



SNAP TO READ

THE USE OF PARAPHRASING TECHNIQUE BY ELE SENIORS OF UNIVERSITAS NEGERI MALANG FOR THEIR S1 THESIS

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First received: August 8, 2023

Final proof received: November 5, 2024

Abstract:

As there are so many criteria that should be done in paraphrasing, indeed, it is need more attention to do, Therefore, students have to learn paraphrasing technique in order to paraphrase effectively. The objectives of this research were to investigate the use paraphrasing technique and their paraphrasing preference by ELE seniors of Universitas Negeri Malang. The research used quantitative method and used questionnaires as the instrument to collect the dat. The questionnaires of this study were distributed to 61 students who writing their thesis since they required to do paraphrasing a lot to write their thesis. Finally, the results of the study show the most paraphrasing technique used by the students in syntactic paraphrasing is changing active sentence into passive sentence, while in semantic paraphrasing the most paraphrasing technique used by the student is changing word order by changing its synonym. Moreover, the result of this research shows that the students prefer using paraphrasing tools since its practicality to be used by the students to help them paraphrase from original sources.

Keywords: *Paraphrasing; paraphrasing technique; paraphrasing tool*

INTRODUCTION

Paraphrasing is essential for English language students. By paraphrasing, students are allowed to express and convey someone else's ideas while they have to maintaining the main ideas of the original source using their own words. According to (Bailey,2011) paraphrase entails altering a text's words or sentences without changing the meaning so that it differs from the original source. However, in some cases students are unable to do paraphrase properly because they tend to copy the author's words directly since they don't know how to do paraphrasing. If this problem is ignored, it would make the students tend to do plagiarism. Therefore, undoubtedly students should learn how to paraphrase since they must use existing material to support their points. because with the reference from the existing literature, it will help the students to strengthen their arguments which, indeed, it makes their academic writing will be more acceptable.

Paraphrasing is important as it is a useful way to use source material and someone else's idea for research paper or essay that provides appropriate reference in academic writing in order to avoid plagiarism. Since plagiarism is one of the major issues with writing, students who lack confidence in their academic writing are more likely to use the original sources than to rephrase the idea. (Liao and Tseng,2010). Moreover, paraphrasing is important in order to make sure that students know and have a clear understanding from what someone else's ideas based on what they thought and express.

Talking about paraphrasing will never be completed if there is no guide to make it more acceptable and effective. According to Dung (2010), there are various standards for an effective paraphrase, including the need for students to include every significant concept from the original passage, though not necessarily in the same order. The length of the paraphrase should be roughly the same as the original section, and students must avoid emphasizing one idea over another. They should also refrain from altering the meaning by introducing their own ideas or opinions, and avoid using the original sentence form. Deborah (2006) also stated that there are several

procedures to follow when paraphrasing in order to make it acceptable. These include ensuring that students fully understand the author's language and ideas, correctly comprehend the sentence's context, and determine which paraphrase best captures the main idea of the original passage. Students must be able to identify various sentence constructions while maintaining the original sentence's meaning, as well as recognize new vocabulary words without altering the original message. Additionally, an effective paraphrase should differ from the original in terms of terminology, structure, and meaning while retaining some of the original phrases (Bailey,2011).

As there are so many criteria that should be done in paraphrasing, indeed, it is need more attention to do, Therefore, students have to learn paraphrasing technique in order to paraphrase effectively. There are several techniques that can be used for students to paraphrase. In this study the researcher uses paraphrasing technique which classifies by Pietrick as cited in (Dung ,2010) to analyze the data. The paraphrasing technique which classifies by Pietrick are divided into three groups which are: changing structure and grammar, changing word, and changing structure of ideas. These paraphrasing categories the researcher use to analyze the data is different from some previous researcher. The previous researcher (Irmadamayanti,2014) uses Keck Taxonomy to classifies students' paraphrasing category which are: near copy, moderate revision, minimal revision, and substantial revision.). The second previous researcher, Na & Mai used (synonyms, word transformation, syntactic transformation, and unchanged language patterns). Since there is no consistent paraphrasing technique that can categorize as a good paraphrasing, therefore the researcher uses Pietrick's paraphrasing category.

