

APPENDICES

Appendix I

Translation of Qur'an Verse

No	Page	Surah/Verse	Translation	Terjemahan
1	1	Al- Alaq/ 4-5	Who teach by the pen. Teach man that which he knew not.	Yang mengajar manusia melalui pena, Ia mengajarkan manusia apa Yang tidak diketahuinya.

Appendix II

Students' Writing in the Introduction section of Thesis Proposals

1. Student 1

Original:

Brainstorming is usually a small group activity which encourages students to focus on the free flow of ideas (Bailey, 2006, as cited in Soraya 2010).

Paraphrase:

Brainstorming is usually a small group activity which urges students to focus on the free stream of ideas (Bailey, 2006, as cited in Norseha, 2016).

Source:

Unin, N. & Polin, B., 2016, Brainstorming as a Way to Approach Student-Centered Learning in the ESL Classroom, Malaysia. *Procedia - Social and Behavioral Sciences* 224 605 – 612. doi: 10.1016/j.sbspro.2016.05.450.

2. Student 2

Original:

Often, teachers answered their own questions instead of allowing students to find the answers themselves.

Paraphrase:

Often, teachers answered their own questions instead of allowing students to find the answers themselves (Aysegul Bayraktara, 2012).

Source:

Bayraktar, A. (2012). Teaching Writing Through Teacher-Student Writing Conferences. *Procedia, Social and Behavioral Sciences*, 51(2012): 709-713.

3. Student 3

Original:

Cruickshank and Applegate (Kathleen M. Bailey, Andy Curtis & David Nunan, 2004) defined reflective teaching as “the teacher’s thinking about what happens in classroom lessons and thinking about alternative means of achieving goals or aims”. It is a means for teachers to think, analyze and objectively judge their classroom action.

Paraphrase:

According to Bailey, et al (in Liu & Zhang, 2014) when the teacher wants to achieve goals and objectives, the thing to do is think, analyze and assess objectively.

Source:

Liu, L. & Zhang. Y. (2014). Enhancing Teacher's Professional Development through Reflective Teaching. *Theory and Practice in Language Studies*, 2396-2401.

4. Student 4

Original:

Zoom.us can run easily and quickly administrative tasks in the public cloud while meeting traffic, including video, voice and content sharing, goes through the private cloud using the on-premise Meeting Connector

Paraphrase:

Zoom can run administrative tasks as public cloud, meeting traffic including video, voice and content sharing goes to the private cloud using On-premise Meeting Connector (Maria K. 2015 p.10).

Source:

Koutroumpousi, M., & Tsinakos, A. (2015). Zoom. Us in the Distance Education Environment of Michigan State University (MSU).

5. Student 5

Original:

Teachers' conceptions of creativity in EFL were categorised into creative products, cognitive development, creative teaching approaches and freedom in choice and expression.

Paraphrase:

The concept of creativity is categorised in creative products, cognitive development, creative teaching approaches, and freedom of expression (Lijuan Wang and Kokotsaki, 2018. pp. 115-130).

Source:

Wang, Lijuan and Kokotsaki. 2018, Primary School Teachers' Conceptions of Creativity in Teaching English as a Foreign Language (EFL) in China. *Thinking Skills and Creativity*, 29. pp. 115-130.

6. Student 6

Original:

Furthermore, Zeichner and Liston (1996) suggest that teacher should think and question about their goals and values in teaching and examine his/her teaching assumption

Paraphrase:

Furthermore, Zeichner and Liston (1996), suggest that teacher should think and question about their goals and values in teaching and examine his/her teaching assumption

Source:

Silvia, R. (2014). *Teachers' Understanding and Practice (A Case Study of Four English Teachers of High Schools in Bandung)*. Thesis, School of Postgraduate Studies-Indonesia University of Education , English Education Department .

7. Student 7**Original:**

It has been noted that students with weaker paraphrasing skills often resort to unbecoming methods such as cutting and pasting or copying verbatim, which may lead to behavior considered plagiarism (Charubus, 2015).

Paraphrase:

It has been noted that students with weaker paraphrasing skills often resort to unbecoming methods such as cutting and pasting or copying verbatim, which may lead to behavior considered plagiarism (Charubus, 2015).

Source:

Thadphoothon, J. (2019). EFL Students' Perceptions of Paraphrasing Skills and their Paraphrasing Challenges. *The 4th International Conference on Innovative Education and Technology (ICIET2019)*

8. Student 8

Original:

Rodriguez, M (2015) “The influence of visual and auditory activities in EFL learning process in beginner students in a public school in Bogotá” using a qualitative research, she studied the influence of using audio visual materials when learning English as a second language in sixth graders.

