

**THESIS**

**STUDENTS' PARAPHRASING SKILLS IN ACADEMIC  
WRITING: A CASE STUDY AT ENGLISH LITERATURE  
DEPARTEMENT OF MUSLIM UNIVERSITY OF INDONESIA**

Written and Submitted

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**ENGLISH LANGUAGE STUDIES**

**POSTGRADUATE PROGRAM**

**HASANUDDIN UNIVERSITY**

**MAKASSAR**

**2021**

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**Thesis**

**As a partial fulfilment of the requirements of Magister Degree**

**English Language Studies  
Faculty of Cultural Sciences**

**Written and Proposed by**

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“Students’s Paraphrasing Skills in Academic Writing: A Case Study at English Literature Departement of Muslim University of Indonesia”.

If it is proven later that some part of this thesis is the work of others, I am willing to accept any sanctions for my dishonesty.

Makassar, 30 July 2021

The Researcher



Nur Istiroqah Sanjaya

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Makassar, 30 July 2021

NUR ISTIROQAH SANJAYA

## ABSTRACT

**NUR ISTIROQAH SANJAYA.** *The Students' Paraphrasing Skills in Academic Writing: A Case Study at Faculty of Letters, Indonesian Muslim University (supervised by Noer Jihad Saleh and Nasmilah).*

The research aims to reveal the students' difficulties in paraphrasing English texts, to detect the difficulty most frequently encountered by the students, to investigate the students' ways to overcome the difficulties they encounter in paraphrasing the English texts.

The research was conducted at the Faculty of Letters, Indonesian Muslim University. From 180 students, 25 students became the respondents of the research. They were selected because they had been in fifth semester and they had also studied the paraphrase. The research utilised the qualitative descriptive method. The research data were collected using the questionnaire, test and interview. The questionnaire was employed with the objective to investigate the difficulties encountered by the students, however, to clarify the data, the paraphrasing test was used. The interview was used to find out the solutions from the students' perspective. In analysing the students' test results, Keck's taxonomy, Injai's theory and Leonhard's rubric were employed.

The research result indicates that the students' skills in paraphrasing is in the "good" category. The difficulties encountered by the students in paraphrasing are: using their own words, reordering phrases, substituting synonyms, substituting the appropriate words, changing sentence structures. However, the difficulty most frequently encountered by the students substituting the appropriate words in the original texts. To overcome these difficulties, the students must carry out several things, among others, are: improving vocabulary, relearning the paraphrase, especially the techniques in paraphrasing, doing more practices to produce the appropriate paraphrases.

Key words: Student's skill, paraphrase, difficulty, student's solution.



## ABSTRAK

**NUR ISTIROQAH SANJAYA.** *Kemampuan Parafrase Mahasiswa dalam Karya Ilmiah: Studi Kasus di Fakultas Sastra Universitas Muslim Indonesia* (dibimbing oleh Noer Jihad Saleh dan Nasmillah).

Penelitian ini bertujuan mengungkap kesulitan yang dihadapi mahasiswa dalam memparafrase teks berbahasa Inggris; mengetahui kesulitan yang paling sering dihadapi mahasiswa; dan menginvestigasi cara mahasiswa mengatasi kesulitan yang sering mereka hadapi dalam memparafrase teks berbahasa Inggris.

Penelitian ini menggunakan metode deskriptif kualitatif. Penelitian dilaksanakan di Fakultas Sastra Universitas Muslim Indonesia. Terpilih 25 orang dari 180 orang mahasiswa yang dijadikan sebagai objek penelitian. Kriteria pemilihan mereka adalah telah berada pada Semester V dan juga telah mempelajari pemafrasean. Data penelitian dikumpulkan melalui angket, tes, dan wawancara. Penggunaan angket dimaksudkan untuk mengetahui kesulitan yang dialami mahasiswa. Namun, untuk menjadikan datanya lebih jelas, digunakan tes parafrase. Sementara penggunaan wawancara dimaksudkan untuk mengetahui solusi dari sudut pandang mahasiswa. Penganalisisan data menggunakan taksonomi dari Keck, teori dari Injai, dan rubrik dari Leonhard.

Hasil penelitian menunjukkan bahwa kemampuan mahasiswa dalam memparafrase berada dalam kategori baik. Kesulitan yang dihadapi mahasiswa dalam memparafrase adalah menggunakan kata-kata sendiri, menyusun ulang frase, menggunakan kata yang tepat, dan mengubah susunan tata bahasa. Namun, kesulitan yang paling sering dihadapi adalah menggunakan kata yang tepat untuk menggantikan kata pada teks asli. Untuk mengatasi masalah ini, mahasiswa harus melakukan beberapa hal, di antaranya meningkatkan penguasaan kosakata, mempelajari kembali mengenai parafrase (terutama teknik memparafrasekan), dan melakukan latihan berulang-ulang untuk menghasilkan parafrase yang baik.