Effective paraphrasing is a key academic skill needed to avoid the risk of plagiarism. It demonstrates the students understanding of a source. There have been many kinds of research dealing with paraphrasing. Based on the study conducted by (Irmadayanti,2014) revealed that the majority of Department of English Language Education students are still having trouble paraphrasing. One of the problems the students have is their lack

of comprehension of paraphrasing, which includes the standards for a good paraphrase. The majority of them struggle to properly paraphrase texts by rewriting the original wording, altering the original sentence structure, and citing sources correctly. Therefore, students have to learn paraphrasing technique in order to paraphrase effectively. Furthermore, according to Khairunnisa, Gatot, and (Surmiyati,2014), most students are unable to rearrange the order of ideas because they prefer to mimic the original arrangement of ideas, lack comprehension of what makes a good paraphrase, and lack of vocabulary.

Moreover, study conducted by (Choy and Lee,2012) found that students of English as a second language (ESL) had difficulty paraphrasing texts, which is one of the main issues they face. This is due to cultural restrictions on language and the difficulty in modifying the words to maintain the original text's meaning. Because paraphrasing is frequently used to encourage students to go beyond dependency on copying from source texts, students need to know how to paraphrase well and the criteria for good paraphrasing. Previous study mostly discussed about the difficulty that the students face during paraphrasing. Therefore, the writer conducted this study to know the paraphrasing strategy use by S1 ELE students to write their thesis. This research also aims to know the frequency of the use paraphrasing tool compare to manual paraphrasing which is different from previous study by (Sulistyaningrum,2021) discovered that Vocational Education in Mechanical Engineering According to the study's findings, students are familiar with the paraphrasing tool and have been utilizing it to help them improve their grammar, vocabulary, sentence structure, and paraphrasing technique.

The table below presents the paraphrasing technique classifies by Pietrick of each paraphrase. As can be seen in the table 1 below,

Table 1 Paraphrasing technique which classifies by (Pietrick,2010)

| Paraphrasing | Paraphrasing Technique |
|--------------------------------------|--|
| Changing Structure and Grammar | 1. Active vs Passive 2. Positive vs Negative 3. Long sentences to Short Sentences 4. Expand Phrases for Clarity 5. Shorten Phrases for Conciseness |
| Changing Word and Structure of Ideas | 1. Changing Word Order 2. Changing Parts of Speech |

As presented in the table 1, it shows the techniques that can be used in paraphrasing. It is a crucial skill in academic and professional writing that involves rephrasing ideas while maintaining their original meaning. Pietric (2010) mentioned two common techniques in paraphrasing are changing structure and grammar and changing word and structure of ideas. It is possible to execute syntactic paraphrasing by modifying the syntax and sentence structure of the original source material. Some technique that can be used are changing active to passive form, changing positive to negative, changing long sentence to short sentence, expanding phrase for clarity, shorten phrases for conciseness. Transforming sentences between active and passive forms can be used to shift the focus of the sentence. Similarly, sentences can be rephrased from positive to negative structures or vice versa without changing their meaning. Others technique involves simplifying long sentences into shorter ones for clarity or, conversely, expanding phrases to provide more detail. In addition, overly detailed expressions can be shortened to enhance conciseness and readability.

Another aspect of paraphrasing is modifying the wording and arrangement of ideas. This can be done by rearranging the word order to introduce variety while retaining the original meaning. Additionally, changing parts of speech—such as converting nouns into verbs or adjectives into adverbs—can make sentences more dynamic and engaging. By applying these techniques, writers can present ideas in new ways, avoiding plagiarism and improving the overall quality of their writing.

