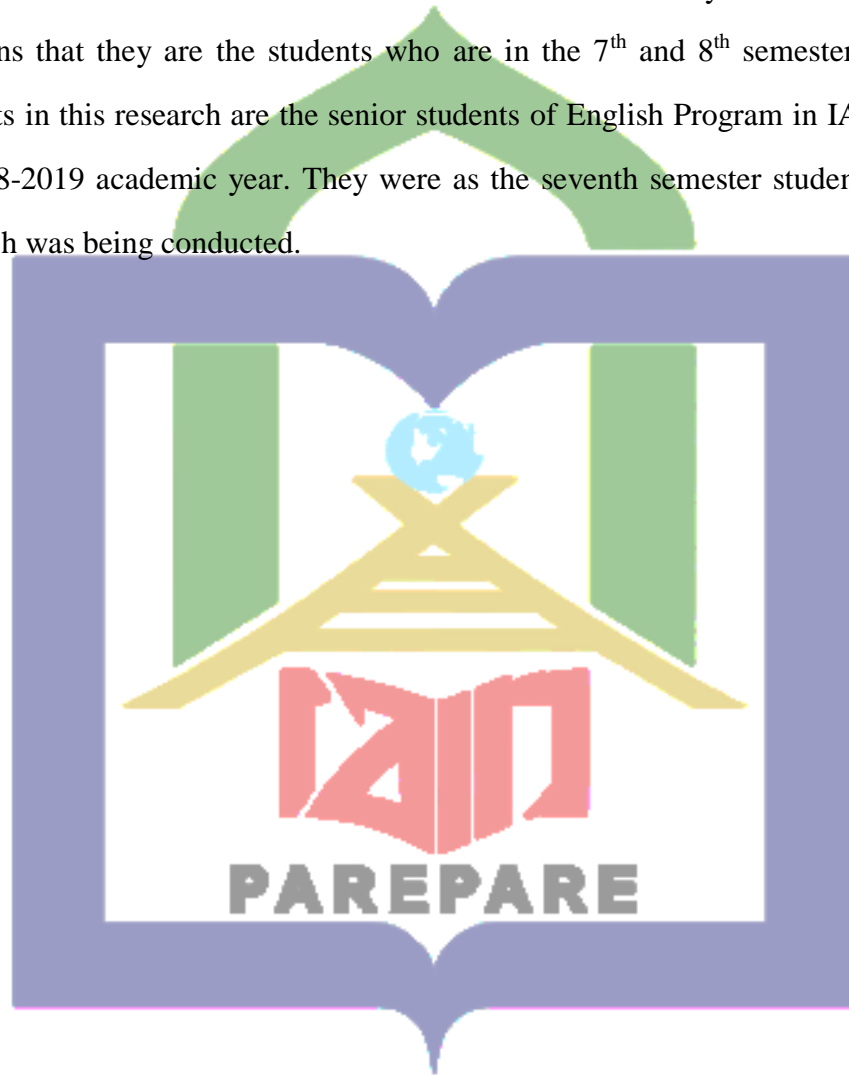
This part presents the explanation of this research title. The title of this current research is Students’ Paraphrasing Techniques in Writing (A Study at the Senior Students of English Program of IAIN Parepare).

Paraphrasing techniques means that the several ways which can be used in restating precisely someone’s idea into someone’s own words as well as style differently from the original text. The techniques which are studied in this current

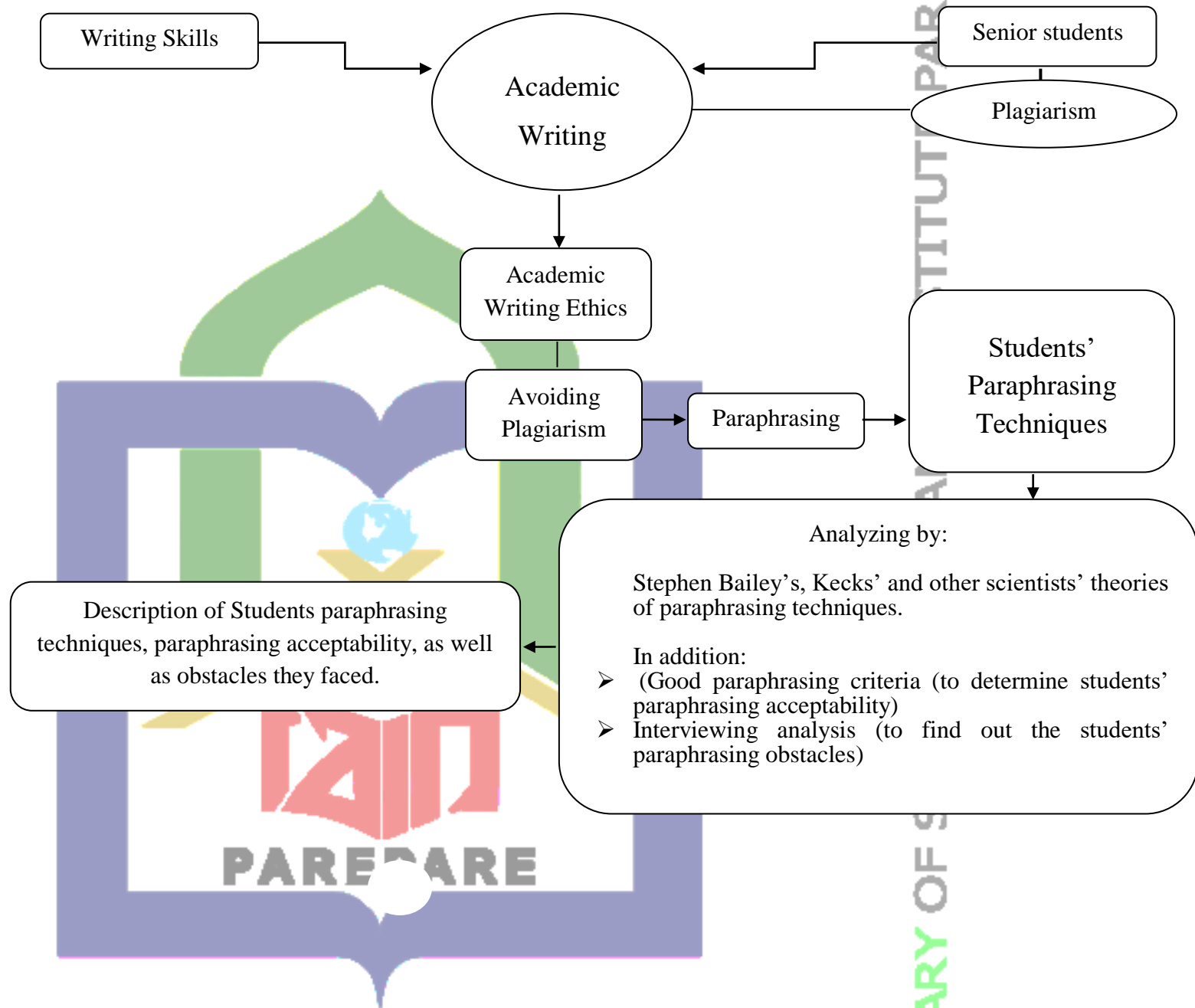
⁴⁹Casey keck, “Copying, paraphrasing, and academic writing development: A re-Examination of L1 and L2 summarization practices” p. 9. [http://www. Researchgate.net](http://www.Researchgate.net)>keck (accessed on July 2, 2018).

research are the techniques in rewriting the information of a text in different style. It means that it is included as activity in while-paraphrase (making changes to the original text), not in pre-paraphrase. This is included in writing skills.

Senior students means that the students of a university are in fourth year level. It means that they are the students who are in the 7th and 8th semester. The senior students in this research are the senior students of English Program in IAIN Parepare in 2018-2019 academic year. They were as the seventh semester students when this research was being conducted.



2.4 Conceptual Framework



CHAPTER III

RESEARCH METHOD

3.1 Research Design

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.

3.2 Location and Duration of the Research

The research took place at IAIN PAREPARE. The researcher studied the English Program students especially for the senior student in 2018-2019 academic years. This research took about four months to complete it that begins from the collecting (August 2018) data till finishing the data analysis (December 2018).

3.3 Research Focus

This research focused on studying about the paraphrasing produced by senior students. It talked about students' paraphrasing techniques, paraphrasing acceptability, as well as their obstacles that faced by them in paraphrasing.

3.4 Data Resources

This study analyzed the paraphrase produced by a number of senior students who have learnt about paraphrasing. The participants were decided by purposive sampling. L. Gay, Geoffrey and Peter stated that purposive sampling technique is the technique which is mostly used in a qualitative research¹. By the purposive sampling,

¹L.R. Gay, Geoffrey E. Mills and Peter W. Airasian, *Educational Research Competencies for Analysis and Applications*, p. 142.

the researcher selected 26 students based on the score they got on Writing 4 class. In IAIN Parepare, the students learnt about paraphrasing on Writing 4 level. Therefore, the selected students were considered that they know about the paraphrasing.

Additionally, this study also got the data from interviewing. The selected respondent are interviewed several questions to get the information of the obstacles they faced in composing paraphrase.

3.5 Data Collection Technique

Some techniques of collecting data are used in this research. The first, the researcher used the paraphrasing task for collecting the data of the paraphrasing techniques used by students and their paraphrasing acceptability. The second technique is the interview. The researcher interviewed the students some questions to know the students' obstacles in composing a paraphrase.

3.6 Data Analyzing Technique

The data of this research were analyzed by Reading, Memoing, and Classifying as what L.R.Gay presented on his book as following explanation.

Because this study has two types of data so the data will be analyzed sequentially by following steps which is adopted in L.R. Gay's et.al. book.

3.6.1 Reading/Memoing

This is the first step in analysis. In this step, the researcher read and wrote all the data which has been collected. For the data of paraphrasing task, it read through then was given some notes around that task or underlined the important section. In other hand, the data of interviewing was transcribed then the researcher tried to understand it clearly.

3.6.2 Describing

The next 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, and Tra Thi My Dung as well as what official website of Clarion University had posted are used to analyze the students paraphrasing acceptability. Then, the interviewing results described to provide both the students' obstacles in paraphrasing.

3.6.3 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.²

²L.R. Gay, Geoffrey E. Mills and Peter W. Airasian, *Educational Research Competencies for Analysis and Applications*, p. 468.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This part deals all the research findings as an answer of the problem statements. Therefore, this part presents three findings sections as many as the number of the problem statements i.e. talk about the students' paraphrasing techniques, paraphrasing acceptability, and the students' obstacles in paraphrasing. Moreover, this part also presents the discussions sections as the analysis of the findings of the research.

4.1 Findings

4.1.1 Students' Paraphrasing Techniques

This part presents the paraphrasing techniques used by 26 senior students as the research respondents who paraphrased a passage which consists of five paragraphs. The researcher presented which technique is frequently used by students among eleven techniques presented in this research (Chapter II) which have been introduced by some Linguists. Besides, the researcher also presented the paraphrasing types in order to know the way student paraphrased it, whether the students paraphrased the passage in near copy, minimal Revision, Moderate revision, or Substantial Revision (as the taxonomy of paraphrasing types). Firstly, the following table is showing what the paraphrasing technique which is frequently used by the students.

Table 4.1 Students' Paraphrasing Frequently-used Techniques

No.	Respondent	Kinds of Paraphrasing Techniques										
		Changing Word Order	Active versus Passive	Positive versus negative	Expand Phrase for Clarity	Shorten phrases for conciseness	Clause to phrase (vice versa)	Combine 2 sentence	Changing Part of Speech	Synonym	Transi-tion	Changing Structure of Ideas
1	Student1	8	4	0	6	6	1	0	2	19	4	0
2	Student2	2	0	0	4	0	0	0	0	92	10	0
3	Student3	4	3	1	7	4	0	0	5	31	6	0
4	Student4	0	0	0	1	0	0	1	0	23	3	0
5	Student5	0	0	1	6	4	0	0	0	11	1	3
6	Student6	3	0	2	3	0	0	0	4	39	2	0
7	Student7	2	0	0	1	2	0	0	2	9	1	0
8	Student8	1	0	0	0	0	0	0	3	44	2	1
9	Student9	0	0	0	4	0	0	0	2	9	6	0
10	Student10	2	1	0	1	5	0	2	0	12	1	0
11	Student11	0	0	0	1	0	0	0	0	8	0	0
12	Student12	2	0	0	0	0	0	0	1	3	0	0
13	Student13	2	2	1	3	1	0	0	4	25	1	0
14	Student14	1	0	1	2	0	0	0	1	115	9	0
15	Student15	0	0	0	0	0	0	0	0	0	0	0
16	Student16	1	0	0	0	0	0	1	2	35	4	0
17	Student17	7	0	2	1	0	0	0	3	23	0	0
18	Student18	0	0	0	6	4	0	0	0	11	1	3
19	Student19	4	1	1	0	1	0	0	1	16	2	0
20	Student20	0	0	0	0	0	0	0	2	124	6	0

No.	Respondent	Kinds of Paraphrasing Techniques										
		Changing Word Order	Active versus Passive	Positive versus negative	Expand Phrase for Clarity	Shorten phrases for conciseness	Clause to phrase (vice versa)	Combine 2 sentence	Changing Part of Speech	Synonym	Transi-tion	Changing Structure of Ideas
21	Student21	2	0	0	0	2	0	0	0	11	5	0
22	Student22	2	0	1	0	3	1	0	1	28	0	0
23	Student23	0	0	0	5	1	0	0	2	126	7	0
24	Student24	1	0	0	0	0	1	0	4	9	1	0
25	Student25	1	1	0	1	7	0	0	0	6	1	0
26	Student26	5	0	0	1	0	0	0	0	19	4	1
Total		50	12	10	53	40	3	4	39	848	77	8



The Table 4.1 above informs that the paraphrasing technique which is most frequently used by students is to change synonym of word. The techniques sequence is provided below:

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. Shorten 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
11. Changing clause into phrase (vice versa), used **3** times by 11% of respondents.