Kata kunci: kemampuan mahasiswa, parafrase, kesulitan, solusi mahasiswa





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## **CHAPTER I**

### **INTRODUCTION**

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

Students that learn about foreign languages, especially English, must have at least four macro-skills orientations. Listening, reading, speaking and writing are among these abilities. Writing and speaking are two of the four useful language skills. Of course, significant variances between them. For example, instead of speaking, all ordinary people should be taught to write; writing should be taught to them; writing, on the other hand, sets more need on students because there is no immediate response in written cooperation. Hence, writing skills cannot be trifled because it is the most challenging also important skill. Writing skill is very important because it can be used in several aspects related to the students' obligation to complete their education, especially at the university level. The student must produce scientific papers such as a thesis, dissertation, and even a journal article. It is pretty tricky because writing required information. When we have ideas to write about, we have to make them neat and clear hence the information written is related to one another, and it is easier to understand. It is more challenging when Indonesian students write academic writing by using English.

Based on Harmer in Belo (2017), writing is often useful in preparation for some other activities, especially when students write sentences as an

opening for discussion activities. That means writing is needed when students compile a paper or thesis, but it can help when conveying something. With writing, it is easier for students to remember the essential points that will be presented. Another expert is Hyland (2004), who stated that writing like dancing, allowing for creativity and unexpected, steady-state patterns often from any base variation cited on Belo (2017). It means the student is free to express their ideas in writing based on their ability to process an idea. However, writing is different from other language skills. In listening and reading, the students receive messages formulated by others. In writing skills, students must master vocabulary and know how to use grammar in making text or sentences. According to the official website of love to know, academic writing is done to fulfill a study as a requirement of a university and has an academic setting. Based on Pertiwi (2019), the typical academic writing students face is an essay, short, and research paper.

Through writing, people are expected to express their ideas in writing. Writing is not an easy thing among the other skill. In writing, the writer should think hard about the paragraph's grammar, punctuation, spelling, vocabulary, cohesion, and coherence. The thing to remember is that in writing a scientific paper, we are very close to plagiarism.

Plagiarism is not a new issue for higher student institutions. Based on Azhari (2020), there are many cases of plagiarism, one of which occurred in 2017 when the Chancellor of a university was temporarily removed, and

doctoral degrees also could be canceled. As for another case that happened a year later, four academics at the University of Southeast Sulawesi were caught in a plagiarism case. Based on some of these examples, it can be said that plagiarism can happen anywhere, from the academic world or not. However, this does not mean that the government will remain silent on this matter, as for several articles that regulate plagiarism, namely Law no. 20 of 2003 article 70 which regulates sanctions for people who commit plagiarism, especially in the academic environment "Graduates whose scientific work used to obtain academic, professional, or vocational degrees as referred to in Article 25 Paragraph (2) are proven to be plagiarism, will be punished with imprisonment of up to two years and/or a maximum fine of Rp. 200,000,000.00 (two hundred million rupiah)."

Other sanctions for plagiarism can result in dishonorable dismissal and the cancellation of a diploma if the student in question is declared to have graduated. This is regulated in Ministerial Regulation Number 17 of 2010 article 12 (Azhari,2020).

According to Perrin in Septarini (2019), plagiarism is an act that happens when someone puts the ideas of someone else without giving the proper attribution to the source. It means plagiarism is an act that quotes someone's mind without giving ownership of the idea. In the same line with Ellis (2018) stated that plagiarism is the practice of presenting someone else's words or ideas as your own without appropriate attribution. Based on Selemani (2018), the students commit plagiarism intentionally and

unintentionally. Intentionally means the student knows if they do plagiarism, but unintentionally, they did not realize their writing leads to plagiarism.

Nevertheless, the student did some, such as; using quotation marks without acknowledgment, copying and pasting from the internet and confessing it as their own, and copying verbatim without proper citation and quotation marks. Students plagiarize because of the pressure of assignments, laziness, poor time management, lack of knowledge and skills in writing (Selemani, 2018). To sum up, plagiarism is an act that uses other people's ideas without mentioning the person who has them. In order to prevent students from engaging in plagiarism, three ways are generally used; quotation, summarizing, and paraphrasing. Sutikno (2015) also stated six ways to prevent students from plagiarizing: paraphrasing, citing, quoting, citing quotes, citing our material, and referencing.