Although paraphrasing technique is very important, it is often ignored by students. However, as technology has advanced, a variety of tools have become more useful for students. With the help of technology students can easily paraphrase without consuming so much time. Therefore, students can do paraphrasing manually or using paraphrasing tool. Students frequently use paraphrasing tools to avoid plagiarism while paraphrasing. With just one mouse click, the paraphrasing tool produces paraphrases. A program known as a paraphrase tool enables users to change the words in a text while preserving the sense of the original text (Bin & Michael, 2019). With the help of an automatic paraphrase tool, sentences may be taken and adjusted, making it simple to rework and rewrite the text. The tool's objective is to rewrite text while preserving the original text's meaning by altering sentence structure and substituting words with synonyms (Fitria, 2021). There are several types of paraphrasing tool which are: QuillBot.com, Paraphrasing-tool.com, Prepostseo.com, Spinbot.com and Grammarly. One of the most popular and free paraphrase programs on the internet is QuillBot.com. QuillBot.com can do a remedy by paraphrasing the text automatically. It requires simple steps to use this tool. After we have written or pasted the text and clicked on the Paraphrase button, QuillBot.com can paraphrase it. Secondly, Paraphrasing-tool.com, the webpages of paraphrase-Tool.com, are relatively simple and only offer one type of paraphrase. It had less features than quillbot.com. This website just offers a paraphrase generator that is free. Others, prepostseo.com is one of the most well-known websites for paraphrasing. This website provides more than 195 tools for a variety of purposes, the majority of the tools in the websites are free to use. The most significant advantage of using Prepostseo's paraphrasing tool is that this website not changing the meaning of the content while changing the majority of the words and sentences in the text.

While, Spinbot.com transforms text that is understandable to read. This website can create fresh articles and its free using their automatic article spinner. It is a tool for rewriting articles that highlights the text in order to

show what should be changed or rearranged. Use of Spinbot.com is cost-free. Without significantly changing the original's meaning, Spinbot.com produces a lot of versions of the base text. Text spinners, a paraphrase tool, and a Translate and Spin feature are the three features offered by this website. Then, Grammarly which can help users with vocabulary development and grammar, punctuation, and spelling checks. Additionally, Grammarly provides a paraphrasing tool option that can be used. Grammarly can rewrite complete sentences to improve their style and grammar, but it doesn't have the full paraphrase functionality of Quillbot or other paraphrasing programs, which allows it to rephrase entire paragraphs.

This research focuses on paraphrasing which is the major skills needed by English language education students in their academic writing especially for those who are writing their proposal or thesis as requirement to be fulfilled in order to graduate for their degree. The research question that the writer wants to find the answer by conducting this research is formulated as "What are ELE seniors' technique in paraphrasing for their S1 Thesis?" and "How frequent do ELE seniors' use paraphrasing tool as compared to manual paraphrasing for writing their S1 thesis?"

METHOD

The quantitative approach will use in this study the author gathers and examines data use survey. The survey design is appropriate to be used in this study because it allows collecting data in a large number of participants. It is also used to describe the opinions, beliefs, characteristics, attitudes, preferences, and perceptions of people (Ary, Jacobs, Sorensen & Razaiveh, 2010: 372; Latief, 2017: 126).

Population and sample

The population in this study is senior English Language Education (ELE) students who study at Universitas Negeri Malang. The sample of this study is ELE students who are in year 2016, 2017, 2018, 2019 since they taking the thesis writing as the requirement before they graduate. This

study used stratified random sampling because of the large group of the population which still doing their thesis which consist of 35 students in year 2016, 18 students in year 2017, 51 students in year 2018, and 99 students in year 2019. With the total 203 students. The researcher takes 30% of the population which are 61 sample.

Instrument

In the study, a questionnaire will be utilized to gather data on the challenges that the students had when paraphrasing. The questionnaire includes closed-ended and Likert scale questions, allowing participants to rate their perceptions, beliefs, and experiences regarding differentiated learning strategies. The survey is administered electronically using Google form to ensure convenience and anonymity. This research used 32 items of questionnaire and applied Five Likert scale in the process of analysis. According to (Dornyei,2010), the most commonly used question style for assessing participant opinion on usability is the Likert scale. Taherdoost (2019) mentioned the Likert scale produces a highly dependable scale. Furthermore, it is simple to read and complete from the point of view of participants.

In line with (Bouranta et al,2009) as cited in (Taherdoost,2019) refers that 5-point rating scales have been recommended to be less confusing and to boost response rate. Therefore, the 5-point Likert scale is used as the direction to answer the questionnaire. The scale ranges start from Never, Rarely, Sometimes, Often, and Always. Thus, the data results are shown by percentage and tables. Since the questionnaire is adopted from (Pratama, Prawesti & Fridolini,2022) the questionnaire developed and divided into six part in the online questionnaire. This is based on factor to measure the students' paraphrasing technique and their preference.