The following paraphrasing is one example of all the paraphrasing produced by respondents.

Note:

1. The symbols on paraphrasing below are as code which means that:

W. ord. : Changing word order

Act. vs Psv. : Active vs passive

Pst. vs Ng. : Positive vs negative

Cls. vs Phrs : Changing clause to phrase (vice versa)

- exp. : Expand phrase to clarity
 shrtn. : Shorten phrase for conciseness
 comb. : Combine 2 sentences
 P.o.S. : Changing parts of Speech
 sy. : Synonym
 trans. : Transition
 strofi. : Changing structure of ideas

2. The passage consists of five paragraphs; 14 sentences; 39 clauses; and 364 words.

First paragraph

Original: People live in a multilingual world that is becoming increasingly globalized and it is therefore very important to know more than one language. There are three main reasons for this: an additional language can help people progress in their career, people gain an awareness of other cultures, and it helps increase people understanding and knowledge of their own language.

Paraphrase: It is important to know more than one language because nowadays people live in multilingual world that is becoming increasingly globalized.

There are three fundamental purposes behind this era. An extra dialect could assistance in individuals advancement in their career, people pick up familiarity with other culture, and it serve more knowledge and information of their own language.

The student paraphrased this first paragraph by using several paraphrasing techniques; changing word order, synonym, and expanding the phrase for clarity. The first sentence of this paragraph was paraphrased by changing the word order. She wrote down the second main clause of the original source (at first sentence) as the first main clause, otherwise, she wrote down the first main clause of the original

source as the second main clause. Next, she paraphrased the second sentence by changing the synonym of word *main* into *fundamental* then expanded the word *reason* for clarity by writing down the phrase *purposes behind this era*. After that, she paraphrased the third sentence by only changing the synonym of several words which is clearly appeared by underlined word above. In short, the student paraphrased this first paragraph mostly used the changing synonym techniques.

Second paragraph

Original: More and more job advertisements are now specifying that they want second, third, and even fourth languages in some cases, and knowing more than one language opens up people prospects in a highly important way. Furthermore, as more and more companies begin to trade internationally, people are frequently beginning jobs for which they need no language skills, but then being asked to relocate abroad, or offered a promotion that requires language skills. Therefore, it helps with career enhancement.

Paraphrase: Increasingly amount occupation noticed would presently specify and they need second, third, even fourth language in some situation, and knowing in excess of dialect opens up your prospect in an increasingly imperative manner. Moreover, as an ever increasingly imperative organization start to exchange universally, people are mostly starting employments for which they require no language abilities. However, than being requires language aptitude. In this manner, it assist occupation upgrade.

The students paraphrased this second paragraph by mostly changing the synonym in 26 changes, then by changing the transition words in three times. Besides, she also paraphrased the sentence this paragraph by changing the word form of word *languages* (*n pl.*) into *language* (*n sing.*) and referenced the word *people*

prospect into your prospect. Otherwise, to change the word form as this student did is not existed on paraphrasing techniques introduced by the Linguistic Scientists before (as what researcher found out on several references as long as conducting this research).

Third paragraph

Original: The second reason that it is important to know more than one language is that it increases cultural awareness and allows people to communicate with different people. All good methods of learning languages also entail learning about another culture, especially when your language skills get to a higher level. This awareness allows people from different nationalities and religions to get along with each other better, which is very important given the high levels of immigration. Many countries with high immigration levels have trouble with a lack of integration, and this is often because of the language barrier.

Paraphrase: The next reason that is primary to know more than one language increases cultural consciousness and permit people to communicate with the other people. All of good learning language methods also need to learn about another culture, moreover when the language abilities need more skill level. This mindfulness permit individuals from various nationalities and religions to get relate with each other better, which is imperative given the elevated amount immigration. Numerous countries with high movement level experience difficulty with an absence of interpretation and this is regularity because of language restriction.

This third paragraph was paraphrased used changing the synonym, transition and word order techniques. Besides, she also paraphrased a sentence of this third paragraph by shorten the phrase for conciseness. However, the student still changed

the synonym of words mostly to paraphrase this third paragraph as in the first and second paragraph.

The fourth paragraph

Original: Finally, people should learn additional languages because it helps with their mastery of their own language and it is proven to be good for the brain. Some people believe that learning more languages leads to confusion, but besides the odd words being misused, this is simply not the case. If people learn a new language, they have to study the grammar from scratch, and therefore end up with a much more in-depth knowledge of grammar as a whole than people who only speak one language.

Paraphrase: The last one, individuals ought to know furthermore language because it supports with authority of their own language and it is turned out to be useful for the mind. A few people trust that adopting more language prompts perplexity, yet adjacent to the odd word being abused, this is essentially not the situation. In the event that you take another language, you need to think about the sentence structure without any preparation, and in this way end up with a considerably more top to bottom information of punctuation all in all individuals who just talk one language.

The student paraphrased this fourth paragraph frequently by changing the synonym of words in 23 times, then, transition in three times, and also expanding the phrase for clarity three times.

Fifth paragraph

Original: Overall there can be no denying that learning languages is wholly positive for individuals and society and that it is highly important to know more than

one language. If more people were multilingual, the world would ultimately be a happier and more prosperous place.

Paraphrase: By the end large there can be no denying that learning language is entirely positive for people and society and that is very essential to know many language. In the event that more individuals were multilingual, the world would ultimately be cheerful and more wealthy place.

This fifth paragraph was paraphrased also frequently by changing the synonyms of words as what she did in first until fourth paragraph appeared previously.

For summing up, the student frequently paraphrased the passage with the changing synonym of word techniques in 92 times, transition in ten times, changing word order in two times, shorten the phrase for conciseness once and expand phrase for clarity in four times. Besides, the student paraphrased the passage by changing the word form, and also try to referenced some words, such as referenced the word people progress into your progress which is not as the one of paraphrasing techniques categorizations of this study talked about.

Moreover, the Table 4.1 only talked about the techniques which students tried to use without considering the usage of the techniques whether it was as an appropriate one or not. In other words, the table doesn't mean that all the techniques exactly correct to maintain the information of the original source. It just provided the identified techniques that were used. However, the researcher then presented the correct techniques used by the respondents in the next table (Table 4.2-4.13) in order to compare the students' effort in using the techniques and the correct techniques they

did. It aims to allow the researcher considering the respondents' difficulties in paraphrase.

Table 4.2 Changing Synonym

No.	Respondent	Changing Synonym (times)	Incorrect (times)	Correct (times)
1	Student1	19	2	17
2	Student2	92	18	74
3	Student3	31	1	30
4	Student4	23	10	13
5	Student5	11	1	10
6	Student6	39	4	35
7	Student7	9	1	8
8	Student8	44	5	39
9	Student9	9	9	0
10	Student10	12	1	11
11	Student11	8	2	6
12	Student12	3	0	3
13	Student13	25	7	18
14	Student14	115	21	94
15	Student16	35	7	28
16	Student17	23	7	16
17	Student18	11	1	10
18	Student19	16	5	11
19	Student20	124	25	99
20	Student21	11	3	8
21	Student22	28	6	22
22	Student23	126	24	102
23	Student24	9	0	9
24	Student25	6	0	6
25	Student26	19	6	13
Total		848	166	682

The table 4.2 above shows that almost all the students used synonym techniques to maintain the information in paraphrasing. 25 (96%) students decided to use the synonym techniques. It means only one students that never used it during she paraphrased the passage. However, in fact, the students still make mistake in choosing an appropriate synonym. The Table 4.2 above informs that the students failed to choose the appropriate synonym of words in 166 times from 848 times they effort to do.

The following are several examples of paraphrase produced with the synonym techniques. The underlined words of paraphrase are as the synonym of original words chosen by students. The researcher put “incorrect” under the word which are inappropriate to substitute the original words and keep the appropriate synonym only underlined.

1. Original: There are three main reason for this:
 Paraphrase1: there are three fundamental reasons for this:
 Paraphrase2: There are three principle purposes behind this
2. Original: an additional language can help people progress in their career.
 Paraphrase1: by adding language to be known, it can assist to develop their career.
 Paraphrase2: an extra amount language can help people to headway their career.
3. Original: Furthermore, as more and more companies begin to trade internationally, People are frequently beginning jobs for which they need no language skills, but then being asked to relocate abroad, or offered a promotion that requires language skills.

Paraphrase: Moreover, as an ever increasing number of organizations start to exchange universally. Individuals are much of the time starting employments for which they require the dialects abilities, however then being requested migrate around, or offered an advancement that requires dialect aptitudes.

Synonym talks about the semantics. Therefore, the researcher determined the correct/incorrect of the word chosen by students by matching the context of the sentence with the meaning of the chosen word. The researcher used the Oxford dictionary to see the meaning of the word then understanding it whether the chosen word is match to substitute the original word while it still keeps the meaning completely with the sentence context or not. Other techniques which also talk about semantic as explained on Chapter II are changing part of speech and transition.

Table 4.3 Word Order

No.	Respondent	Changing Word Order (times)	Incorrect (times)	Correct (times)
1	Student1	8	0	8
2	Student2	2	0	2
3	Student3	4	1	3
4	Student6	3	0	3
5	Student7	2	1	1
6	Student8	1	0	1
7	Student10	2	2	0
8	Student12	2	0	2
9	Student13	2	0	2
10	Student14	1	0	1
11	Student16	1	1	0
12	Student17	7	5	2
13	Student19	4	1	3
14	Student21	2	2	0
15	Student22	2	0	2

No.	Respondent	Changing Word Order (times)	Incorrect (times)	Correct (times)
16	Student24	1	0	1
17	Student25	1	0	1
18	Student26	5	2	3
Total		50	15	35

Table 4.3 informs us that only 18 from 25 students who changed the word order to keep the information when paraphrased the passage. Then, the students failed to change the word order correctly in 15 times from 50 times they tried to change it.

The examples of changing of word order usage are presented below:

Changing the word order of sentence:

1. Original: People live in multilingual world that is becoming increasingly globalized and it is therefore very important to know more than one language.

Paraphrase1: It is so important to know more than one language because we are live in the world that is developing a multilingual globalized. (incorrect)

Paraphrase2: It is very important to know more than one language because we live in a multilingual world that is becoming to increase globalized. (incorrect)

Paraphrase3: it is crucial to understand more than one language because we are in the world which has many types of language and it more and more worldwide. (incorrect)
2. Original: Many countries with high immigration levels have trouble with a lack of integration and this is often because of the language barrier.

Paraphrase: Because of the language barrier, some countries with high immigration levels have trouble with a lack of integration. (correct)

3. Original: If more people were multilingual, the world would ultimately be happier and more prosperous place.

Paraphrase: The world would ultimately be a happier and more prosperous place if more people were multilingual. (correct)

4. Original: This awareness allows people from different nationalities and religions to get along with each other better which is very important given the high levels of immigration.

Paraphrase: The high levels of immigration is of people aware that the different nationalities and religions give positive impact from them selves. (incorrect)

Changing the word order of phrase:

Original: It helps with career enhancement

Paraphrase: it helps with enhancement of career (correct)

Word order talks about the syntax. The researcher determined the correct/incorrect of the word order produce by students in paraphrasing by checking the grammar and structure of the sentence or phrase that was changed then compare with the original sentence whether it still keeps the meaning completely or not. Sometimes, the students produce paraphrase which keeps the meaning but the grammar is incorrect. In the contrary, sometimes students produce paraphrase which has good grammar and structure but it failed to keep the meaning perfectly. Therefore, the correct word order is determined by all the aspects above. They are sentence grammar and structure, as well as the meaning maintenance. The same way is also used for determining the correct/incorrect of students' paraphrasing which paraphrased by using the techniques: changing active into passive sentence, positive

into negative sentence, expand phrase for clarity, shorten phrase for clarity, and combine two sentences.

Table 4.4 Active vs. Passive

No.	Respondent	Changing Active into passive Voice (vice versa) (times)	Incorrect (times)	Correct (times)
1	Student1	4	0	4
2	Student3	3	0	3
3	Student 10	2	1	1
4	Student13	2	0	2
5	Student 18	1	1	0
6	Student 25	1	0	1
Total		13	2	11

The above Table 4.4 shows that the students paraphrased the passage with changing the active into passive voice in 13 times. Then, the table shows that the failure changed is twice only. However, it is very little of the number of students who paraphrased with this technique. It is only 6 students.

The example of changing active to passive sentence used by students is presented below:

- Original: Some people believe that learning more languages leads to confusion.

Paraphrase: confusion is often found in learning other language based on some people opinion. (correct)
- Original: The second reason that it is important to know more than one language is that it increases cultural awareness.