In higher learning institution, paraphrasing will be very useful in writing a scientific paper. Paraphrasing is also a way to prevent plagiarism other than quotes. Repeating means using someone's ideas and thoughts as a reference, but we use them in our own understanding without losing meaning. According to Hirvela and Du (2013) paraphrasing is important because with paraphrasing we can find out the students' understanding of source text, and this also relates to the students' abilities in reading and writing. Paraphrasing is commonly used in writing especially by university students. The method is usually employed to demonstrate the students' abilities in engaging and understanding the ideas or concepts they have



received during learning (Dung, 2010). The students also use this method to avoid plagiarism in completing their assignments and final projects (Injai, 2015; Bahri & Trisnawati, 2018). Besides, the students also need to paraphrase information as the university requires its students to be able to produce academic writings, such as thesis and paper, which are integrated and supported by scientific sources or references (Rogerson & McCarthy, 2017). Thus, it is unsurprising if researchers put interest on this domain in order to get adequate information on the students' writing skills (Injai, 2015).

Why should writers paraphrase at all, since such phrases may be cited verbatim instead of paraphrased, is a crucial subject to address at this stage. Direct quotations can be found in a lot of published academic literature (e.g., journal articles). However, discovering a new way to convey the gist of what was stated in the original paragraph is a significant marker of a student's grasp of a source text, especially a difficult statement by the original author of the source text. Paraphrasing also reveals how well students can both read and write.

For students, finishing the paraphrasing task is challenging, considering English is a foreign language in Indonesia. In 2017, Na and Nguyen researched paraphrasing. The research was held in Vietnam, and ten students as the sample. The result of their research shows that some students failed to paraphrase the text. This is because of some difficulties the student faces, such as vocabulary and limited lexical and syntactic knowledge. Also, Ruslan et al. (2020) researched about paraphrasing. They

found some difficulties in paraphrasing, difficulty finding appropriate synonyms, difficulty understanding the unfamiliar term, and confusion in restructuring the sentences in a new style.

Many researches have been carried out to find students' difficulties in paraphrasing in some universities in Indonesia but there has never been a research conducted in the Literature Faculty of the Muslim University of Indonesia. Though the subject of paraphrasing is taught from the second to the fifth semester starting with essay writing class, academic writing and research methodology, most students still have not shown a significant increase in paraphrasing skill. Therefore, this encourages the researcher to conduct research related to students' skills in paraphrasing at Letter Faculty of Muslim University of Indonesia.

## **B. Research Questions**

Based on the explanation above, the researcher formulated research questions as follows:

1. What difficulties do the students encounter in paraphrasing English text at the English Literature Faculty in the Muslim University of Indonesia?
2. What is the most frequent difficulty experienced by those students?
3. How do those students overcome their difficulties in paraphrasing?

### **C. Objective of Study**

According to that research questions above, the main objectives of this study are:

1. To reveal the student's difficulties in paraphrasing English text.
2. To find out the most frequent difficulty in paraphrasing by the students.
3. To investigate students' ways to overcome their problems in paraphrasing.

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

The contributions of the result of study are:

1. For students, this study will expect giving positive effects for the educational environment. The result of this study will give information about paraphrasing and help the student to avoid plagiarism.
2. For lecturer, it is hoped that this result of the study will give the lecturer information about students' paraphrase, so it is easier for them to choose the right teaching, especially in writing and avoiding plagiarism.

### **E. Scope of the Study**

In writing, many things that must be considered by students, including the student, they have to be able to conduct the coherence and cohesive paragraph. Likewise, in writing scientific papers, all these aspects are fundamental. However, students also avoid or prevent plagiarism as much

as possible. It is using other people's ideas without acknowledging who owns the ideas. There are several ways to prevent plagiarism, namely quotation and paraphrase. However, in this study, researchers will only focus on paraphrasing carried out by students.

## **CHAPTER II**

### **LITERATURE REVIEW**

In this section, some important elements related to the topic discussion in this study are exposed. Those elements are previous related studies, theoretical background and conceptual framework.

#### **A. Previous Related Studies**

It is very important for the writer to review the previous related study, because from them the writer can get much information that will be input in the current study. After searching some existing journals, there are many previous researches related to the current study.

In the field of the students' problem in paraphrasing, the topic has been studied by many researchers, especially in their academic writing (e.g., Khairunnisa, 2014; Badiozaman, 2014; Hayuningrum & Made, 2017; Na & Nguyen, 2017; Sarair, 2019).

Khairunnisa et al. (2014) conducted a research about "*Students' Problem in paraphrasing*". Their research aimed to find out students' ability to paraphrase, the problems in paraphrasing, and the cause of those problems. Their research participants were students in the seventh semester at Tanjungpura University, as many as 13 students. They collected the data through a paraphrasing test, questionnaire and interview. First, the test was used to determine the students' ability to paraphrase. Furthermore, it was utilized to detect students' problems in paraphrasing by recognizing the errors that students made in paraphrasing. Second, a

questionnaire was to find out the problems and the causes of the problems. Meanwhile, using the interview was used to confirm the information from the questionnaire and gain deeper information on students' problems and the causes of the problems. They found that students in the English Education Program of Tanjungpura University qualified in an unsatisfactory stage, which means they cannot paraphrase. The students' problems in paraphrasing were changing words. They also found that most of the students made mistakes in changing the structure of the idea. The causes of the problems are that students lack understanding about paraphrasing, the correct procedure in paraphrasing, and lack of vocabulary.