Table 2. Blueprint on Student’s Paraphrasing Technique and their Preference.

| Indicator | Sub-Indicator | Item |
|------------------------|---|-------|
| Paraphrasing Technique | The use of paraphrasing technique | 1-5 |
| | - Changing structure and grammar (syntactic paraphrasing) | 6-11 |
| | - Changing Word (semantic paraphrasing) | 12-14 |
| | - Changing Structure of Ideas | 15 |
| Students’ preference | The use of paraphrasing tool | 16-26 |
| | - The frequency of using paraphrasing tool | 27-32 |

Questionnaires about the use of paraphrasing technique are distributed through a WhatsApp group using a link of Google Form. Students are asked to fill out the checklist questionnaires within 10 to 15 minutes.

The data collected and analysed according to the percentage result from Google Form distributed. The scale contains Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree to analyse the paraphrasing technique and the scale Always, Frequently, Sometimes, Rarely, and Never options to know the student’s preference on using the paraphrasing tools. Thus, the data are evaluated by determining the total percentage that represents the majority of the options in order to conclude students' opinions, which reflects students' attitudes regarding this issue. The questionnaire applies the Likert scale formula shown below (Arikunto, 2021):

$$\frac{\text{the number of respondents who choose the option}}{\text{total number of respondents}} \times 100\%$$

FINDINGS AND DISCUSSION

This section presents the study's findings. It refers to the patterns of study responses to questionnaire items. The final result is evaluated in accordance with this research question. Following the presentation of the results in the table, the findings are discussed along with their relevance to the literature and previous research regarding the studied topic.

The use of paraphrasing technique

Table 3. Paraphrasing technique: The use of paraphrasing technique

| Items | Statement | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|-------|---|----------------------|-------------|------------|-----------|-------------------|
| | | Frequency/percentage | | | | |
| 1 | I know how to paraphrase. | 27 43.5% | 35 56.5% | 0 0% | 0 0% | 0 0% |
| 2. | I know paraphrasing techniques. | 25 40.3% | 29 46.8% | 7 11.3% | 1 1.6% | 0 0% |
| 3. | Paraphrasing technique is important for me to comprehend the text better. | 34 54.8% | 24 38.7% | 4 6.5% | 0 0% | 0 0% |
| 4. | I applied paraphrasing technique when I paraphrase the text | 28 45.2% | 30 48.4% | 4 6.5% | 0 0% | 0 0% |
| 5. | I paraphrase using my own words | 16 25.8% | 40 64.5% | 5 6.5% | 1 1.6% | 0 0% |

Regarding the first statement the data stressed that 43.5 % the students strongly agree that they know how to paraphrase and 56.5% students agree they know how to paraphrase. It means that almost all the respondent knows how to paraphrase. For the second statement 11.3% students are not sure with the statement and only 1.6% students choose disagree, it indicates that almost all the respondent knows paraphrasing techniques. For the third

statement the highest percentage is 54.8% which implies that most of the students use paraphrasing to comprehend the text better. Through the forth statement 48.4% students applied paraphrasing technique to paraphrase the text, however 6.5% students are not sure whether they applied paraphrasing technique or not. The fifth statements indicate that 64.5% students did not strongly agree whether they use their own words to paraphrase.

Paraphrasing Technique

Table 4. Paraphrasing technique: Changing structure and grammar (syntactic paraphrasing)

| Items | Statement | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|-------|--|----------------------|-------------|-------------|------------|-------------------|
| | | Frequency/percentage | | | | |
| 1 | I change the structure of the text when I do paraphrase. | 39 60.9% | 20 31.3% | 4 6.3% | 1 1.6% | 0 0% |
| 2. | I change active sentence into passive sentence in my paraphrasing or vice versa. | 33 51.6% | 23 35.9% | 6 9.4% | 2 3.1% | 0 0% |
| 3. | I change positive sentence into negative sentence in my paraphrasing or vice versa | 10 15.6% | 29 45.3% | 12 18.8% | 9 14.4% | 4 6.3% |
| 4. | I paraphrase long sentences into short sentences | 11 17.2% | 34 53.1% | 15 23.4% | 4 6.5% | 0 0% |
| 5. | I expand phrases for clarity | 21 32.8% | 30 46.9% | 7 10.9% | 6 9.4% | 0 0% |
| 6. | I shorten phrases for conciseness | 19 29.7% | 39 60.9% | 5 7.8% | 1 1.6% | 0 0% |