Paraphrase:

Rodriguez, M (2015) “The influence of visual and auditory activities in EFL learning process in beginner students in a public school in Bogotá” using a qualitative research, she studied the influence of using audio visual materials when learning English as a second language in sixth graders.

Source:

Morales, S. A., Montenegro, T. B., & Ruiz, J. B. (2017). *Animated Cartoons Through The Mirroring Technique To Teach Stress Pronunciation*. Corporación Universitaria Minuto de Dios , Faculty of Education.

9. Student 9

Original:

Technology is being used by children and adults on a daily basis by way of web surfing, texting, social networking, interactive games, and in more ways.

Paraphrase:

Nowadays, not only adults but also children can be able to access it easily by doing web surfing, texting with other people around the world

and doing social networking, playing interactive games, and other activity that technology have provided (Costley, 2014).

Source:

Costley, K. C. (2014). The Positive Effects of Technology on Teaching and Student Learning. *Associate Professor of Curriculum & Instruction, 2.*

10. Student 10

Original:

In an EFL writing class, it is a natural extension to provide students with opportunities for authentic foreign language interaction through technology (Daniels & Leslie, 2013)

Paraphrased:

In this matter, in EFL writing class, it is a **natural** attachment to give student the **opportunities** to experience **authentic** foreign language interaction with technology (Daniels & Leslie, 2013, as cited in Ghufon, M. A., & Rosyida, F. (2018).

Source:

Ghufon, M. A., & Rosyida, F. (2018). The role of Grammarly in assessing English as a Foreign Language (EFL) writing. *Lingua Cultura, 12(4), 395-403.*

11. Student 11

Original:

(Tarigan: 2011:118) states “The progression of a nation can be measured from its reading book that is read, from his society level appreciation to science and art, about literature.”

Paraphrased:

(Tarigan: 2011:118) states “The progression of a nation can be measured form its reading book that is read, from his society level appreciation to science and art, about literature.

Source:

Safitri, A. (2016). *An analysis of idiomatic expression of green's the fault in our stars*. A Research Paper, Pasundan University, English Department Faculty of Arts and Letters.

12. Student 12

Original:

Teachers also should be trained to learn teaching skills and to get awareness about English language curriculum policy as well as its importance (Rafique, Sultan, Ahmad, & Imran, 2018).

Paraphrase:

Teachers also should be trained to learn teaching skills and to get awareness about English language curriculum policy as well as its importance (Rafique, Sultan, Ahmad, & Imran, 2018).

Source:

Sofiana, N., Mubarak, H., & Yuliasri, I. (2019). *English Language Teaching in Secondary Schools: An Analysis of the Implementation of*

Indonesian ELT 2013 Curriculum. *International Journal of Instruction*, 12(1), 1308-1470.

13. Student 13

Original:

Through technology, it is helpful for the teacher as the teaching specialist to have capability in teaching practice, organizing students in good teaching and learning environment in interacting each other and to give strong impact on learning outcome.

Paraphrase:

Through technology, it is helpful for the teacher as the teaching specialist to have capability in teaching practice, organizing students in good teaching and learning environment in interacting each other and to give strong impact on learning outcome.

Source: Alika. (2019). *Using seesaw for digital portofolio assignment in class.* Retrieved from:

https://www.academia.edu/41439746/Using_application_seesaw_for_teaching_Reading

14. Student 14

Original:

Overgeneralizations are a common feature of language development. In learning the English past tense, children typically overgeneralize the ‘-ed’ rule, producing constructions such as we holded the baby rabbits (Pinker, 1995).

Paraphrase:

Overgeneralizations are a common feature of language development. In learning the English past tense, children typically overgeneralize the ‘-ed’ rule, producing constructions such as we holded the baby rabbits (Pinker, 1995).

Source:

Onnis, L., Roberts, M., & Chater, N. (2002). Simplicity: A cure for overgeneralizations in language acquisition? *Proceedings of the Annual Meeting of the Cognitive Science Society*, 24(24).

15. Student 15

Original:

Widdowson, states the factor influencing the students, speaking skill are vocabulary, frequency of practice, functional grammar, appropriate topics, motivation, self –confidences, and situation

Paraphrase:

Widdowson, states the factor influencing the students, speaking skill are vocabulary, frequency of practice, functional grammar, appropriate topics, motivation, self –confidences, and situation.