Paraphrase: Cultural awareness can be increased if people know more than one language and they can communicate with other people. (correct)

3. Original: more and more job advertisements are now specifying that they want second, third, and even fourth language in some cases.

Paraphrase: More than one job advertisements are now specified for one or more languages. (incorrect)

Table 4.5 Positive vs. Negative

No.	Respondent	Changing Positive into Negative (vice versa) (times)	Incorrect (times)	Correct (times)
1	Student3	1	0	1
2	Student 5	1	1	0
3	Student 6	2	0	2
4	Student13	1	1	
5	Student 14	1	1	0
6	Student 17	2	1	1
7	Student 19	1	0	1
8	Student 22	1	1	0
	Total	10	5	5

It is clear from the Table 4.5 that the students tried to change the positive sentence into negative are eight students. They paraphrased the passage with this technique in ten times but failed to maintain the exact idea in five times.

The example of the changing positive into negative (vice versa) by students is presented below:

1. Original: Overall there can be no denying that learning languages is wholly positive for individuals.

Paraphrase: Overall we cannot deny that the language of learning is entirely positive for individuals (correct)

2. Original: people are frequently beginning jobs for which they need no language skills

Paraphrase: People often start work that they do not need language skills (correct)

3. Original: people are frequently beginning jobs for which they need no language skills

Paraphrase: Individuals are much of the time starting employments for which they require the dialects abilities (incorrect)

Table 4.6 Expand Phrase for Clarity

No.	Respondent	Expand Phrase for Clarity (times)	Incorrect (times)	Correct (times)
1	Student1	6	0	6
2	Student2	4	2	2
3	Student3	7	0	7
4	Student4	1	1	0
5	Student5	6	1	5
6	Student6	3	0	3
7	Student7	1	0	1
8	Student9	4	2	2
9	Student10	1	1	0
10	Student11	1	0	1
11	Student13	3	0	3
12	Student14	2	0	2
13	Student17	1	0	1
14	Student18	6	0	6
15	Student23	5	0	5
16	Student25	1	0	1
17	Student26	1	1	0
Total		53	8	45

The above Table 4.6 clearly informs that 17 students from the total students as respondents tried to expand the phrases on passage for clarity in 53 times but failed in 8 times.

The following examples is the example of expand phrase for clarity usage.

1. Original: ... and therefore end up with a much more in-depth knowledge of grammar as a whole than people who only speak one language.

Paraphrase: ... and thusly wind up with a substantially more inside and out learning of syntax in general than individuals who just talk one dialect.¹ (incorrect)

2. Original: there can be no denying that learning languages is wholly positive for individuals and society and that it is highly important to know more than one language.

Paraphrase: it may be approving that learning language is completely gives a good influence for individuals and society.² (correct)

Table 4.7 Shorten Phrase for Conciseness

No.	Respondent	Shorten Phrase for Conciseness (times)	Incorrect (times)	Correct (times)
1	Student 1	6	0	6
2	Student 3	4	0	4
3	Student 5	4	0	4
4	Student 6	0	0	0
5	Student 7	2	1	1
6	Student 10	5	3	2
7	Student 13	1	0	1
8	Student 18	4	0	4
9	Student 19	1	0	1
10	Student 21	2	0	2

¹ Paraphrased by student9 precisely on fourth paragraph

² Paraphrased by student1 precisely on fifth paragraph

No.	Respondent	Shorten Phrase for Conciseness (vice versa) (times)	Incorrect (times)	Correct (times)
11	Student 22	3	0	3
12	Student 23	1	0	1
13	Student 25	7	1	6
Total		40	5	35

The Table 4.7 above informs that there are 13 students who tried to maintain the information with shortening the phrases for conciseness when paraphrased. They used this technique in 40 times and success maintaining the meaning correctly in 35 times.

Following examples are as the examples of paraphrasing techniques usage of shorten phrase for conciseness:

- Original: People live in a multilingual world that is becoming increasingly globalized and it is therefore very important to know more than one language
Paraphrase: The global era, people must know more than language.³ (incorrect)
- Original: More and more job advertisements are now specifying that they want second, third, and even fourth languages in some cases
Paraphrase: and nowadays many job advertisement is needing more than one language in some cases.⁴ (correct)

Table 4.8 Changing Clause to Phrase

No.	Respondent	Changing Clause to Phrase (vice versa) (times)	Incorrect (times)	Correct (times)
1	Student1	1	0	1
2	Student22	1	1	0
3	Student24	1	1	0
Total		3	2	1

³ Paraphrased by student21 precisely on first paragraph

⁴ Paraphrased by student19 precisely on second paragraph

The Table 4.8 shows clearly that there are only three students who changed the clause into phrase when paraphrased a passage. Each student of all the three students only used this technique once. Then, there were two students failed to use this technique correctly.

The examples of changing clause into phrase (vice versa) usage is as following examples:

1. Changing from clause into phrase

Original: Furthermore, as more and more companies begin to trade internationally, people are frequently beginning jobs for which they need no language skills.

Paraphrase: Because of many international industries, people usually choose starting their job without any language skill required. (correct)

2. Changing from phrase into clause:

Original: All good methods of learning language also entail learning about another culture

Paraphrase: All method are good to learn languages also entail learning about another culture⁵. (incorrect)

Table 4.9 Combine two sentences

No.	Respondent	Combine Two Sentence (times)	Incorrect (times)	Correct (times)
1	Student 4	1	1	0
2	Student 10	2	1	1
3	Student 16	1	1	0
Total		4	3	1

⁵ Paraphrased by respondent24 precisely on third parapgraph.

By looking at the table 4.9 above, it is clear enough that the techniques combine two sentences when paraphrasing is too rare to use by students in paraphrasing. There are only three students who tried to rewrite the ideas of the passage in 4 times by this technique. Furthermore, it is only once that is successfully. It means that, besides it is very rare to be used, the students also can't be able to use it in completely success maintaining the idea.

Following example are one of several paraphrases produced used by combining two sentences:

Original: people are frequently beginning jobs for which they need no language skills, but then being asked to relocate abroad, or offered a promotion that requires language skills. Therefore, it helps with career enhancement.

Paraphrase: Individuals are much of the time starting employments for which they require the dialects abilities, however then being requested migrate around, or offered an advancement that requires dialect aptitudes in this manner, it assits with vacation upgrade.⁶

(incorrect)

Table 4.10 Changing Part of Speech

No.	Respondent	Changing Part of Speech (times)	Incorrect (times)	Correct (times)
1	Student 1	2	1	1
2	Student 3	5	0	5
3	Student 6	4	3	1
4	Student 7	2	0	2
5	Student 8	3	3	0
6	Student 9	2	2	0
7	Student 12	1	1	0
8	Student 13	4	1	3

⁶ Paraphrased by student 10 precisely on second paragraph

No.	Respondent	Changing Part of Speech (times)	Incorrect (times)	Correct (times)
9	Student 14	1	1	0
10	Student 16	2	2	0
11	Student 17	3	2	1
12	Student 19	1	0	1
13	Student 20	2	2	0
14	Student 22	1	1	0
15	Student 23	2	1	1
16	Student 24	4	4	0
Total		39	24	15

The Table 4.10 above shows that the usage of changing part of speech technique is used by 16 students in 39 times. However, it is only 15 times that correctly maintain the exact information of the original passage.

The example of changing part of speech usage is presented below:

1. Original: The world would ultimately (adv.) be a happier and more prosperous place.

Paraphrase: The world will ultimate (adj.) be a happier and more prosperous place.⁷ (incorrect)

2. Original: Therefore, it helps (v) with career enhancement.

Paraphrase: Therefore, this is very helpful (adj.) in raising career.⁸ (correct)

Table 4.11 Changing Transition

No.	Respondent	Changing Transition (times)	Incorrect (times)	Correct (times)
1	Student 1	4	0	4
2	Student 2	10	3	7
3	Student 3	6	0	6
4	Student 4	3	0	3

⁷ Paraphrased by student24 precisely on the fifth paragraph

⁸ Paraphrased by students6 precisely on second paragraph

No.	Respondent	Changing Transition (times)	Incorrect (times)	Correct (times)
5	Student 5	1	0	1
6	Student 6	2	2	0
7	Student 7	1	0	1
8	Student 8	2	0	2
9	Student 9	6	2	4
10	Student 10	1	0	1
11	Student 13	1	0	1
12	Student 14	9	3	6
13	Student 16	4	0	4
14	Student 18	1	0	1
15	Student 19	2	2	0
16	Student 20	6	4	2
17	Student 21	5	4	1
18	Student 23	7	1	6
19	Student 24	1	1	0
20	Student 25	1	0	1
21	Student 26	4	2	2
	Total	77	24	53

To change the transition is one of the favorable techniques for students in paraphrasing a passage. The Table 4.11 above clearly informs that there are 21 students who tried to rewrite the information of original passage by using this technique. It means that only 5 students who didn't used it. The 21 students produced 77 times the transition in paraphrasing the passage. However, 24 times of changing the transition were incorrect as an appropriate transition to connect the ideas of sentence in the original passage. It means that the students still have confusion of the transition usage.

Several examples below are as the example of the usage of changing transition technique:

1. Original: Overall there can be no denying that learning languages is wholly positive for individuals and society.
 Paraphrase1: Completely there can be no denying that learning languages is wholly positive for individuals and society.⁹ (incorrect)
 Paraphrase2: In conclusion, it may be approving that learning language is completely gives a good influence for individuals and society.¹⁰ (correct)
2. Original: Furthermore, as more and more companies begin to trade internationally, Paraphrase: Moreover, as more and more companies commence to trade internationally,¹¹ (correct)

Table 4.12 Changing Structure of Idea

No.	Respondent	Changing Structure of Idea (times)	Incorrect (times)	Correct (times)
1	Student 5	3	0	3
2	Student 8	1	0	1
3	Student 18	3	0	3
4	Student 26	1	0	1
Total		8	0	8

The Table 4.12 shows that there are only 4 students who paraphrased the paragraph of the passage. They tried to use this technique in 8 times, and all of them were correct.

Several examples below are as the examples of the paraphrasing technique usage of changing structure idea.

1. Original: (1) People live in a multilingual world that is becoming increasingly globalized and it is therefore very important to know more than one language. (2)

⁹ Paraphrased by student24 precisely on the fifth paragraph

¹⁰ Paraphrased by student1 precisely on the fifth paragraph

¹¹ Paraphrase by student7 precisely on the second paragraph

There are three main reasons for this: (3) an additional language can help people progress in their career, people gain an awareness of other cultures, and it helps increase people understanding and knowledge of their own language.

Paraphrase: (1) As a creator who lives in modern era it is very crucial to know more than one language. (3) By knowing many languages will support a career, make it easier to know the type of culture in other countries and advance the knowledge. (2) They are a number of reasons that how crucial to know more than one language.¹² (incorrect)

2. Original: (1) Finally, people should learn additional languages because it helps with their mastery of their own language and it is proven to be good for the brain. (2) Some people believe that learning more languages leads to confusion, but besides the odd word being misused, this is simply not the case. (3) If people learn a new language, they have to study the grammar from scratch, and therefore end up with a much more in-depth knowledge of grammar as a whole than people who only speak one language.

Paraphrase: (3) Finally, the people who only learn one language are different with people who study a new language because they need to study the grammar from scratch, and end up with a lot of knowledge of grammar completely. (1) So that's why people should learn a lot of languages because it helps with their mastery of their own language and it proves that it is good for the brain. (2) There are many people believe that learning more than one language leads

¹² Paraphrased by student5 precisely on the first paragraph

complicating, but in other hand the odd word being misused, this is simply not the case.¹³ (correct)

In short, by all the paraphrasing techniques, the technique which is 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 of student paraphrase the passage in near copy and minimal revision and very rare to paraphrase it in moderate and substantial revision.

4.1.2 Students' Paraphrasing Acceptability

This section talks about the paraphrasing acceptability produced by senior students. The researcher determined the paraphrasing acceptability by following ways:

1. Identifying the paraphrasing produced by students with several theories that explained about the good paraphrasing criteria which has been introduced by Linguists; Stephen Bailey, Adams and Dwyer and Tra Thi My Dung, and also based on good paraphrasing criteria posted on official website of Clarion University (provided on chapter II).
2. Identifying whether the paraphrasing produced by senior students is included as one of the kinds of plagiarism or not. If students' paraphrasing is included as one of the plagiarism kinds, it means that the paraphrasing is an inappropriate one.

¹³ Paraphrased by student8 precisely on fourth paragraph

After analyzing the paraphrasing produced by senior students in paragraph by paragraph, based on the good paraphrasing criteria, the researcher found that most of the paraphrases were not produced with students' own sentence structure. They simply changed the vocabulary with the synonym and keep the sentence structure same as the original. Besides, almost all students didn'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%) didn't did it. It is clearly as a fatal mistake in paraphrasing.

The following is the paraphrase that cited the source.

Original: People live in a multilingual world that is becoming increasingly globalized and it is therefore very important to know more than one language. There are three main reasons for this: an additional language can help people progress in their career, people gain an awareness of other cultures, and it helps increase people understanding and knowledge of their own language.