Syntactic paraphrasing can be done by changing the structure of the text and the grammar of the original source text. From the data above it can be implied that in syntactic paraphrasing majority of the students change the structure of the text to paraphrase the original text in statement one with percentage 60.9%. In syntactic paraphrasing from the data above it indicates that the technique mostly used by students is shorten phrases for conciseness even though they are not strongly sure the percentage showed 60.9%, the second technique mostly used is paraphrase long sentence into short sentences (53.1%), the third is changing active sentence into passive sentence or vice versa (51.6%). The forth technique which mostly used is expanding phrases for clarity (46.9%), and the fifth is changing positive sentence into negative sentence or vice versa (45.3%).

Table 5. Paraphrasing technique: Changing Word (semantic paraphrasing)

| Items | Statement | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|-------|--|----------------------|-------------|------------|-----------|-------------------|
| | | Frequency/percentage | | | | |
| 1 | I do paraphrase by changing the word order | 36 56.3% | 24 37.5% | 3 4.7% | 1 1.6% | 0 0% |
| 2. | I do paraphrase by changing the original word into its synonym | 44 68.8% | 19 29.7% | 1 1.6% | 0 0% | 0 0% |
| 3. | I do paraphrase by changing the parts of speech (e.g. changing text/sentence structures; direct to indirect or vice versa) | 27 42.2% | 30 46.9% | 7 10.9% | 0 0% | 0 0% |

The table 5 shows the result in semantic paraphrasing 56.3% students use semantic paraphrasing by changing the word order. The majority of the students choose changing the original words into its synonym (68.8%). While 42.2% students do paraphrase by changing the parts of the speech of

the original text when they do paraphrase.

Table 6. Paraphrasing technique: Changing Structure of Ideas

| Items | Statement | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|-------|--|----------------------|-------------|-------------|-----------|-------------------|
| | | Frequency/percentage | | | | |
| 1 | I do paraphrase by changing the word order | 12 18.8% | 38 59.4% | 10 15.6% | 4 6.3% | 0 0% |

Based on the data above it shows that 18.8 of the students use changing structure of the idea as their paraphrasing technique to paraphrase the original source, even though 59.4 % no really sure with the statement.

Paraphrasing Tools

Table 7. The Use of Paraphrasing Tool

| Items | Statement | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|-------|---|----------------------|---------------|-------------|-----------|-------------------|
| | | Frequency/percentage | | | | |
| 1 | I know how to use some paraphrasing tools | 20 31.3% | 36 56.3% | 4 6.3% | 4 6.3% | 0 0% |
| 2. | Paraphrasing tool is very helpful for me in paraphrasing. | 18 28.1% | 35 54.7.8% | 4 6.3% | 1 1.6% | 4 6.3% |
| 3. | I have indeed chosen a paraphrasing tool to help me from the start of writing my thesis so that it will be easy and fast. | 19 29.7% | 29 45.3% | 11 17.2% | 5 7.8% | 0 0% |

| | | | | | | |
|----|--|-------------|-------------|-------------|-------------|-----------|
| 4. | The paraphrasing tool itself is accessible, not time consuming and can be used for free on the internet. | 18 28.1% | 25 39.1% | 10 15.6% | 10 15.6% | 1 1.6% |
| 5. | I like paraphrasing tool because it helps me understand the original text in better way. | 19 29.7% | 26 41.3% | 12 19% | 6 9.5% | 0 0% |

The table 7 shows 36.3% students know how to use the paraphrasing tool, even though there are 56.3% students not really sure with the statement. The second statement 28.1% students strongly agree that paraphrasing tool helpful for their paraphrasing, there are 54.7% students not really sure with the statement. It shows only 6.3% students strongly disagree that paraphrasing tools is helpful for their paraphrasing. The third statement 29.7% students are sure they use paraphrasing tool to help them writing their thesis, even though there are only 7.8% students disagree that paraphrasing tool help them to write their thesis. The fourth statement 28.1% students strongly agree that paraphrasing tool is accessible, not time consuming and can be used free on the internet, Likewise the in the fifth statement shows that 30.2% students strongly agree that they like paraphrasing tool helps them understand the original text in better way.