Badiozaman (2014) conducted a research entitled "*Paraphrasing Challenges faced by Malaysian ESL Students*". The participant of her research were Malaysian learners. Those learners had English as the second language and those on their final semester on the diploma program. The goal of her study was to determine the process that students do in paraphrasing and find out the difficulties in paraphrasing. Paraphrasing tests and interviews were employed in her research. In analyzed the paraphrasing test, she did it manually and submitted it to SafeAssign. The using of SafeAssign to classify the students' paraphrasing based on the type of paraphrase from Keck. The interview was utilized to gain a more-depth understanding of how students conduct paraphrasing and the challenges that they are faced. Her result was that both of the Malaysian learners faced

multiple challenges that ranged from text comprehension, poor second language proficiency to referencing problems.

Another investigation on the student's problem in paraphrasing was conducted by Hayuningrum & Made (2017) entitled "*Students' Problem in writing paraphrases in Research Paper Writing Class*". Their research participants were the students in the sixth semester in English Language Education Study Program Sanata Dharma University, and the sample was 97 papers. Their research aims to find out what problems arise when students write paraphrases and find out the reasons for students writing unacceptable paraphrases. To achieve this goal, researchers used document analysis and interviews. In this study, researchers based on the theory of Kennedy and Smith. They found that the students' ability to paraphrase English text relatively low. Because more than half of the student's paraphrasing was classified in the near copy types, it means the students copied half of the original words of the source text. Meanwhile, the students use some paraphrasing strategies such as direct copy and combining sources. There are nine reasons students write unacceptable paraphrase, namely their carelessness of note-taking and paraphrasing from sources, lack of paraphrasing practice, students are still confused to distinguish between quotation and paraphrase, lack of vocabulary, lack of attention from lecturers to paraphrasing results, inappropriate procedure in paraphrasing, and laziness.

In the same line, Na & Nguyen (2017) did a research entitled *“Paraphrasing in Academic Writing”*. The sample of their research was ten students. Their research aimed to find out how paraphrasing is to find out how important paraphrasing is to them and to find out the difficulties they face when paraphrasing. To get the data, the researcher used paraphrasing practices and interviews. Their research found two groups; the first group is they can paraphrase the text very well, and it can be known from the use of synonym, word transformation, and syntactic transformation. The second group did not succeed in paraphrasing their text. The students' perceptions about paraphrasing are that they are aware of the importance of paraphrasing to prevent plagiarism and also by paraphrasing can show their ability in the language. The difficulties they face are lack of vocabulary and limited lexical and syntactic knowledge.

Other research was conducted by Sarair (2019). Their research entitled *“Acehnese student’s skills in paraphrasing English texts”*. The population consist of 300 students from two universities and the sample was 30 students. The result of their investigation show that the students ability in paraphrasing English text quite low. Because more than half of the student’s paraphrasing was classified in the near copy types. It means the students copied half of original words of source text. Meanwhile the students use some of paraphrasing strategies such as direct copy and combining sources.



Ruslan et al. in 2020 was conducted research about “Paraphrasing Technique to Develop Skill for English Writing Among Indonesian College Students of English”. There were 26 students as the respondents. Their research aimed to examine students' paraphrasing techniques, paraphrasing acceptability, and the obstacle in paraphrasing. The data were collected by a paraphrasing task and interviewing. Their research examined that student frequently used change synonyms as their techniques in paraphrasing. Besides, the students often paraphrased the passage in near copy and minimal revision. They also found the students in the English Program of IAIN Parepare were not able to produce an appropriate paraphrasing. the obstacles, they found there four consists of being difficulty to find out the appropriate synonyms, being difficult to understand the unfamiliar term, being confused about how to restructure the sentence in a new style. Last, they don't understand how to paraphrase.

The other research about paraphrasing entitled “Paraphrasing Strategies in Higher Education” was conducted by Mariani et al. (2021). The sample of this research was ten students in the sixth semester majoring in English at Universitas Muslim Negeri. Their research aimed to analyze paraphrasing strategies and paraphrased identification by the students. They took the data from the introduction section of the students' research proposal. They analyzed the data by using three theories from Dung, Injai, and Keck. Their research identified that using synonyms and condensing original was the most frequent in students' strategies, followed by using

varied structure, changing part of speech, separating long sentences, and combining sentences. Regarding paraphrasing identifications, the highest paraphrased was a moderate revision and followed near copy, minimal revision, and substantial revision.