Paraphrase: *It's so important to know more than one language because we are live in the world that is developing a multilingual globalized. According to Lena Glen and Maria Castle, an additional language can help people to increase his career, people get a consciousness of other cultures, and then it's can helps to develop people understanding and knowledge of their own language.*

However, this paragraph, the only one cited the source, is as inappropriate paraphrase. It is because the paraphrase above doesn't meet the criteria of good paraphrasing.

The criteria number 1 is the meaning of the original is maintained. Maintaining the idea means that the idea was not changed. This paragraph also gives the same information of the original source. However, the students broke the criteria number

two, the reader/writer changes applicable vocabulary and grammar from the author's style to one's own style or in other words use their own words to convey the information and use their sentence structure. In fact, the student still borrowed many words of original source and didn't change sentence structure totally. The researcher also found error grammar on the paragraph, as on clause; "we are live in the world that is developing a multilingual globalized". The error is the underlined word.

Because the only one paraphrase which cited the source as the rules number 4 of good paraphrasing criteria "Cite the source and page number" failed meet all the criteria, it is therefore included as an inappropriate paraphrase. It means that all of respondents, 26 senior students, failed to produce the appropriate paraphrase.

However, some students were able to maintain the meaning completely with the applicable vocabulary and almost in perfect grammar. The researcher only found one words in each following paragraph example that broke the sentence grammar. It is almost perfect. The structure is very good. It is different with the original. However, it also failed to meet the rule number 4 of the good paraphrasing criteria. Otherwise, it is nearly perfect. The following paraphrases are three examples for the appropriate paraphrases to maintain the meaning completely in new style (with almost perfect grammar) but without any citation.

Original: People live in a multilingual world that is becoming increasingly globalized and it is therefore very important to know more than one language. There are three main reasons for this: an additional language can help people progress in their career, people gain an awareness of other cultures, and it helps increase people understanding and knowledge of their own language.

Paraphrase: (1) *It is crucial to understand more than one language because we are in the world which has many types of language and it more and more worldwide. There are some reasons for this. By adding languages to be known, it can assist to develop their career, people is getting aware of other cultures, and it helps people to improve their mastery of their own language.*

(2) *Nowadays, a multilingual world has become increasing among the global society. Thus, more than one language are necessary to be learned. This because three main reasons: an extra language is able to support people growing people career, people become more aware about other cultures, and it is serviceable for people to understand and determine their own language.*

Original: More and more job advertisements are now specifying that they want second, third, and even fourth languages in some cases, and knowing more than one language opens up people prospects in a highly important way. Furthermore, as more and more companies begin to trade internationally, people are frequently beginning jobs for which they need no language skills, but then being asked to relocate abroad, or offered a promotion that requires language skills. Therefore, it helps with career enhancement.

Paraphrase: (3) *The second reason why people should have additional language is that it can facilitate the people in communicating with various people and increasing their knowledge about culture. Learning about another cultures is required in order to implement the best way of learning language. Particularly, when people have reached an advanced level of their language, they will be accessible in getting closer with other people from various regions and religions. Especially for the country that has extremely high immigration. The lack of consolidate become a*

social problem among the countries with high immigration level, they usually have limited communication one another.

These paraphrase ((1), (2), (3)) basically presented full information of original source in different style. The three paraphrases have been produced in the students' own words and sentence structure. However, the source wasn't cited and the grammar was still not perfect.

Furthermore, because all the students' paraphrases were determined as inappropriate paraphrase based on the good paraphrasing criteria, the researcher provided the Table 4.13 below to show the plagiarism types of their paraphrasing.

Table 4.13 Students Plagiarism Types

Respondent	Plagiarism Types				
	Paragraph I	Paragraph II	Paragraph III	Paragraph IV	Paragraph V
Student 1	-	-	-	-	-
Student 2	paraphrase	paraphrase	paraphrase	Paraphrase	Paraphrase
Student 3	-	patchwork	stealing an apt term	-	-
Student 4	paraphrase	paraphrase	paraphrase	Paraphrase	Paraphrase
Student 5	-	-	-	-	-
Student 6	paraphrase	paraphrase	paraphrase	Paraphrase	Paraphrase
Student 7	paraphrase	paraphrase	paraphrase	Paraphrase	Paraphrase
Student 8	paraphrase	paraphrase	paraphrase	Paraphrase	Paraphrase
Student 9	paraphrase	Paraphrase	paraphrase	Paraphrase	Paraphrase
Student 10	paraphrase	Paraphrase	paraphrase	Paraphrase	Paraphrase
Student 11	paraphrase	Paraphrase	paraphrase	Paraphrase	Paraphrase
Student 12	paraphrase	Paraphrase	paraphrase	Paraphrase	Paraphrase
Student 13	paraphrase	Paraphrase	paraphrase	Paraphrase	Paraphrase
Student 14	paraphrase	Paraphrase	paraphrase	Paraphrase	Paraphrase
Student 15	paraphrase	Paraphrase	paraphrase	Paraphrase	Paraphrase
Student 16	paraphrase	Paraphrase	paraphrase	Paraphrase	Paraphrase
Student 17	paraphrase	Paraphrase	paraphrase	Paraphrase	Paraphrase
Student 18	-	-	-	-	-
Student 19	paraphrase	Paraphrase	paraphrase	Paraphrase	Paraphrase
Student 20	paraphrase	Paraphrase	paraphrase	Paraphrase	Paraphrase

Respondent	Plagiarism Types				
	Paragraph I	Paragraph II	Paragraph III	Paragraph IV	Paragraph V
Student 21	paraphrase	Paraphrase	paraphrase	Paraphrase	Paraphrase
Student 22	paraphrase	Paraphrase	paraphrase	Paraphrase	Paraphrase
Student 23	paraphrase	Paraphrase	paraphrase	Paraphrase	Paraphrase
Student 24	paraphrase	Paraphrase	paraphrase	Paraphrase	Paraphrase
Student 25	paraphrase	Paraphrase	stealing an apt term	-	-
Student26	paraphrase	Paraphrase	paraphrase	Paraphrase	Paraphrase

Above table informs 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.

4.1.3 Students' Obstacles in Paraphrasing

Based on the Table 4.1, it shows that the students still confused how to rewrite the passage by various techniques. On Table 4.1, it informs that the students frequently used the synonym of the 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 still difficult to paraphrase a passage which meet all the criteria. Next, the Table 4.14 informs that most of students plagiarized when paraphrasing. The plagiarism type that is frequently produced by

them is the paraphrase plagiarism. It means that the students still have difficulties to apply the paraphrasing techniques then produced an appropriate paraphrase.

Furthermore, the researcher found that several of the 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 was the most frequently that is used by students, yet the synonym of words that is chosen still has potential to be inappropriate one.

For more making it clearly what does it mean about, the researcher presented following several examples of changing synonym of word technique used by the respondents which are in unsuccessfully maintaining the information.

The first following example is produced by student 17.

Original: Furthermore, as more and more companies begin to trade internationally, people are frequently beginning jobs for which they need no language skills, ...

Paraphrase: Furthermore, because more and more companies start to exchange internationally, people are repeatedly beginning jobs that didn't need language skills, ...

The word *trade* could be defined as “exchange something for something else” and “buy and sell things”¹⁴. In this case, the respondent chose word *exchange* to substitute the word *trade*. Basically, *Exchange* has similar meaning with trade in definition “give and receive something in return”¹⁵, however it is not able maintaining

¹⁴ Oxford Dictionary, p. 471

¹⁵ Oxford Dictionary, p. 153

the information of original text because the word *trade* in original text talks about “buy and sell things” which is doing internationally (trade internationally). It is clear then that the respondent failed in choosing appropriate word to substitute a word with its synonym. Then, the word *commerce* which according the Oxford dictionary has meaning “trade, especially between countries; the buying and selling of goods” is the appropriate word to substitute the word trade.

The next example is from student1. The student1 used the synonym techniques in nineteen times and only twice got failed substitution in maintaining the idea.

Original: ... Many countries with high immigration levels have trouble with a lack of integration, and this is often because of the language barrier.

Paraphrase: The lack of consolidate become a social problem among the countries with high immigration level, they usually have a limited communication one another.

The underlined word is the word which is tried to substitute by its synonym. However, there is mistake on that substitution. The respondent changed the word integration into consolidate to maintain the meaning “mix or be together as one group”—as oxford dictionary defines the word integration which is as original text. Basically, the synonym would be a correct one if the consolidate as verb wrote as noun, consolidation. It is because word of original text, integration, is a noun. The mistake is just about the unsuitable word class with the original text. However, the liken mistake is included as students’ failure in changing the synonym of word as one of the paraphrasing techniques.

It is similar with what student2 did in paraphrasing the clause ... *an additional language can help people progress in their career, ... (as original)* into ... *an extra dialect could assistance individual advancement in their career, ...(as paraphrase)*.

The underlined word *help* on the original is substituted into *assistance*. The *assistance* is a noun while the original word which is substituted is a verb, *help*. It would be correct if the word *assistance* (n) wrote in form verb, *assist*. The word *help* and *assist* have the same form and could be exchangeable to use in maintaining the meaning “service to somebody”.

Next, the following example is as one of the failure on changing word order.

Original: people live in a multilingual world that is becoming increasingly globalized...

Paraphrase: the world that is become more globalize makes people live multilingual.

The students paraphrase talks about the world that becomes more globalized as the cause of people live in many types language to communicate. However, the original text talks about the multilingual world that is more and more globalized. It is not the world which is more and more globalized makes people live multilingual as the students wrote on his paraphrase but the original text talks about the multilingual world that becomes more and more globalized. It is as caused of the students’ word order failed in paraphrasing because the student failed to choose which position should be moved to still keep the meaning maintainable.

Two kinds of failure on using the techniques above represent the other techniques to show that the students still have difficulties in paraphrasing based on the mistakes they did.

By interviewing, the researcher found several difficulties faced by students in paraphrasing. The students admitted that they were usually difficult to find out the appropriate synonym to change the word on original text. The student20 stated, “*susah cari padanan kata yang sesuai, (it is difficult to find out the appropriate synonym of word)*”¹⁶. Similar opinion came from the student9. She stated, “*Kalo kesulitan yang umum itu biasanya susah menemukan kata yang cocok untuk paraphrasing, (The common difficulty is to find out the appropriate words for substituting the original source in paraphrasing)*”¹⁷. Moreover, student22 also stated, “*kesulitan di kosa katanya, apana tidak saya tau kosa kata yang formal, (I am difficult in vocabulary, it is because I lack of formal vocabulary)*”¹⁸.

Almost all students said the same answer that the difficulties often faced by them is about to find out the appropriate synonym of original word.

The second obstacle that they faced in paraphrasing is that they were difficult to understand the unfamiliar term. Student26 stated, “*sulit ka ubah synonymnya karna banyak sekali high vocabulary nya, (I am difficult in changing the synonym because I found many high vocabularies that unfamiliar for me)*”¹⁹.

Next, being confused how to restructure the sentence in new style is also admitted by student as the difficulty that they faced in paraphrasing. Student19 stated, “*yang susah yang change the order of words, (The difficult technique is the changing of the word order)*”²⁰. Furthermore, the student8 also stated the similar answer, she

¹⁶ Student20, interviewed on December 2, 2018 by WhatsApp application.

¹⁷ Student9, interviewed on December 3, 2018 by WhatsApp application.

¹⁸ Student22, interviewed on December 2, 2018 by WhatsApp application.

¹⁹ Student26, interviewed on December 3, 2018 by WhatsApp application.

²⁰ Student19, interviewed on December 2, 2018 by WhatsApp application.

stated, *“paling sulit kalau mau ki pake metode ketiga. Karna berubah struktur kalimatnya. Kata-katanya diubah dan maknanya tidak boleh berubah. Kadang-kadang pusing ka bagaimana bagus susunannya ini, (The most difficult is if I want to use the third technique (changing word order)²¹. I am confused how to rearrange the sentence to produce the good sentence while the meaning is maintainable)”²².*

The last difficulty that is identified faced by students in paraphrasing by the interviewing is don't understanding how to paraphrase. Many of the students admitted that they actually didn't know how to paraphrase. Student26 stated, *“...saya lupa-lupami juga caranya ibu kemarin menjelaskan. Nda paham ka liat itu caranya. Jadinya saya kerja apa adanya saja, “...I a little bit forgot the way how to paraphrase as what the lecturer explained before so I only paraphrased the paraphrasing task by my own way)”²³. It is also supported by student7's answered. The researcher asked a question, “do you know any techniques to paraphrase?” and then the interviewee stated, *“Tahu, Cuma tidak tau cara menjalankannya. Ada tiga cara yang saya tahu tapi hanya sering menggunakan 1 cara karena saya belum terlalu mengerti menggunakan dua cara yang lain, (Yes, I do. There were three techniques that I know but I often use only one technique among them because I don't understand clearly how to apply it in paraphrasing a text)”²⁴. It showed that many of the students basically know the name of the paraphrasing techniques but they don't understand how to apply the techniques.**

²¹ The changing word order is the third techniques on Stephen Bailey's book on page 30.

²² Student8, interviewed on December 2, 2018 by WhatsApp application.

²³ Student26, interviewed on December 2, 2018 by WhatsApp application.

²⁴ Student7, interviewed on December 2, 2018 in her cottage.

That is all about several obstacles faced by students in paraphrasing. The researcher then presented the factors of the difficulties in following explanation which were also identified by interviewing.