Table 8. Paraphrasing e-tool

| Items | Frequency |
|---|-----------|
| I use QuillBot.com to paraphrase my text. | 15.6% |
| I use Paraphrasing-tool.com to paraphrase my text. | 12.5% |
| I use Prepostseo to paraphrase my text. | 6.3% |
| I use Spinbot.com to paraphrase my text. | 3.1% |
| I use Grammarly to paraphrase my text. | 54.7% |
| I use other paraphrasing tools to paraphrase my text. | 9.4% |

The table 8 shows the frequency of the paraphrasing tools used by students its classified based on the option which the students really sure with statement. It showed that Grammarly is the most paraphrasing tools used by students to paraphrase the text (54.7%). The second tool is QuillBot.com (15.6%). Third paraphrasing tool is Paraphrasing-tool.com (12.5%). The forth is Prepostseo 6.3%. The fifth is Spinbot.com (3.1%). While 9.4% students using other paraphrasing tool to paraphrase their text.

The Frequency of Using Paraphrasing Tool

Table 9. Paraphrasing Tool: The Frequency of Using Paraphrasing Tool

| Items | Statement | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|-------|---|----------------------|-------------|-------------|------------|-------------------|
| | | Frequency/percentage | | | | |
| 1 | I use paraphrasing tool to paraphrase original text. | 13 20.3% | 21 32.8% | 20 31.3% | 5 7.8% | 5 7.8% |
| 2. | I check my paraphrasing using paraphrasing tool. | 21 32.8% | 19 29.7% | 14 21.9% | 7 10.9% | 3 4.7% |
| 3. | I prefer using paraphrasing tool rather than doing manual paraphrasing | 15 23.4% | 11 17.2% | 26 40.6% | 7 10.9% | 5 7.8% |
| 4. | I use paraphrasing tool to cited original text from journal article for my references | 20 31.3% | 16 25% | 17 26.6% | 6 9.4% | 5 7.8% |

| | | | | | | |
|----|---|-----------|-------------|-------------|-------------|-------------|
| 5. | I do manual paraphrasing to cited original text from journal article for my references. | 16 25% | 29 45.3% | 16 25% | 3 4.7% | 0 0% |
| 6. | I use paraphrasing tool because I just want to be practical without relying my own abilities in paraphrasing. | 6 9.4% | 8 12.5% | 22 34.4% | 17 26.6% | 11 17.2% |

From the table 8 it shows that in the first statement 20.3% students always use paraphrasing tool to paraphrase original text, and 32.8% students frequently use paraphrasing tool, and its only 7.8% who never use paraphrasing tool. The second statement 32.8% students always use paraphrasing tool to check their paraphrasing even though there are 29.7% frequently using the tool to check their paraphrase it shows that only 4.7% students never check their paraphrasing using paraphrasing tool. The third statement shows that only 23.4% students prefer using paraphrasing tool rather than manual paraphrasing. However, 40.6% students indicate that they sometimes using paraphrasing tool rather than doing manual paraphrasing. In statement four 31.3% students always use paraphrasing tool to cited original text from the journal article, even though 25% frequently using the paraphrasing tool to cited original tool it shows that 7.8% students never use paraphrasing tool to cite original text. The fifth statement shows that 25% students always cited original text with manual paraphrasing, 45.3% students frequently cited with manual paraphrasing, 25% students sometimes cited with manual paraphrasing and only 4.7% students do manual paraphrasing to cite the original text. For the sixth statement in indicator the students' preference of using paraphrasing tool shows that 9.4% students always use paraphrasing tools without relying on their own abilities, 12.5% students

frequently use paraphrasing tools without relying on their own abilities ,34.4% use paraphrasing tools without relying on their own abilities, Likewise 26.6% rarely use paraphrasing tools without relying on their own abilities and it only 17.2% never use paraphrasing tools without relying on their own abilities.