In the previous paragraph, several previous studies on paraphrasing and difficulties faced by students in paraphrasing were discussed. Paraphrasing itself is essential in writing a scientific paper because it can prevent writers from plagiarism, but it will be effective if it is done in the right way. However, at literature faculty of Muslim University of Indonesia the subject of paraphrasing is taught from the second to the fifth semester starting with essay writing class, academic writing and research methodology, most students still have not shown a significant increase in paraphrasing skill. Therefore, the writer is interested in conducting a study on students' paraphrasing skills in academic writing. In previous related studies, the researchers focused on the difficulties faced by students. This current research is the same, but the researcher also wants to investigate students' solutions towards their difficulties. In this case, the researcher uses Kecks' taxonomy to classify the types of paraphrases. Moreover, the researcher also will use the theory proposed by Injai about the types of paraphrases.

## **B. Theoretical Review**

### **1. Writing**

There are four language skills, one of them is writing. Writing is an activity that arranges words, phrases and even sentences that is grammatically and convenient with its purpose. It is not easy, because there are some elements that the student considered, such as content, organization, vocabulary language use and mechanics (Wati, 2017). According to Linse (2006) writing is a combination of process and product of discovering ideas, putting them on paper and working with them until they are presented in manner that is polished and comprehensible to readers. Other explanation from Myles (2002) writing is a skill that requires a lot of effort and practice in composing, developing and analyzing an idea. To sum up, writing is one of the language skills that are difficult to master. Because of the many rules in writing, students have to practice a lot, so that they can display writing that is easily understood by the reader.

### **2. Syntax**

Syntax is part of linguistics knowledge which concerns the structure of the sentences. Knowing a language means being able to put words together to form sentences to express our thoughts (Fromkin, 1983). Other explanation based on Chomsky (2002), syntax is the study of principles and process by which sentences are constructed in particular language. Syntax is study about of how words combine to form phrases and ultimately sentences in a language. The other expert is Hawkins (2001) syntax is set

of properties which determine the construction of sentence in language. If a sentence is constructed according to those properties, it is well-formed or grammatical but if the sentence is constructed incorrectly with those properties, it is ungrammatical. From those explanation from experts, it can be concluded that syntax is the study of internal structure of sentences. It means, syntax explains how the words are arranged become phrases and clauses for constructing sentence. It can be called as structure.  

### 3. Paraphrasing

#### a. Definition of Paraphrasing

In writing, especially academic writing the student needs another idea to support their statements. However, the students need to be careful in using other people's ideas, because it is very vulnerable to plagiarism. There are several ways to evade plagiarism, according to Bailey (2011), namely quotation, summarizing and paraphrasing. Paraphrasing is the most common way for students to avoid plagiarism. Rogers (2007) defined paraphrasing is restating the idea of a text based on its own words and sentences, or the other hand it seems we translate the text into our understanding. Another explanation is from Swales & Feak (2012) paraphrasing is a way to prevent us from plagiarism by restating some ideas by using our words. It could be happen when we really understand about the text or idea. In the same line with Swales & Feak, Bailey (2006, 2011) stated that paraphrasing is an attempt to change the text or idea so that it is

different from the original, by remodeling the text without omits the meaning of the text.

Furthermore, Badiozaman (2014) stated paraphrasing that as opposed to summaries, which focus on only restating main themes, paraphrasing is generally described as the act of restating information and ideas offered by someone and presenting it freshly. Paraphrasing includes using synonyms, various word forms, and changing the sentence structure. Sarair (2019) defined paraphrase is a writing skill that demonstrates a student's capacity to comprehend material by examining grammatical structure and linguistic elements to construct new form statements that yet retain the original concepts of the sources. According to Escudero, Fuertes, and Lopez (2019), paraphrase involves more than just changing the words in phrases; it's also about changing the structure of sentences, splitting them up, and substituting synonyms without sacrificing any of the original text's important content.

In conclusion, paraphrasing is the restatement of an idea in a different form or arrangement, but it does not eliminate or change its meaning. The students can do paraphrasing if they have fully understood an idea or information.