The first is lack of vocabulary. Student11 stated, “...*namun, kadang yang sering terkendala itu kurangnya vocabulary yang dimiliki*, (“... however, the lack of vocabulary is the very common factor for my difficulty when paraphrasing)”²⁵. Then, the student stated, “*betul sekali, Itu merupakan salah satu poin atau problem nomor satu. Lack of vocabulary*, (Yes, it is totally true. It is the great problem, lack of vocabulary)”. The students admitted that why they were difficult to find out the synonym of the original text is because they were very lack of vocabulary. The same answer comes from most of the students.

Next, they also admitted that very rare to practice the paraphrasing is one of the factors why they were difficult to paraphrase a text. When the researcher asked the question, “Do you think that it is difficult to paraphrase?” then the interviewee answered, “*iya. Karena biasanya kan kalo ambilki referensi langsung dikuti saja ji* (Yes, of course. It is because we usually only directly take the material from some references)”²⁶. Then the researcher asked again the question, “so, it means that you are very rare to paraphrase a text?”. The interviewee answered, “*Iye*, (“Yes, I am)”²⁷.

The students admitted that they usually only copy the material form the internet to their short paper. That is why they were very rare to practice the paraphrase. Then, the consequence is that they produce inappropriate paraphrase.

²⁵ Student11, interviewed on December 2, 2018 by WhatsApp application.

²⁶ Student10, interviewed on December 2, 2018 by WhatsApp application.

²⁷ Student10

The other factor of the difficulties faced by students in paraphrasing is ineffective class when learning. The students admitted that when learning about paraphrasing they felt that the class was not comfortable because of a lot of students at class. Student12 stated, “*pernah banyak sekali ki dalam kelas.jadi tidak mengerti sekali maki apa yang dijelaskan, (We studied together in a class which contains a lot of students. So that is why we were difficult in understanding the material, in this case, about paraphrasing)*”²⁸.

Several students also said that the lecturer teaching strategy is one of the factors of their misunderstanding of the paraphrasing. Student23 stated that “*lebih saya suka kalo belajar ka dikelas diajar dengan suara yang lantang. (I prefer to study with the lecturers’ loud voice when teaching)*”²⁹.

In addition, limited knowledge of paraphrasing techniques is also as one of several factors for students’ difficulties in paraphrasing. It is based on what student16’s explanation, she stated, “*teknik untuk melakukan paraphrasing itu yang saya ketahui yaitu mengubah kelas kata pada kalimat tersebut, kemudian menyimpulkan makna dari suatu kalimat seperti kalimat pada sebuah karya ilmiah, “the paraphrasing techniques that I know are to change the word class and to conclude the meaning of a sentence, for example, a sentence in an academic writing*”³⁰. The student16 only mentioned two paraphrasing techniques that she knows. It proves that she don’t know much about the paraphrasing techniques. The explanation of Student26 also supported this factor. The following sentence that was

²⁸ Student12, interviewed on December 2, 2018 by WhatsApp in her cottage.

²⁹ Student23, interviewed on December 2, 2018 in her cottage.

³⁰ Student16, interviewed on December 2, 2018 in Girls Dormitory of IAIN Parepare

stated by her, “...saya lupa-lupami juga caranya ibu kemarin menjelaskan. “...I a little bit forgot the way how to paraphrase as what the lecturer explained before³¹”), showed that the students still have limited knowledge of the paraphrasing techniques.

In short, there are four common difficulties that are faced by 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.

4.2 Discussions

4.2.1 Students' Paraphrasing Techniques

As the findings, 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 to change the sentence structure in new style which is different with the original. It is as what Adams and Dwyer said that the good paraphrasing

³¹ Student26, interviewed on December 2, 2018 by WhatsApp application.

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”.³²

Furthermore, there were eleven techniques that are presented in this research. However, not all of the techniques were used by students in average frequency. There were several techniques which are very rare to use by the students. The very rare techniques to be used by students were to change a clause into a phrase (vice versa) which is only used in three times by three of 26 students; to combine two sentences (vice versa) which is used in four times by three student also; to change the active sentence into passive (vice versa) which is used in thirteen times by only six students; to change the positive sentence into negative (vice versa) which is used in ten times by only eight students; and to shorten phrases for conciseness which is forty times used by twelve student. 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 with Preston Waters’ point of view in Elite Day official website about

³²Laurie Eckblad Anderson, “The Paraphrasing Process of Native Speakers: Some Implications for the ESL Classroom”, P. 106

the types of people in the world. Preston classified the people into two types. They are (1) the easy-way out taker people and (2) very total people. 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 types³³. 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, the teaching techniques.

4.2.2 Students Paraphrasing Acceptability

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 number³⁴. 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.

³³ Preston Waters, This Generation Loves to Take the easy Way Out, official website of Elite Daily, <http://www.elitedaily.com>, accessed on January 2, 2019

³⁴ Clarion University, "Characteristic of Effective Paraphrase", *Official Website of Clarion University*. www.clarion.edu/paraphrasing (accessed on April 6, 2018).

4.2.3 Students' Obstacle in Paraphrasing

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 read 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 paraphrase³⁵. 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,

³⁵ Lurie Eckblad Anderson, "The Paraphrasing Process of Native Speakers: some Implications for the ESL Classroom, p. 105

(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"³⁶.

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, (2) making changes to the original text, (3) getting past roadblocks, (4) polishing/revising the paraphrase, (5) general strategy, and (6) idiosyncratic³⁷. The taxonomy was conducted based on what the native speaker did when paraphrasing. As previous explanation, Laurie Eckblad had studying 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

³⁶Laurie Eckblad Anderson, "The Paraphrasing Process of Native Speakers: Some Implications for the ESL Classroom", P. 106

³⁷Laurie Eckblad Anderson, "The Paraphrasing Process of Native Speakers: Some Implications for the ESL Classroom", p. 84-86

paraphrasing criteria also have to be introduced for 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*. This is also explained in previous part (4.1.3).

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. Student11 stated that, "*sangat penting, karena akan membantu kita dalam academic writing untuk menghindari plagiat, (it is very important. It helps us in conducting an academic writing in order to avoid the plagiarism)*"³⁸. Student also stated, "*Yaa penting, karena apabila kita tidak mengetahui tehnik paraphrase maka sama saja kita menyalin atau menduplicate karya orang lain, (yes, it is important. It is because if we don't know about the paraphrasing techniques it means that we only copied others' then)*"³⁹. 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.

³⁸ Student11,, interview on November, 2018 by whats App android application.

³⁹ Student7, interciewed on November, 2018 in her cottage.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

1. The paraphrasing technique which is frequently used by senior students is to change the synonym of words. It is used **848** times by 96% of 26 students in paraphrasing the passage which contained 364 words. Next, the other techniques which are also used are changing transition, used **78** times by 81% respondents; expand phrases for clarity, used **53** times by 65% respondents; changing word order, used **50** times by 69% respondents; shorten phrases for conciseness, used **40** times by 46% respondents; changing part of speech, used **39** times by 61% respondent; changing active voice to passive voice (vice versa), used **12** times by 23% respondents; changing positive into negative (vice versa), used **10** times by 31% respondents; changing structure of idea, used **8** times by 15% respondents; combine two sentence, used **4** times by 11% respondents; changing clause into phrase (vice versa), used **3** times by 11% of respondents. 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.
2. All of students are produced inappropriate paraphrased because of failure on meeting the good paraphrasing criteria; Most of students didn't cite the source and were not able to maintain the information by appropriate words and new sentence structure. Although there were 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 they didn't cite the source and meet the correct grammar perfectly. In other hand, there is a student who cited the source however she failed to maintain the idea completely so it is also as the inappropriate one. Moreover, most of them produced the paraphrasing which is included as the paraphrase plagiarism.

3. Several students' difficulties were identified in paraphrasing: students were difficult to find out the appropriate synonym, confused how to rearrange the sentence structure in new style that keeps the full information appropriately, unfamiliar with many new terms and also confused how to paraphrase. Being confused how to paraphrase means that the students don't know the techniques to paraphrase which is also supported by the fact that the student very rare even never to use 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 difficulties were caused by lack of vocabulary, very rare to practice the paraphrasing, limited knowledge of paraphrasing techniques, uncomfortable class when learning, and also because of lecturer teaching strategy which is a little bit unsuccessful to drive the students' interest in studying.

5.2 Suggestion

5.2.1 For the educator

1. The students should be guided to be more getting aware with the important of having good paraphrasing skills so they can more study hard and interest for mastering it.

2. The students need the interesting strategy as well as the comfortable class situation in learning paraphrasing so adding many reference about innovative, interesting and effective teaching strategies as well as applying it in in class room are such important things to do.
3. The students have very limited knowledge of paraphrasing techniques so it will quite be good to teach them the technique which is not understood and more explain how to apply the techniques that they know before.

5.2.2 For the students

1. It is very useful if the students frequently practice to paraphrase and try to combine several techniques such the techniques which are presented in this research when paraphrase a passage. It will drive the paraphrase far from the plagiarism. Moreover, citing a source is no less important because a paraphrase is still as inappropriate one if someone forgot to cite the source although the paragraph was successful to maintain the idea.
2. Taking much information about the paraphrasing whether it is from the books, smart friends or internet would be more helpful to know the paraphrasing and it would be easier to be master then.

5.2.3 For the next researcher,

1. It would be good if the next researcher study such the present research in many campuses in South Sulawesi even in all around Indonesia so that the new important information about paraphrasing among the Indonesian students would be exposed more extensively and clearly.
2. It is also necessary to expose what other techniques that is used by students in paraphrasing except the paraphrasing techniques presented in this current study.

3. It is so important to find out the effective way to improve students' paraphrasing mastery so the students would be easier to understand and also more comfortable in studying.

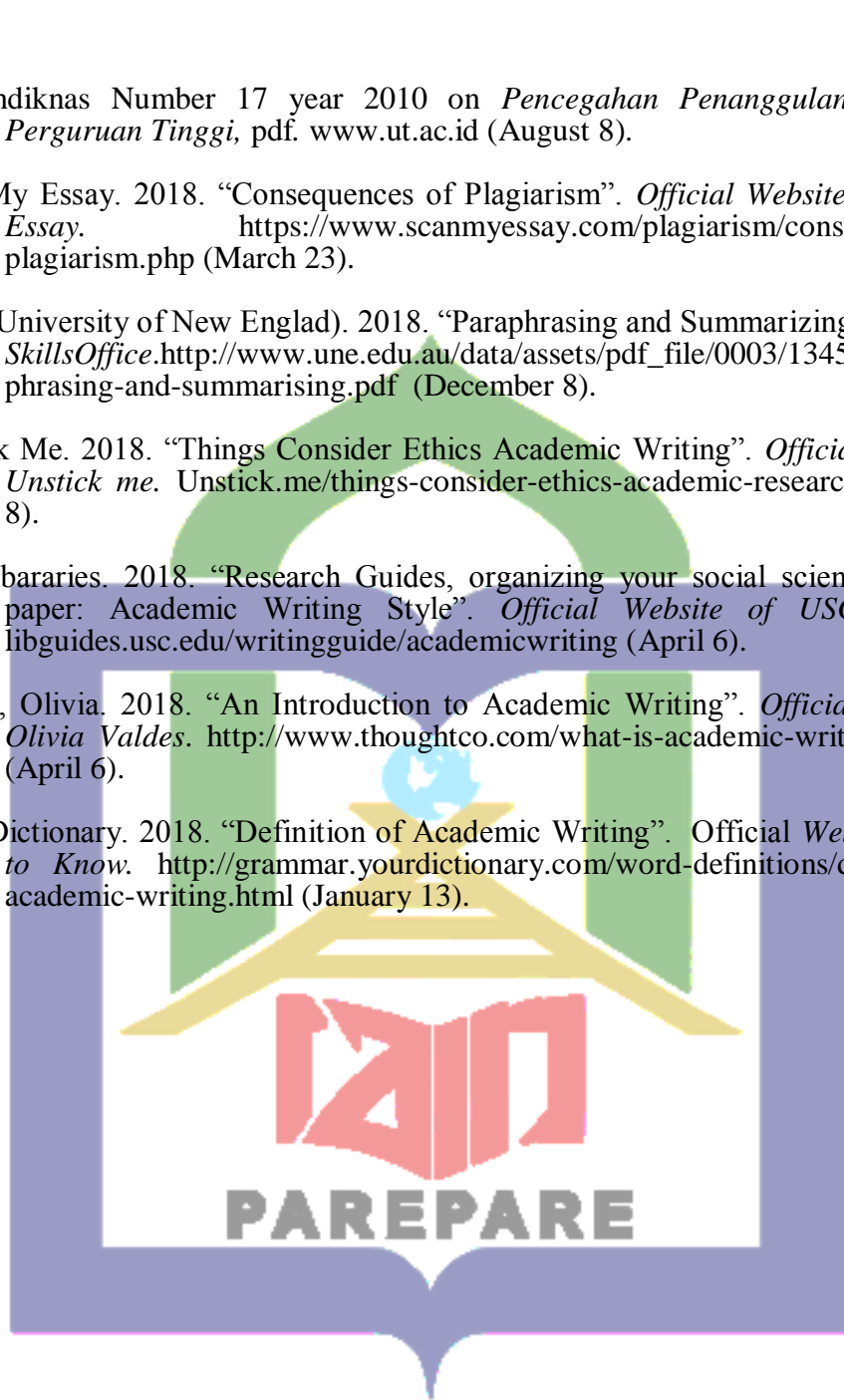


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APPENDIX 1. PARAPHRASING TASK

Name:

Reg. Number:

Date:



Please Paraphrase all the paragraph of the essay.