DISCUSSION

After analysing numerical result of the use paraphrasing technique and the frequency of students using paraphrasing tool. One more question remain “What are ELE seniors’ technique in paraphrasing for their S1 Thesis?” and “How frequent do ELE seniors’ use paraphrasing tool as compared to manual paraphrasing for writing their S1 thesis?” the study found out that majority of the students already know how to paraphrase and they applied the paraphrasing technique which are classified by Pietrick (2010). Moreover, in writing their thesis the students paraphrase using their own word shows 64.5% of the students sure that they use their own word, it intended that the students feel competent with their paraphrasing since they applied paraphrasing technique.

Evidently, based on the data analysis in syntactic paraphrasing the most technique which are used by the students is changing active sentence into passive sentence or vice versa which occur 51.6%. Then, the second paraphrasing technique in semantic paraphrasing which mostly used by the students is changing the original word into its synonym which occur 68.8% it indicates that the data not in line with study conducted by Hood (2008) stated that the process of changing wording seem to be a challenging stage since students are required to present the same meaning in different ways. The technique of changing structure of idea evidently is not commonly used by the students it occurs 18.8% it indicates that changing structure of the idea seems challenging in paraphrasing technique. Paraphrasing is not a matter of replacing and changing either word or structure of sentence. Thus, Students must understand a paraphrasing approach in order to produce a suitable and

accurate paraphrase.

The result of this study also found out that majority of the students had been familiar with paraphrasing tool. Grammarly is the most used paraphrasing e-tool by students to help them paraphrase the original text. Students could choose one among many tools which they think easier and more convenient to use. Additionally, the usage of interactive online tools can be a great technique to teach writing skills to kids so they can use the tools like online paraphrasing to produce better writing.

Moreover, it can be assumed that majority of the students prefer using paraphrasing tool rather than do manual paraphrasing to help them paraphrase the original text specially to help them writing their thesis. The possibility of this occurrence arises based on the practicality of the paraphrasing toll which are not time consuming and the paraphrasing tools mostly free to use. Although, paraphrasing can help the students to paraphrase, they cannot do all of the steps in paraphrasing (Sulistyaningrum,2021) noted that although most individuals are aware that reading or understanding the original text is the first step in paraphrasing, this step cannot be completed by internet paraphrase tools. Due to the need that students manually input the citation, the tools could not provide a completely accurate paraphrased version.

In addition, paraphrase demands students to have advanced learning, thinking, and expression skills in addition to effective writing. The entire goal of paraphrasing can be defeated by the use of a tool. Students do not need to consider the material or draw on existing knowledge when paraphrasing it. This conduct may have an effect on how well students are able to paraphrase.

CONCLUSION

Writing academically is crucial for formal education or higher levels of schooling. As a result, writing expertise is important, and paraphrase is one of the necessary writing skills. In terms of correctly rephrasing and citing a source text, paraphrasing technique indeed is required to perform an acceptable paraphrasing. The result of the study indicates that the have

been already applied some paraphrasing technique, and they consider to use various type of paraphrasing technique. The most used paraphrasing technique used by the student in syntactic paraphrasing is changing active sentence into passive sentence, in semantic paraphrasing is changing the word order by changing its synonym and changing the structure of the idea is the least paraphrasing technique used by the students. The finding also showed that students are prefer using paraphrasing tool rather than using manual paraphrasing, since paraphrasing tool is practically to be used to help them paraphrase the original text from journal or article especially for their thesis.

However, because the limitation of time of this study so that paraphrasing tests are not included to find out in more detail the paraphrasing technique that are often used by students. Moreover, for the future researcher this research is also needed in exploring the most effective paraphrasing technique used by students to reduce the use of paraphrasing e-tool so that students can rely on their own ability. Moreover, this study aims to contribute the improvement of comprehensive learning about paraphrasing. The last but not least, it was expected to be useful for further researchers to provide a new theoretical finding as a reference in future research.

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