#### b. Kinds of Paraphrasing

After knowing the meaning of paraphrasing, which is re-expressing an idea from another person using our own words, but there is another thing that needs to be known, namely the kinds of paraphrasing itself. There is

one researcher who identified the types of paraphrase, namely Casey Keck. He defined there are four types of paraphrasing there are near copy, minimal revision, moderate revision and substantial revision (Keck, 2014). In addition, he explained the taxonomy as follows; first, near copy is type of paraphrase has 50% similarity in unique links between the original text and the paraphrasing result. between the original text and the paraphrasing result. This means that the students copied five or more words from original text. Based on Injai (2015) near copy could be said to be unacceptable paraphrase because it is almost close to plagiarism. Second, minimal revision is type of paraphrase that has a unique link similarity of about 20% to 49%. In this type the students copy three to four words from the original text, but they also use several synonyms to change the word from the source text. Third, moderate revision, unique links similarity rate is around 1-19%. Where the students using or borrowing one until two words from original text. In this type it makes changes to the grammar and also the clause level. And fourth, substantial revision, in this type there are no unique links. Because in this type students use their own words to express someone's ideas and also they change word order and use synonyms (Keck,2014).

Marzec-Stawiarska (2019) proposed different different methods of paraphrase were offered, depending on how many words students copied from the original text. Near copies is a paraphrasing technique in which pupils copied a string of five or more words and simplified it by substituting

synonyms and deleting terms. Next one is minimal revisions, the students copied strings of three to four words and substituted multiple synonyms. Students also could do moderate revision where they may have copied one to two words phrases, substitute synonym and change the clause structure. The last one is substantial revision, it identified by students who involve borrowing individual words and revision of clause structure.

*Table 1 Taxonomy of Paraphrase Types*

Paraphrase Type	Lexical Criteria	Linguistic Characteristic	Examples
Near Copy	50% or more words contained within unique links	- copied strings of 5 or more words  - simplification through synonym substitution and deletion	Original Excerpt  Children speak more like adults, drees more like adults and behave more than like adults than they used to.  Paraphrase  Now days, children's behavior more <b>like adults than they used to</b>
Minimal revision	20- 49% words contained within unique links	-Copied strings of 3-4 words  -multiple synonym substitutions	Children are acting more <b>and more like adults</b> everyday

Moderate revision	1-19% words contained within unique links	-borrowing of 1–2-word phrases combination of synonym substitution and the revision of clause structure	Modern children seem to be behaving, through <b>dress</b> and speech, <b>like adults</b> at an alarmingly young age
Substantial revision	No unique links	-Borrowing of individual words  -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.

Keck (2014)

Keck (2006) also defined about unique links; it is defined as follows:

- 1) Individual lexical words (e.g., nouns, verbs, adjectives or adverbs)
- 2) Strings of words that are directly copied from original excerpt
- 3) Strings of words that not occurred in another place in original excerpt.

Another type of paraphrase is proposed by Injai (2015). Based on him paraphrase is divided into three types, namely syntactic paraphrase, semantic paraphrase and organization paraphrase. The explanation is as follows; first, syntactic paraphrase or changing the structure and grammar



of the original text, it means the student can paraphrase by changing the sentence structure and grammar. For syntactic paraphrase this type can be done in several ways, namely:

- 1) Changing active sentence to passive sentence or vice versa. For example, the researcher cancelled the trip because of the rain. The paraphrase is the trip was cancelled by the researcher because of the rain.
- 2) Changing positive to negative is a way to change positive expression become negative expression or vice versa. For example, Jimin was disappointed, because the movie was not very good. It can be paraphrase as Jimin was not satisfied, because the movie was not very good.
- 3) Separating long sentence into short sentence, this is one of the strategies to break up long sentences to short sentences. For example, Ireland is wonderful country, which has beautiful scenery and friendly people. The paraphrase is Ireland is wonderful country. It has a beautiful scenery and friendly people.
- 4) Expanding phrase for clarity. It means the student used their own words to explain or make the original sentence clearer. For example, A college student usually has homework to do, it can be paraphrase as a person going to college typically has to study at home.

- 5) Condensing the original. It means the student need restate original text in shorter form. For example, 65 is traditional age for workers to retire in Canada. The result of paraphrasing is 65 is traditional retirement age in Canada.
- 6) Using varied sentence structure. This means, the students can restate the original text with new structure. For example, technology can cause disaster. The paraphrasing result is a technological disaster is possible. Technology is a noun, meanwhile technological is an adjective.

Second is semantic paraphrase is types of paraphrases which changes the word from the original sentence. There are several ways to do semantic paraphrase, namely:

- 1) Changing word order, it is clear that this could be done by changing the wording. This can be done if the sentence has two or more clauses, such as changing the conjunction position. For example, the field researchers cancelled their trip because it was raining. The paraphrasing is because it was raining, the field researchers cancelled their trip.
- 2) Changing part of speech. This means the student can change part of speech some word in original sentence, so it different with their paraphrasing. For example, is fifty-four men signed the Declaration of Independence. And the paraphrasing is fifty-four

men put their signatures on the Declaration of Independence.

Signed is verb meanwhile a signature is a noun.