First, read it through in many times to catch the information completely. Then, rewrite the full information by your own words. You can change the synonyms, word order, word class of the words to finish it as well as you change the active into passive sentences and so on. Find your own techniques to rewrite it as well as maintain the information perfectly contained in paragraph.

.....Good Luck.....

Why is it so Important to Know More than One Language

People live in a multilingual world that is becoming increasingly globalized and it is therefore very important to know more than one language. There are three main reasons for this: an additional language can help people progress in their career, people gain an awareness of other cultures, and it helps increase people understanding and knowledge of their own language.

More and more job advertisements are now specifying that they want second, third, and even fourth languages in some cases, and knowing more than one language opens up people prospects in a highly important way. Furthermore, as more and more companies begin to trade internationally, people are frequently beginning jobs for which they need no language skills, but then being asked to relocate abroad, or offered a promotion that requires language skills. Therefore, it helps with career enhancement.

The second reason that it is important to know more than one language is that it increases cultural awareness and allows people to communicate with different people. All good methods of learning languages also entail learning about another culture, especially when your language skills get to a higher level. This awareness allows people from different nationalities and religions to get along with each other better, which is very important given the high levels of immigration. Many countries with high immigration levels have trouble with a lack of integration, and this is often because of the language barrier.

Finally, people should learn additional languages because it helps with their mastery of their own language and it is proven to be good for the brain. Some people believe that learning more languages leads to confusion, but besides the odd word being misused, this is simply not the case. If people learn a new language, they have to study the grammar from scratch, and therefore end up with a much more in-depth knowledge of grammar as a whole than people who only speak one language.

Overall there can be no denying that learning languages is wholly positive for individuals and society and that it is highly important to know more than one language. If more people were multilingual, the world would ultimately be a happier and more prosperous place.*

*Taken on: <https://www.scholaradvisor.com/essay-examples/argumentative-essay-important-language/>



Student6

Humans live in a multilingual world that is increasingly global and therefore very important to be able to know more than language. there are three main reasons for this: an additional lanugage can help the progress of human beings in their respective careers, humans again awarness of the cultures, and that helps improve their understading and knowledge of their own language.

Very many job advertisements now determine that they want a second, third, and even fourth language in some cases, and mastering more than one language opens the prospect of people in no less important way. In addition, because so many companies start trading internationally, people often start work that they do not need language skills, but re then asked to move abroad, or offer promotions that require language skills. Therefore, this is very helpful in raising career.

The second reasons is no less important to kno more than one language, namely that it raises cultural awareness and allows people to communicate with different people. All good language learning procedures require learning about other cultures. And most importantly when your language skills are at the top levels. This a awarness allows people of various natianalities and religions to adapt very well to one another. And more importantly considering the high level of immigration. Many countries with the highest immigration rates experience problems with redveed integration, and this is usually the case because of lanugage barriers.

In the end, people must learn language because it helps mastery of the language itself and it has been proven to be real good for the brain. A group of people believe that by learning more languages lead to hesitation. There are no unusual words that are misused. This is not good enough. If people learn a new language, they must learn to use language that only speak english.

Overall we cannot deny that the language of learning is entirely positive for individuals and community groups and most importantly for knowing more than one language. if more people are multi discussing the world will eventually become a very hanppy and very prosperous place.

Student7

People live in a globalization era so it is crucial to know more than language. there are three main reasons fo rhis issue as additional language can help people to have a advertisement in their career. People obtain an awareness of other cultures, and it help people to more understand knowledfe of their own language.

Increasingly job advertisement establish that they want second, third, and even fourth language in some cases, and discover more than one language will get people prospects in highly important way. More over, as more and more companies commence to trade internationally, people are frequently beginning jobs for which they need no language skills, but that being asked to relocate abroad, or offered a promotion that requires language skills. So, it helps with the enhancement of career.

The second reason is to know more than lanugage that increases cultural awarness and permit people to communicate with different people. All good methods of learning language also entail learnignabout culture. Especially when your language skills get to a higher level.the high levels of immigration is if ... that the different nationalities and religions give positive impact from themselves. Many countries with high immigration levels have trouble with a lack of integration, and this is often because of the language barrier.

Finally, people should learn additional languages because it help them to master their own language and it is proven to be good for the brain. Some people believe that learning more language leads to confusion, but besides the odd word being misused. This is simply not he case. If people learn a new language, they should study the grammar from basic so end up. If you master grammar deeply as a whole than people who only speak one language.

Overall, there can be no denying that learning languages is wholly positive for individuals and society and that is hihly important to know more than one language. if more pweople were multilingual, the world would ultimately be a happier and more prosperous place.

Student8

People live in a multilingual world that make increasing globalization and it is therefore very important to understand more than one language. there are three main purposes for this: an extra language can support people improvement in their career, people acquire an awariness of other cultures, and it supports developing people perception and knowledge of their own language.

The important thing for people is to learn more than one language for better future because there are many job advertisements are now to specify that they need in some cases. Moreover, as many companies start to trade internationally, people are often starting jobs for which they need no lanugage skills, but then becoming asked to relocate overseas or provide advancement that needs lanugage skills. Therefore, it helps with career enhancement.

The second purpose that is important to understand many lanugage is that it developments cultural awareness and permits society to talk with different people. All good mehtods of studying language also require to study about another culture, especially when your language skills get to a higher level. This awariness permits society from different nationalities and belief to get along with each other better, which is very significant to give the highly level of immigration. A lot of countries with high immigration level have problem with a lack of integration, and this is frequently because of the language barrier.

Finally, the people who only learn one language are different with people who study a new language because they need to study the grammar from scratch, and end up with a lot of knowlege of grammar completely. So that's why people should learn a lot of languages because it helps with their mastery of their own language and it proves that it is good for the brain. There are many people believe that learning more than one languages leads complicating, but in other hand the odd word being misused, this is simply not the case.

Overall, there can be no denying that studying languages is really positive for personals and society and that is very important to know more than one language. if more people were multilingual, the world would ultimately be a happier and more prosperous place.

Student9

We live in a multilingual world that is winding up progressively globalized and it is in this manner vital to know in excess of one dialect. There are three principle purposes behind this an extra dialect can enable you to advance in your vocation, you pick up a consciousness of different societies, and it helps increment our comprehension and information of our own dialect.

More occupation promotions are correctly determining that they need second, third, and even fourth dialects now and again, and knowing in excess of one dialect opens up your prospect in an exceedingly vital manner. Besides as an ever increasing number of organizations start to exchange universally, individuals are regularly starting occupation for which they require no dialect aptitudes, however then being requested to migrate abroad, or offered an advancement that requires dialect abilities. In this manner, it assists with vacation improvement. A few people regate this claim by saying that there are a lot of different occupation accessible, however this is essentially not the case any longer with the worldwide subsidence and more nations being universal.

The second reason that is essential to know in excess of one dialect is that it increments social mindfulness and enables you to speak with various individuals, every single great technique for learning dialects additionally involve finding out about another culture ... when your dialect aptitudes get to a more elevated amount. This mindfulness permits individuals from various nationalities and religions to coexist with each other better which is imperative given the abnormal amounts of migration. Numerous nation with high migration levels experience difficulty with an absence of ... and this is regularly a direct result of the dialect ..., so individuals wind up being isolated, ... in networks where their own dialect is talked. Indeed even these that say they couldn't care less in regards to meeting individuals of different societies with have seen these issues and ought to acknowledge the significance of learning different dialects.

At long last, individuals ought to take in extra dialects since it assists with their dominance of their own dialect and it is turned out to be useful for cerebrum. A few people trust that developing more dialects prompts disarray, yet close to the odd word being abused, this is essentially not the situation. In the event that you take in another dialect, you need to ponder the sentence structure ... preparation, and thusly wind up with a substantially more inside and out learning of syntax in general than individuals who just talk one dialect. Besides on the off chance that you learn dialect with comparable ... learning one can enable you to take in the others (take french, spanish, and italian, for instance).

In general there can be no denying that learning dialects is completely positive for people and society and that is exceedingly essential to know in excess of one dialect. On the off chance that more individuals were multilingual, the world would at least be a more joyful and more prosperous place.

Student10

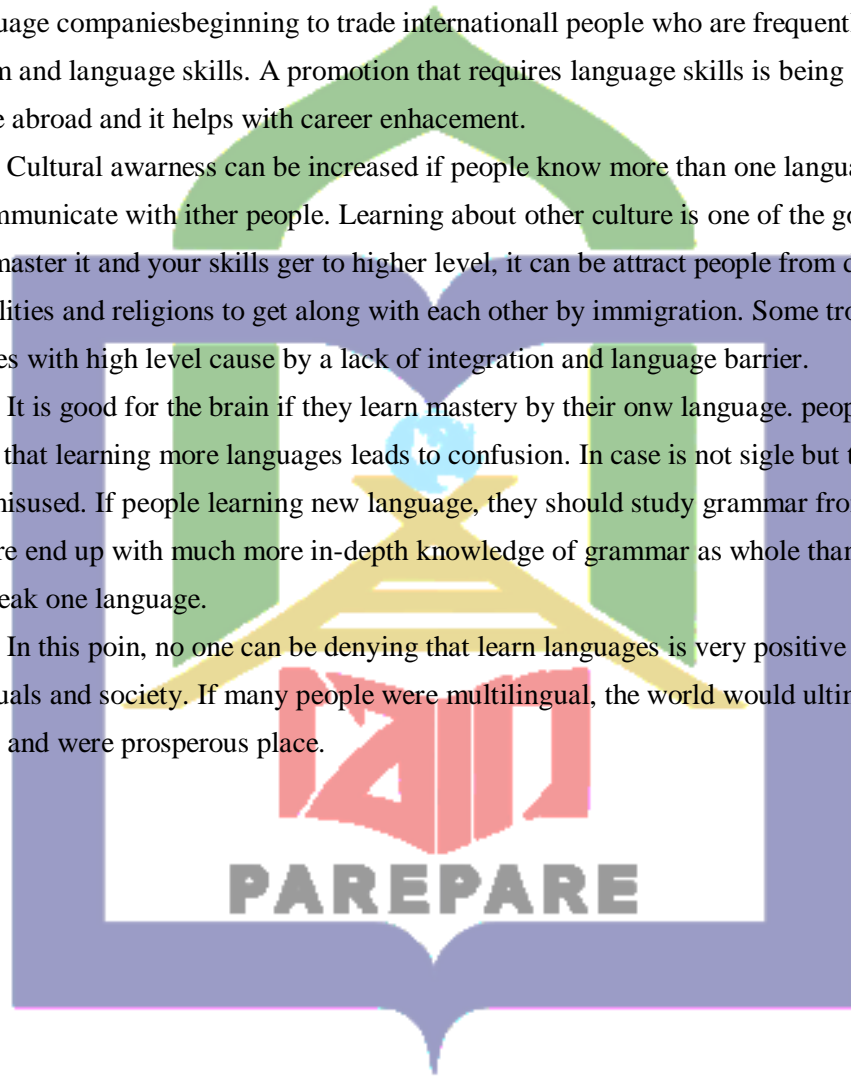
In this globalized world, people have to know more than language. there are many reasons for them to influence and progress in their career, people may obtain the other cultures, and also they can understanding and communicating by their insight.

More than one job advertisement are now specified for one or more languages. Some of language companies beginning to trade international people who are frequently begin jobs for them and language skills. A promotion that requires language skills is being asked to relocate abroad and it helps with career enhancement.

Cultural awarness can be increased if people know more than one language and they can communicate with ither people. Learning about other culture is one of the good method, if you master it and your skills ger to higher level, it can be attract people from different nationalities and religions to get along with each other by immigration. Some trouble in countries with high level cause by a lack of integration and language barrier.

It is good for the brain if they learn mastery by their onw language. people who believe that learning more languages leads to confusion. In case is not sigle but the odd word being misused. If people learning new language, they should study grammar from scratch and therefore end up with much more in-depth knowledge of grammar as whole than people who only speak one language.

In this poin, no one can be denying that learn languages is very positive for individuals and society. If many people were multilingual, the world would ultimately be happier and were prosperous place.



Student16

People existence in a multilingual world has become increasingly globalized because it is very important to understand more than one language. there are three main reasons for this: an additional language can help people to improve in their career, people gain an consciousness of their cultures, and it helps to upgrade people understanding and knowledge of their own language.

More occupation promotions are now specifying that they want second, third, and even fourth languages in some cases, and knowing more than one language opens up people prospective in a highly important way. Furthermore, as more and more companies commence to trade internationally, people are frequent beginning jobs for which they need no language skills. But, then being asked to relocate abroad, or asked a promotion that need language skills, it helps with career enhancement.