Source:

Asmayanti, S., & Amalia, R. (2014). Improving Students’ Speaking Ability By Using Whole Brain Teaching (Wbt) Method At The First Year Students’ Of Smp Negeri 1 Baraka. *Exposure Journal*, 3(1).

16. Student 16

Original:

Perhaps one solution for such problems is to help language learners to learn the target culture within the syllabus. (Tomlinson and Masuhara 2004, p. 7).

Paraphrase:

Perhaps one solution for such problems is to help language learners to learn the target culture within the syllabus. (Tomlinson and Masuhara 2004, p. 7).

Source:

Saniei, A. (2012). Developing Cultural Awareness in Language Instructional Materials. *International Conference on Language, Medias and Culture IPEDR*, 33.

17. Student 17

Original:

Further, this method improved the students' academic performance and communication, supported the format of the learning materials, encouraged autonomous learning, increased the students' participation in and out of the class hours, promoted active cooperation, self-assessment, and peer-assessment

Paraphrase:

Further, this method improved the students' academic performance and communication, supported the format of the learning materials, encouraged autonomous learning, increased the students' participation in and out of the class hours, promoted active cooperation, self-assessment, and peer-assessment (Taufik & Purbani, 2020)

Source:

Taufik, & Purbani, W. (2020). The Implementation of Flipped Classroom as an Attempt to Improve Indonesian EFL Learners' Speaking Performance. *Advances in Social Science, Education and Humanities Research*, 401, 153-157

18. Student 18**Original:**

Sheng (2000) states that reading is a process of communication from the writer to the reader.

Paraphrase:

Sheng (2000) states that reading is a process of communication from the writer to the reader.

Source:

Sari, D. P. (2017), Using-Text Related Picture to Increase Students' Reading Comprehension of Descriptive Text, *Inovish Journal*, 2 (2), 116-132.

19. Student 9**Original:**

Wright (1989: 126) state that in role play the students imagine they are in a specifieed situation.

Paraphrase:

Wright (1989: 126) state that in role play the students imagine they are in a specifieed situation.

Source:

Corat Coret. (2017). Retrieved from Blogspot:

<http://anishananiikhsan26.blogspot.com/2017/06/roleplay-script-as-instructional-media.html?m=1>

20. Student 20

Original:

While Spielberg (1983) defines anxiety as the subjective feeling of tension, apprehension, nervousness and worry associated with the arousal of the nervous system.

Paraphrase:

While Spielberg (1983) defines anxiety as the subjective feeling of tension, apprehension, nervousness and worry associated with the arousal of the nervous system.

Source:

Horwitz, E. K., Horwitz, M. B., & Cope, J. (2014). Foreign Language Classroom Anxiety. *The Modern Language Journal*, 70(2), 125-132 .

21. Student 21

Original:

Compensatory strategy deals with the learners' effort to maintain their speaking and express their ideas when they cannot say it properly in the target language (L2) (Dornyei, 1995: 283).

Paraphrase:

Compensatory strategy deals with the learners' effort to maintain their speaking and express their ideas when they cannot say it properly in the target language (L2) (Dornyei, 1995: 283).

Source:

Sari, D. R., & Purwati, O. (2015). Communication strategies used by University learners in speaking for discussion class of English Department Surabaya State University. *RETAIN*, 3(2), 1-8.

22. Student 22

Original

According to Coffin, Curry, Goodman, Hewings, Lilis and Swan (2003), the main point of teaching and learning process in higher educational level is writing

Paraphrase:

According to Coffin, Curry, Goodman, Hewings, Lilis and Swan (2003), the main point of teaching and learning process in higher educational level is writing

Source:

Sari, N. N. (2018). Task-based Language Teaching and Text Types in Teaching Writing Using Communicative Approach. *SHS Web of Conferences* 42, 00064 . EDP Sciences.

23. Student 23

Original:

Studies conducted by, Jailani Agus Budiman (2015), Mertha Dewi Kusuma et.al (2017) and Desi Fitriani et al (2018). Their researches have a same main goal about developing Higher Order Thinking Skills for student.

Paraphrase:

Studies conducted by, Jailani Agus Budiman (2015), Mertha Dewi Kusuma et.al (2017) and Desi Fitriani et al (2018). Their researches have a same main goal about developing Higher Order Thinking Skills for student.