3) Using synonyms is changing the existing vocabulary in the original text but still have the same meaning. For example, it can be difficult to choose a suitable place to study English. The paraphrasing is it can be hard to select an appropriate place to learn English.

4) Changing number and percentage is paraphrase types to replace value in original text with number or percentage by the equivalent value. For example, more than half of women who attended the one-day meeting were in business with their spouses. The paraphrasing is over 50% of female who attended the one-day meeting own the business with their partners.

Third is organization paraphrase. That means the paraphrase that includes changing structure of idea inside paragraph but still has same meaning or point to original text. For example, as follows:

Original text: 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 or superiors compliment them on their appearance (2): the comments suggest that the women are being treated as visual decoration rather than as contributing workers (3) [Dung, 2010].

Paraphrase: women may feel uneasy upon receiving ordinarily positive comments on their appearance from male coworkers or supervisors (2). To these women, the remarks carry an implied meaning: instead of been 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 may actually be unsuitable in a conversation (1) [Dung, 2010].

Types of paraphrase proposed by Injai (2015) as follow;

Types of paraphrases	
Syntactic paraphrase	Changing active sentence to passive sentence or conversely
	Changing positive to negative or vice versa
	Separating long sentence into short sentence
	Expanding phrase for clarity
	Condensing the original
	Using varied sentence structure
Semantic paraphrase	Changing word order
	Changing part of speech
	Using synonyms
	Changing number and percentage
Organization paraphrase	

### c. The Strategies of Paraphrasing

In textual borrowing, especially paraphrasing, students must do it effectively. Some experts cite effective paraphrasing. Bailey (2011) based on him there are four effective paraphrase features, as follows:

- 1) The paraphrasing has different structure to the original text.
- 2) It has mainly different vocabulary
- 3) It still retains same meaning with the original text
- 4) Also keep same phrases that common use in original text.

Apart from mentioning the appropriate paraphrase features, he also mentioned techniques to paraphrase a text, namely:

- 1) Changing vocabulary by using synonyms, such as argues become claims, eighteenth century becomes 1700s or economies/labor cost become saving.
- 2) Changing word class, such as noun change into verb or adjective (beauty > beautiful).
- 3) Changing word order.

Another technique of paraphrase was proposed by Rogers (2007), he stated there are six ways to paraphrase, as follows:

- 1) Change word forms. It means change the class of word
- 2) Using synonym when paraphrasing
- 3) Changing the grammar (active to passive or vice versa)
- 4) Reverse negative. It can be done with two types consist of using comparative phrase and superlative phrase.

A is not as easy as B > A is harder than B (comparative)

A is least expensive > A the cheapest (superlative)

- 5) Changing the word order
- 6) Change sentence connectors

In the same line with Bailey, Swales & Feak (2012) define four steps in conducting good paraphrasing, as followed:

- 1) Identified important points in the original text
- 2) Reveal important relationships between point in original text
- 3) Find out the vocabulary (connector) to connect those points.
- 4) Point out the vocabulary (synonyms) that might be used to paraphrase the text.