The second reason that is very important to know more than one language because it can allows people to communicate with the other people. All good methods in learning languages while learning about another culture, especially when your language skills get to a higher level. This awareness allows people who different nationalities and religions to get along with each other better, to given the high levels of immigration is very important. Many countries with high migration levels with an absence of colobacation, and this is regurally a direct result of the dialect hinduance so individuals mind up being isolated. Even those that say they couldn't careless in regardsto meeting individuals of different societies with have seen these issues and ought to acknowledge the significance of learning different dialects.

Finally, people ought to take in extra dialects it because it helps with their mastery of their own language and it is good for cerebrum... a few people trust that learning more language leads to confusion, yet close to the odd word being abused, this is essentially not the case. If people learn a new language, you need to order the sentence structure sains preparation, and thusly wind up with a much more inside and out learning of syntax as a whole than people who only speak one language.

In general there can be no denying that learning language is completely positive for people, society and that is highly important to know in excess of one language. if more individuals were multilingual, the world would at least be a more joyful and more prosperous place.

Student18

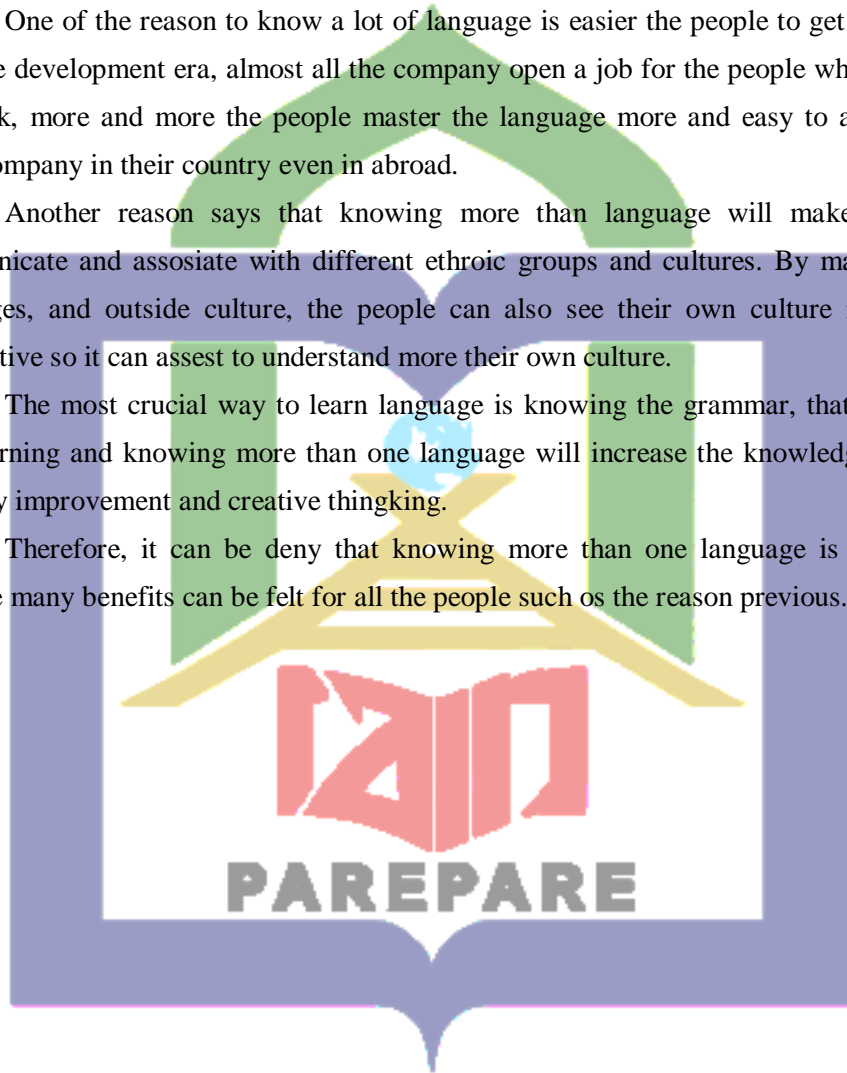
As a creator who lives in modern era it is very crucial to know more than one language. by knowing many languages will support a career, make it easier to know the type of culture in other countries and advance the knowledge. They are a number of reasons that how crucial to know more than one language.

One of the reason to know a lot of language is easier the people to get ... job. Along with the development era, almost all the company open a job for the people who have ability to speak, more and more the people master the language more and easy to accept at each good company in their country even in abroad.

Another reason says that knowing more than language will make it easier to communicate and associate with different ethnic groups and cultures. By mastering many languages, and outside culture, the people can also see their own culture in a different perspective so it can assist to understand more their own culture.

The most crucial way to learn language is knowing the grammar, that is the reason that learning and knowing more than one language will increase the knowledge with better memory improvement and creative thinking.

Therefore, it can be deny that knowing more than one language is really crucial because many benefits can be felt for all the people such as the reason previous.



Student19

It's so important to know more than one language because we are live in the world that is developing a multilingual globalized (near copy). According to Lena Glen an Maria Castle, an additional language can help people to increase his career, people get a consciousness of other cultures, and then it's can helps to develop people understanding and knowledge of their own language(Minimal revision).

Knowing more than one language opens up people probability in a highly important way, and nowadays many job advertisement is needing more than one language in some cases (minimal revision). Afterwords, language skill is not need by people frequently when they beginning jobs, but then being asked to relocate abroad, or given a promotion that needs language skills (minimal revision). Therefore, it helps to increase our career (minimal revision).

The second reason that is important to know more than one lanugage is that develops cultural awareness and permits to communicate with difrend people (minimal revision). According to Lena Glenand Maria Castle that also explain that all good method of learning language also need about another culture, especially different nationalities and religion to communicate with each other better (minimal revision). Giving the high levels of immigration is very important (minimal revision). The language barrier make many countires with high immigration have difficulties with a lack of integration (minimal revision).

The last, people should learn more than one language because it helps with their mastery of their own language and it is proven to be good for brain. Some people believe that learning more language can make us confused , but besides the odd word being missused, this simply not the case. If people learn a new language, they have to study the grammar deeply, and therefore end up with a much more in dept knowledge of grammar as a whole than people who only speak one language.

Finally, Lena Glenn and Maria Castle make conclusion that overall there can be no denying that learnig languages is wholly positive for individuals and society and that it is highly important to know more than one language. if more peo;e were multilingual, the world ultimately be a happier and more prosperous place.

Student20

Individuals live in a multilingual world that is ending progressively globalized and it is in this way critical to know in excess of one dialect. There are three primary reason explanations behind this: an extra dialect can enable individuals to advance in their profession, individuals pick up a consciousness of different societies, and it increment to individuals comprehension and information of their own dialect.

More occupation commercials are presently indicating that they need second, third, and even forth dialects now and again, and knowing in excess of one dialect opens up individuals prospects in a very imperative manner. Besides, as an ever increasing number of organization start to exchange universally, individuals are as often as possible starting employments for which they requires no dialect aptitudes, however then being requested to move abroad, or offered an advancement that requires dialect abilities. In this manner, it assists with vocation improvement.

The second reason that it is critical to know in excess of one dialect is that it increment social mindfulness and enables individuals to speak with various individuals. Every single great strategy for learning dialects additionally involve finding out about another culture, particularly when your dialect abilities get to a larger amount. This mindfulness permits individuals from various nationalities and religions to coexist with each other better, which is vital given the large amounts of migration. Numerous nations with high migration levels experience difficulty with an absence of mix, and this is frequently a direct result of the dialect hindrance.

At long last, individuals ought to take in extra dialects since it assists with their dominance of their own dialect and it is turned out to be useful for the cerebrum. A few people trust that adapting more dialects prompts perplexity, yet close to the odd word being abused, this is essentially not the situation. In the event that individuals take in another dialect, they need to consider the sentence structure without any preparation, and along these lines wind up with a substantially more top to bottom learning of syntax all in all than individuals who just talk one dialect.

In general, there can be no denying that learning dialects is entirely positive for people and society and that it is exceedingly critical to know in excess of one dialect. On the off chance that more individuals were multilingual, the world would at least be a more joyful and more and more prosperous place.

Student21

The global era, people must know more than language. there are three reasons for this: a language can help people improvement in their career, awarness of the cultures and they own language can improvemnt understand and they knowledge people.

There are many job advertisements are now specifying that they want second, third, and even fourth languages in some cases, and knowing more than one language opens up people prospects in a highly important way. Even, as more and more companies begin to trade internationally, people are frequently beginning jobs for which they need no language skills, but then being asked to relocate aoverseas, or offered a promotion that requires language skills. so, it helps with career enhancement.

The second cause, as far as i know more than one language is that it increases cultural awarness and allow people to communicate with different people. All good methods of learning languages also involve learning about another culture, mostly when your language skills get to a higher level. This awareness approve people from different nationalities and religions to get along with each other better, which is very important given the high levels of immigration. Many countries with high immigration levels have concern with a lack of integration, and this is often because of the language barricade.

eventually, people should learn additional languages because it helps with their mastery of their own language and it is reliable to be good for the brain. Some people believe that learning more languages leads to confusion, but besides the odd word being misused, this is simply not the case. If people learn a new language, they have to study the grammar from scratch, at the end of with a much more in-depth knowledge of grammar as a whole than people who only speak one language.

Overall there can be not denying that learning languages is totally positive for individuals and society and that it is highly important to know more than one language. If more people were multilingual, the world would ultimately be a happier and more prosperous place.

Student22

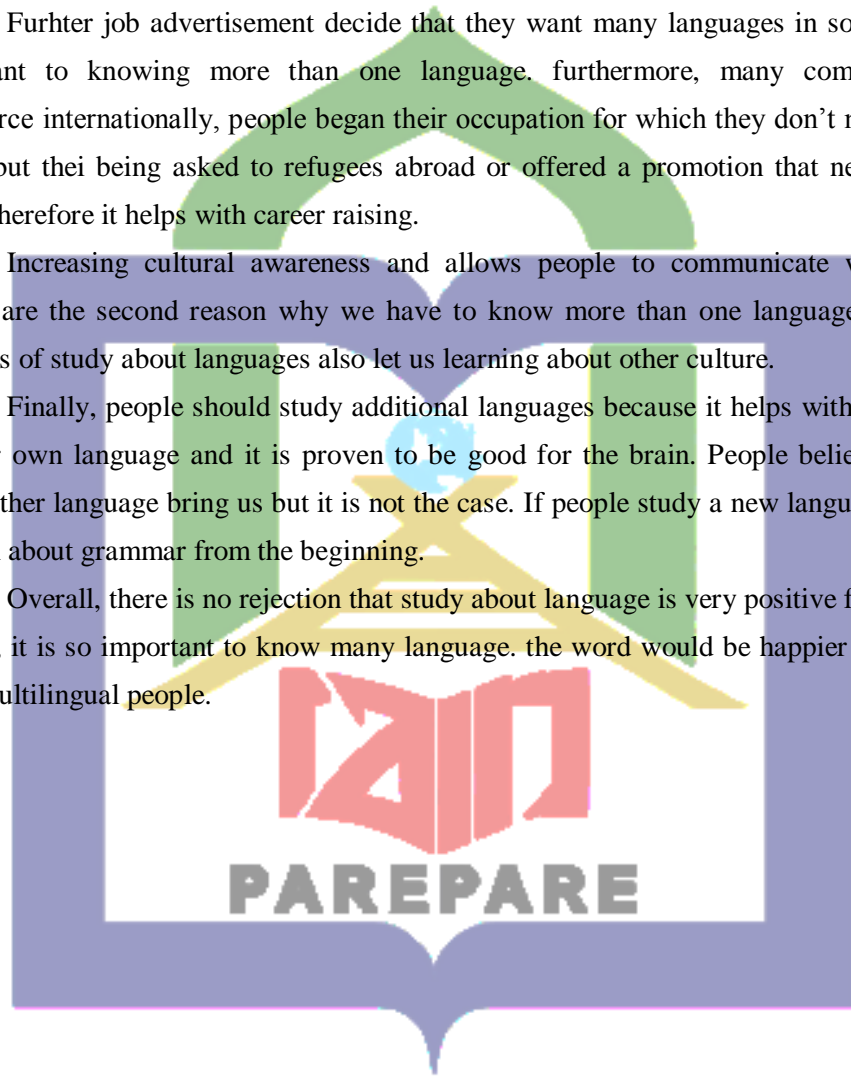
People live in a multilingual world and become increased globalized and very important to know more than one language. The three main reasons: an additional language helped their career, people obtain an awareness of another culture and can help to raise people's understanding and science of their own language.

Further job advertisements decide that they want many languages in some cases and important to knowing more than one language. Furthermore, many companies begin commerce internationally, people began their occupation for which they don't need language skills, but they being asked to refugees abroad or offered a promotion that needs language skills, therefore it helps with career raising.

Increasing cultural awareness and allows people to communicate with different people are the second reason why we have to know more than one language. Many good methods of study about languages also let us learn about other cultures.

Finally, people should study additional languages because it helps with their authority of their own language and it is proven to be good for the brain. People believe that study about other languages brings us but it is not the case. If people study a new language they need to learn about grammar from the beginning.

Overall, there is no rejection that study about language is very positive for people and society, it is so important to know many languages. The world would be a happier place if there were multilingual people.



Student26

People dwell in a multilingual world that is becoming increasingly globalized and it is therefore very important to know more than one language. In career, an additional language can help people progress, on the other hand, people get knowledge of other cultures, and it aids in increasing people's understanding and knowledge of their own language. The three points above are the reasons why it is important to know more than one language.