Source:

Jannah, I. M. (2019). *Designing Higher Order Thinking Skills (HOTS) assessment for diverse students: Trends and challenges*. Thesis, UIN Sunan Ampel Surabaya, English Language Education Department .

24. Student 24

Original:

Wenden (1998: 52) Defines attitudes as "learned motivation, valued beliefs, evaluation, what one believes is acceptable, or response-oriented towards approaching or or avoiding".

Paraphrase:

Wenden (1998) Defines attitudes as "learned motivation, valued beliefs, evaluation, what people believe is acceptable, or response-oriented or avoidance".

Source:

Thenasoulas, D., & Greede. (n.d.). Retrieved from http://www.seasite.niu.edu/tagalog/teachers_page/language_learning_articles/what_is_learner_autonomy_and_how.htm

25. Student 25

Original:

Richard stated that classroom interaction is the pattern of verbal and non-verbal communication and types of social relationship that occur within classroom.

Paraphrase:

Richard stated that classroom interaction is the pattern of verbal and non-verbal communication and types of social relationship that occur within classroom

Source:

Rosyidah, K. (2018). *An analysis of teacher's questions used in classroom interaction at 11th grade of SMK Ma'arif NU Prambon-Sidoarjo*. Thesis, Universitas Islam Negeri Sunan Ampel Surabaya, English Teacher Education Department .

26. Student 26

Original:

Meanwhile Pardiyono (2007:33-34) states that description is a type of written text which has the specific function to give description about an object (human or non human)

Paraphrase:

Pardiono (2007: 33-34) states that description is a type of written text which has the specific function to give description about an object (human or non human).

Source:

Fitri, I., Eripuddin, & Rahayu, P. (2017). An analysis of the students' skill in writing descriptive text at the high grade of SMPN 7 Tambusai Utara. *Jurnal Ilmiah Mahasiswa FKIP Prodi Bahasa Inggris*, 3(1).

27. Student 27

Original:

According Suprihatiningrum (2013, p. 81), “in order for the learning process to take place properly, teachers need to prepare learning scenarios carefully and clearly.”

Paraphrase:

According Suprihatiningrum (2013, p. 81), “in order for the learning process to take place properly, teachers need to prepare learning scenarios carefully and clearly.”

Source:

Shumin, K. (2002). Factors to consider: developing adult EFL students' speaking abilities. *Methodology in Language Teaching*. (Richards, & W. A. Renandya, Eds.) Cambridge University Press.

28. Student 28

Original:

Many teachers feel deflated after their lessons since it was demanding to teach and control the learners' behavior at the same time (Schneiderová,2013).

Paraphrase:

Many teachers feel deflated after their lessons since it was demanding to teach and control the learners' behavior at the same time (Schneiderová,2013).

Source:

Schneiderova, P. (2013). *The effective classroom management in young learners' language classes*. Bachelor Thesis, Masaryk University, Department of English Language and Literature.

29. Student 29

Original:

A lesson plan is a schedule that tells the teachers what to do in a specific time to specific group of learners about specific lesson. It is also defined as "the road map or framework used to plan and conduct every class from first meeting to final exam. (Faculty Training and Development, 2006: 3).

Paraphrase:

Lesson plan is defined as the road map or structure used to prepare and execute each class from the first meeting to the final exam. (Faculty Training and Development, 2006 (as cited in Bin-Hady, 2018)).

Sources:

Bin-Hady, W. R. A. (2018). How Can I Prepare an Ideal Lesson-Plan?. 7(4), 275-279. <https://doi.org/10.2139/ssrn.3434031>

30. Student 30

Original:

Feedback has long been regarded as essential for the development of second language (L2) writing skills, both for its potential for learning and for student motivation

Paraphrase:

Hyland & Hyland (2006) states that feedback has long been considered important for the development of EFL writing skills, for students' motivation and potential for learning.

Source:

Hyland, K., & Hyland, F. (2006). Feedback on second language students' writing. *39*(2), . 83-101.

31. Student 31

Original:

Academic writing is always a form of evaluation that asks you to demonstrate knowledge and show proficiency with certain disciplinary skills of thinking, interpreting, and presenting.

Paraphrase:

Academic writing is always a form of evaluation that asks you to demonstrate knowledge and show proficiency with certain disciplinary skills of thinking, interpreting, and presenting (L. Lennie, 2010)

Source:

Irvin, L. Lennie. 2010. *“What Is “Academic” Writing?”*, *Library of Congress Cataloging-in-Publication Data Writing Spaces: reading and writing*, Vol. 1, 8.