#### **d. Differences between Quotation, Paraphrase and Summary**

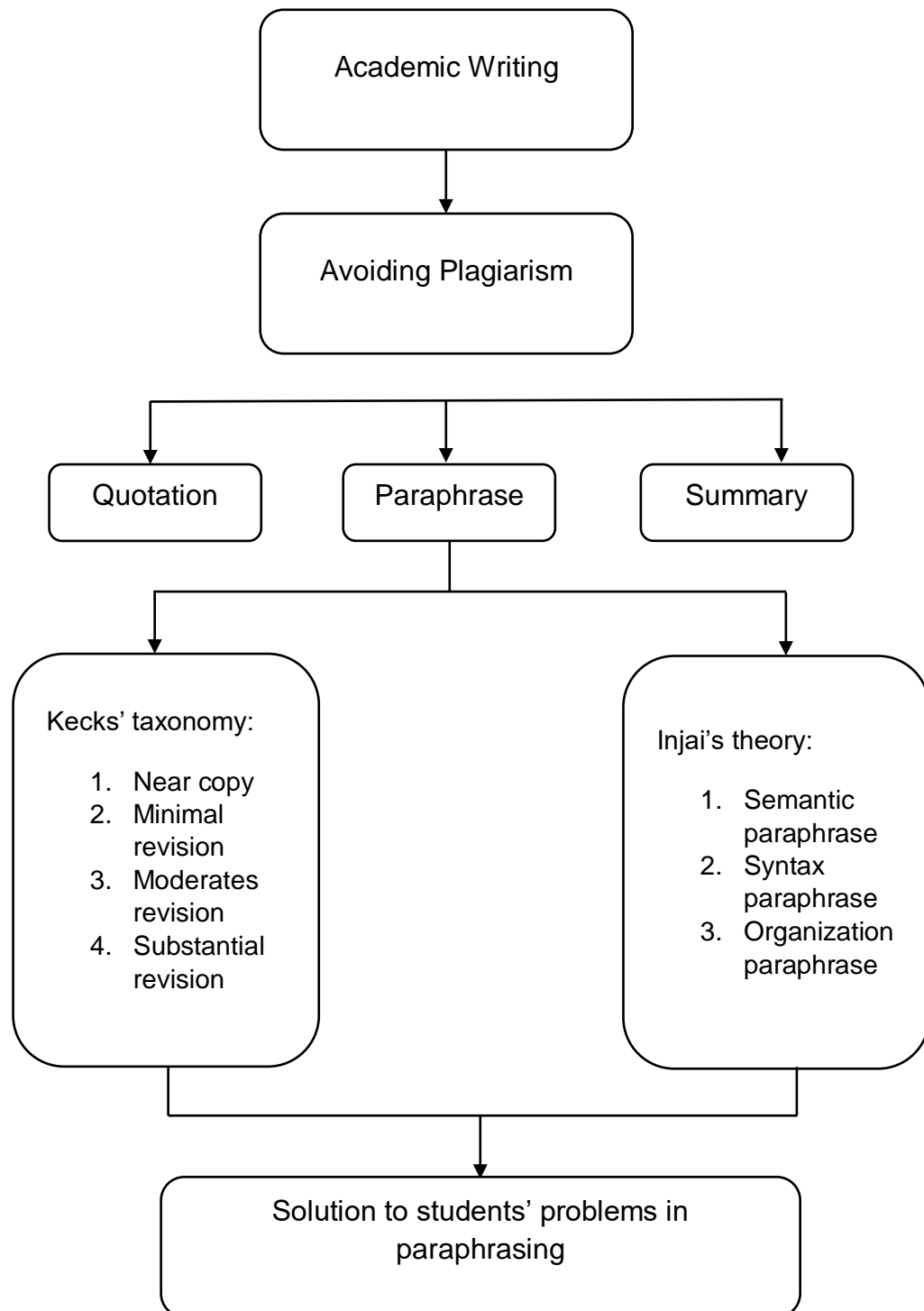
In writing a scientific paper, the students need many theories or opinions from experts in order to strengthen their scientific work. What is often used by students is textual borrowing. Borrowing an idea or idea is not a wrong thing, but sometimes students use the wrong way so that their work is labeled as plagiarism. The way to avoid plagiarism is to use quotations to summaries and even paraphrasing. Based on Bailey (2011) summarizing and paraphrasing are things that are always done in writing academic writing, as well as quotation. Bailey said "paraphrasing is involved re-writing a text so that the language is substantially different while the content stays the same", meanwhile summarizing is reducing the length of text but retaining the same points (Bailey, 2011). In conclusion summarizing and

paraphrasing are two things that can be done to avoid plagiarism, but their goals are different, the aim of summarizing is diminishing the length of text, meanwhile the aim of paraphrasing is restating ideas into own words but both of them retain meaning original of the idea. As for quotation, it is directly quoting someone's opinion from a source and also putting quotation marks on the statement, and providing information on the source of the quote in brackets containing the name and year when the idea was pronounced or written.

### **C. Conceptual Framework**

The purpose of this study is to reveal the problems encountered by English Literature Students at Muslim University of Indonesia in paraphrasing English text. The students can use paraphrasing to prevent them from plagiarism. To analyze the result of students paraphrasing, the writer will use Keck taxonomy in term to classify the types of paraphrases. Keck's taxonomy consists of four types namely near copy, minimal revision, moderate revision and substantial revision. The conceptual framework of the study will be explained below

## Conceptual Framework





## **CHAPTER III**

### **RESEARCH METHOD**

This chapter discusses five important aspects related to research methods. It involves design of research, subject of research, technique of data collection, research instruments, and technique of data analysis.

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

This research employed qualitative approach; it was case study method. According to Faquhar (2012) case study emphasize in investigating a contextual phenomenon where the result of the study will be applied only in specific situation. Other explanation from Gay (2012) case study is a qualitative research approach in which the researcher focuses on a unit of study known as a bounded system. This method was aimed at describing the current phenomena of the research focus in the context of case study which is to know and to investigate the problem that the students face in writing paraphrase at Muslim University of Indonesia.

#### **B. Subject of Research**

The participant of this research were the students in the sixth semester of Muslim University of Indonesia. There were 180 students in Letter Faculty. Considered 25 of them have studied paraphrasing from second semester to fifth semester so they were chosen as the participant.

#### **C. Instrument of Research**

This research employed three kinds of instruments in order to answer the research questions of this study. There were a paraphrasing test, questionnaire and interview.