Now, there are more job advertisements who want mastery of two languages, three languages, even four languages. And people's prospects open up by knowing more than one language. Additionally, as more and more companies start to do business internationally, people are frequently beginning jobs for which they need no language skills, but then being asked to move abroad, or present a promotion that requires language skills. Consequently, it helps with career enhancement.

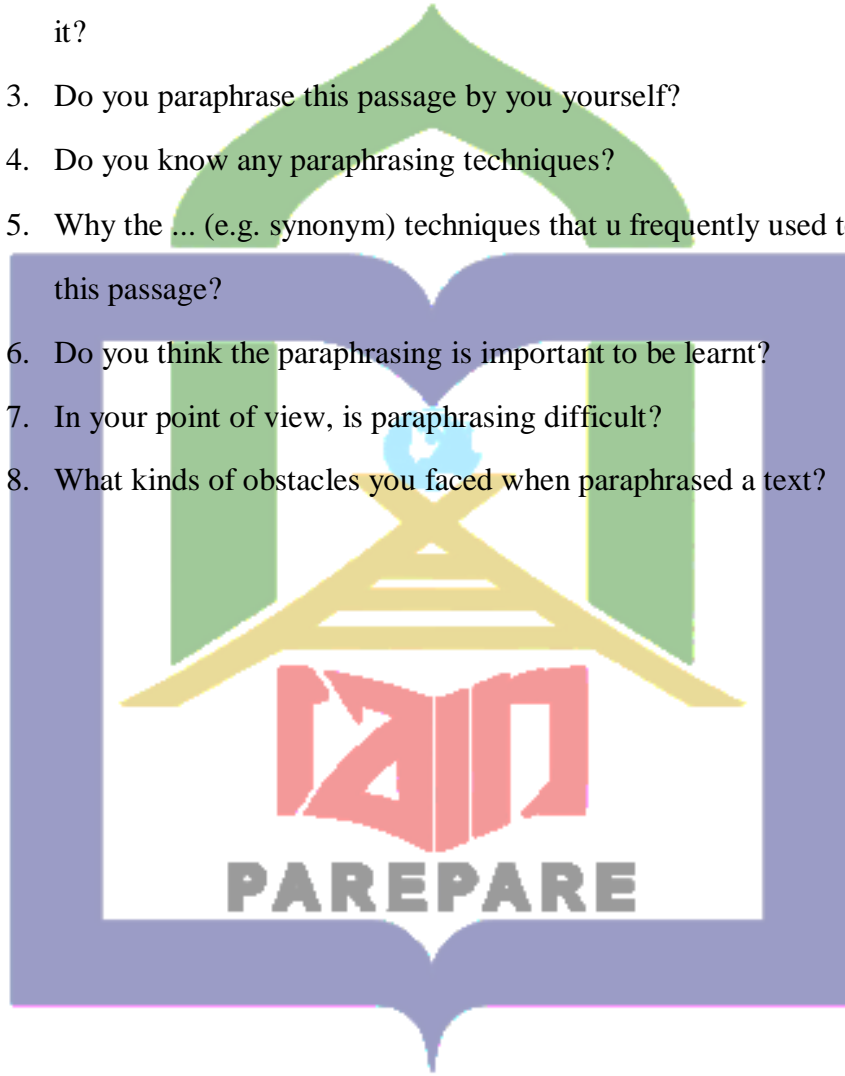
Increasing cultural awareness is the second reason why it is important to know more than one language and people can communicate with different people. All good methods of learning a language also need learning about another culture, especially when your language skills get to a higher level. This knowledge and awareness make people from different countries and believe to get along with each other better, which is very important given the high levels of immigration. Because of the language barrier, some countries with high immigration levels have trouble with lack of integration.

In conclusion, with learning additional languages, it helps their mastery of their own language and it is established to be good for the brain. Some people believe it is established to be good for the brain. Some people believe that learning more languages leads to confusion, but besides the odd word being misused this is simply not the case. If people know a new language, they must study the grammar from scratch, and therefore end up with a much more in-depth knowledge of grammar as a whole than people who only speak one language.

Mostly, there can be no denying that learning languages is completely positive for individuals and society and that is highly important to know more than one language. The world would ultimately be a happier and more prosperous place if more people were multilingual.

APPENDIX 3. INTERVIEWING-QUESTIONS LIST

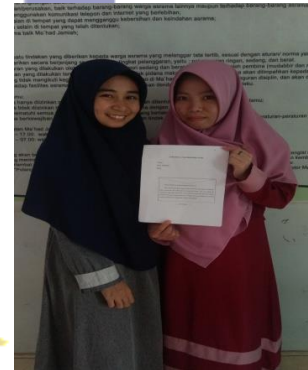
1. In your opinion, what is paraphrasing?
2. Have you ever paraphrased before? When was it happen? What text was it?
3. Do you paraphrase this passage by you yourself?
4. Do you know any paraphrasing techniques?
5. Why the ... (e.g. synonym) techniques that u frequently used to paraphrase this passage?
6. Do you think the paraphrasing is important to be learnt?
7. In your point of view, is paraphrasing difficult?
8. What kinds of obstacles you faced when paraphrased a text?



APPENDIX 4. RESEARCH PHOTO DOCUMENTATION



Distributing the paraphrasing task for the respondents



Interviewing the respondents





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE

Alamat : Jl. Amal Bakti No. 8 Soreang Kota Parepare 91132 ☎ (0421)21307 📠 (0421) 24404
Po Box : 909 Parepare 91100 Website : www.iainparepare.ac.id Email: info.iainparepare.ac.id

Nomor : B 1470 /In.39/PP.00.9/08/2018
Lampiran : -
Hal : Izin Melaksanakan Penelitian

Kepada Yth.
Kepala Daerah KOTA PAREPARE
Cq. Badan Perencanaan Pembangunan Daerah
di
KOTA PAREPARE

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE :

Nama : INTAN PERTIWI
Tempat/Tgl. Lahir : SALOKARAJA, 05 Nopember 1993
NIM : 14.1300.042
Jurusan / Program Studi : Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester : VIII (Delapan)
Alamat : JL SAWAH NO 86 SALOKARAJA, MAIWA

Bermaksud akan mengadakan penelitian di wilayah **KOTA PAREPARE** dalam rangka penyusunan skripsi yang berjudul :

"STUDENTS' PARAPHRASING TECHNIQUES (A STUDY AT THE JUNIOR STUDENTS OF ENGLISH EDUCATION PROGRAM IAIN PAREPARE)"

Pelaksanaan penelitian ini direncanakan pada bulan **Agustus** sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

14 Agustus 2018

A.n Rektor

Plt. Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL)



Muh. Djunaidi



PEMERINTAH KOTA PAREPARE
BADAN PERENCANAAN PEMBANGUNAN DAERAH

Jln. Jend. Sudirman Nomor 76, Telp. (0421) 25250, Fax (0421)26111, Kode Pos 91122
Email : bappeda@pareparekota.go.id; Website : www.bappeda.pareparekota.go.id

PAREPARE

Parepare, 14 Agustus 2018

Nomor : 050 / 776 / Bappeda
Lampiran : --
Perihal : Izin Penelitian

Kepada
Yth. Rektor Institut Agama Islam Negeri (IAIN)
Parepare
Di -

Parepare

DASAR :

1. Undang-Undang Republik Indonesia Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah.
3. Peraturan Menteri Dalam Negeri Nomor 17 Tahun 2016 tentang Pedoman Penelitian dan Pengembangan di Kementerian Dalam Negeri dan Pemerintah Daerah.
4. Peraturan Daerah Kota Parepare No. 8 Tahun 2016 tentang Pembentukan dan Susunan Perangkat Daerah.
5. Surat Rektor Institut Agama Islam Negeri (IAIN) Parepare, Nomor : B 1470/In.39/PP.00.9/08/2018 tanggal 14 Agustus 2018 Perihal Izin Melaksanakan Penelitian.

Setelah memperhatikan hal tersebut, maka pada perinsipnya Pemerintah Kota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah kota Parepare) dapat memberikan **Izin Penelitian** kepada :

N a m a : INTAN PERTIWI
Tempat/Tgl. Lahir : Salokaraja / 5 November 1993
Jenis Kelamin : Perempuan
Pekerjaan : Mahasiswi
A l a m a t : Jl. Sawah No. 86 Salokaraja, Kec. Maiwa, Kab. Enrekang

Bermaksud untuk melakukan **Penelitian/Wawancara** di Kota Parepare dengan judul :
"STUDENTS' PARAPHRASING TECHNIQUES (A STUDY AT THE JUNIOR STUDENTS OF ENGLISH EDUCATION PROGRAM IAIN PAREPARE)"

Selama : Tmt. Agustus s.d September 2018
Pengikut/Peserta : **Tidak Ada**

Sehubungan dengan hal tersebut pada prinsipnya kami **menyetujui** kegiatan dimaksud dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan harus melaporkan diri kepada Instansi/Perangkat Daerah yang bersangkutan.
2. Pengambilan Data/Penelitian tidak menyimpang dari masalah yang telah diizinkan dan semata-mata untuk kepentingan Ilmiah.
3. Mentaati ketentuan Peraturan Perundang-undangan yang berlaku dengan mengutamakan sikap sopan santun dan mengindahkan Adat Istiadat setempat.
4. Setelah melaksanakan kegiatan Penelitian agar melaporkan hasilnya kepada Walikota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah Kota Parepare)
5. Menyerahkan 1 (satu) berkas Foto Copy hasil "**Penelitian**" kepada Pemerintah Kota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah Kota Parepare).
6. Kepada Instansi yang dihubungi mohon membe rikan bantuan.
7. Surat Izin akan dicabut kembali dan dinyatakan tidak berlaku, apabila ternyata pemegang Surat Izin tidak mentaati ketentuan-ketentuan tersebut di atas.

Demikian izin penelitian ini diberikan untuk dilaksanakan sesuai ketentuan berlaku.

An. KEPALA BAPPEDA
SEKRETARIS,

E-W. **ARIYADI S. ST. MT**
Pangkat. Pembina
Nip. 19691204 199703 1 002

TEMBUSAN : Kepada Yth.

1. Gubernur Provinsi Sulawesi Selatan Cq. Kepala BKB Sulsel di Makassar
2. Walikota Parepare di Parepare
3. Rektor Institut Agama Islam Negeri (IAIN) Parepare di Parepare
4. Saudara INTAN PERTIWI
5. Arsip.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE**

Jalan Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

SURAT KETERANGAN PENELITIAN

Nomor : B-1102 /ln.39/PP.00.9/09/2018

Yang bertanda tangan dibawah ini, Rektor Institut Agama Islam Negeri (IAIN) Parepare menerangkan sesungguhnya bahwa :

Nama : INTAN PERTIWI
Tempat/Tanggal Lahir : Salokaraja, 5 November 1993
Nim : 14.1300.042
Jurusan/ Prodi : Tarbiyah dan Adab/Pendidikan Bahasa Inggris
Alamat : Jl. Sawah No.86 Salokaraja, Maiwa

Yang bersangkutan telah melakukan penelitian di IAIN Parepare dengan Judul Skripsi :
“STUDENTS PARAPHRASING TECHNIQUES (A STUDY AT THE JUNIOR STUDENTS OF ENGLISH EDUCATION PROGRAM IAIN PAREPARE)”

Mulai Bulan Agustus s.d. September 2018

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

28 September 2018



a.n. Rektor
Plt. Wakil Rektor Bidang APL

Muh. Djunaidi

CURRICULUM VITAE



Intan Pertiwi, the daughter of couple Mr. Abd. Karim & Mrs. Siri, was born on November 5, 1993 in a village of Enrekang Regency—South Sulawesi, called Salokaraja. She started her formal education in 2000 precisely at elementary school SDN 100 Salokaraja and graduated in 2006. Then, she graduated from the Junior High School at MTs. N Maiwa in 2006 and Senior High School at SMKN 3 Enrekang in 2012.

In 2014, she decided to continue her formal education in a university. At the time, she finally chose STAIN Parepare—transformed to IAIN Parepare in 2018— as the university to get a scholar degree. She focused on studying the English at Tarbiyah Faculty IAIN Parepare and finally completed her study in 2019 with fulfilling the final requirements, conducting a research titling Students’ Paraphrasing Techniques in Writing at Senior Students of English Program of IAIN Parepare. It sent her to be a scholar.

During studying in IAIN Parepare for about four years, she stayed at IAIN Parepare Girls-Dormitory. It drove her being included as a tutor. She was as an Arabic tutor in 2015-2017 and then as an English tutor in 2017-2018.

She totally believed that all obstacles we faced in every journey we had are completely HIS Love. Just always remember what Holy Quran Surah 2 verse 214 explained for, that: “Or do you think that you will enter the Paradise will such (trial) has not yet come to you as came to those who passed on before you? They were touched by poverty and hardship and were shaken until (even their) messenger and those who believed with him said, “when is the help of Allah?” Unquestionably, the help of Allah is near.” That is why she always tries to be positive thinking in everything difficult she feels, included of formal education story she had. No reason for doing nothing to drive ourselves becoming a better one. Then, our duty in this life is just to love. Love everything that we have. Happiness is there.