32. Student 32

Original:

Reflective teaching influences students, as well. It is argued in the literature that teacher involvement in the reflective teaching has a mutual effect on students' knowledge of reflectivity

Paraphrased:

Reflective teaching influences students, as well. It is argued in the literature that teacher involvement in reflective teaching has a mutual effect on students' knowledge of reflectivity (Yost, Sentner, & Frolenza-Baily as cited in Akbari, 2007).

Source:

Akbari, R. (2007). Reflections on reflection: A critical appraisal of reflective practices in L2 teacher education. *System*, 35(2), 192-207.
<http://dx.doi.org/10.1016/j.system.2006.12.008>

33. Student 33**Original:**

As Rivers (1981: 188) says “we learn to speak by speaking.” Actually we do not teach learners how to speak; they themselves learn to speak by taking every opportunity to practice.

Paraphrase:

As Rivers (1981:188) says “we learn to speak by speaking.” Literally we do not teach learners how to speak; they themselves learn to speak by taking every opportunity.

Source:

Yamani, I. (2014). *Efl Students' Attitudes Towards The Development Of Speaking Skills Via Project-Based Learning: An Omnipresent Learning Perspective . Doctoral Dissertation, Gazi University , Graduate School Of Educational Sciences Department Of Foreign Languages Education English Language Teaching Program .*

34. Student 34

Original:

Brainstorming can be viewed as a technique in which an individual or a group engages in critical thinking to generate wide-ranging ideas and creative solution toward solving a problem.

Paraphrase:

Brainstorming can be engaged by individuals or a group in critical thinking to get solution in attempt to solve problem together. (Hidayanti, Rochintaniawati & Agustin, 2018)

Source:

Hidayanti., I., W. Rochintaniawati., D. & Rika Rafikah Agustin(2018). The effect of Brainstorming on Students' Creative Thinking Skill in Learning Nutrition. *Journal of Science Learning*, 12, 44-48.

35. Student 35

Original:

This framework builds on Lee Shulman's construct of pedagogical content knowledge (PCK) to include technology knowledge.

Paraphrase:

TPACK framework is development of Lee Shulman's idea of pedagogical content knowledge (PCK) to include technology knowledge. (Mishra and Koehler, 2009).

Source:

Koehler, M. J., & Mishra, P. (2009). What is technological pedagogical content knowledge? *Contemporary Issues in Technology and Teacher Education*, 9(1), 60-70.

36. Student 36

Original:

Writing abilities are a critical part of communication for the students all through their academic life since it permits them to arrange their sentiments and thoughts obviously and additionally to pass on significance through well-developed content.

Paraphrase:

Based on (Mubarak, 2017) writing abilities are a critical part of communication for the students all through their academic life since it permits them to arrange their sentiments and thoughts obviously and additionally to pass on significance through well-developed content.

Source:

Al Mubarak, A. A (2017), An Investigation of Academic Writing Problems Level Faced by Undergraduate Students at Al Imam Mahdi University-Sudan, *Journal of English Education*, 5 (2), 175-183.

37. Student 37

Original:

The writing of abstract is in fact one of the most important things for students since they have to summarize and highlight the most important thoughts/ideas of their text.

Paraphrase:

A scientific thesis writer is required to make an abstract in a short time, and for students, this is important since they have to highlight the main ideas of the research for their own text or content. (Klimova, 2015).

Source:

Klimova, B. F. (2015). Teaching English abstract writing effectively. *Procedia-Social and Behavioral Sciences*, 186, 908-912.

38. Student 38

Original:

Blanchard and Root (1998: 1) state that learning to write in a new language is not always easy.

Paraphrase:

Blanchard and Root (1998: 1) as cited in Mundriyah and Parmawati (2016) state that learning to write in a new language is not always easy.

Source:

Mundriyah, M., & Parmawati, A. (2016). Using Think-Pair-Share (Tps) To Improve Students'writing Creativity (A Classroom Action Research In The Second Semester Students Of Stkip Siliwangi Bandung). *P2m Stkip Siliwangi*, 3(2).

39. Student 39

Original

Politeness is basically the study of knowing the way people use certain languages while they are having communication

Paraphrase:

In addition, Khusnia states in his article that politeness is basically the study of knowing the way people use certain languages while they are having communication. (Khusnia, 2017)

Source:

Khusnia, A. (2017). Politeness Strategies in EFL Classroom: Building Positive Values in Students. *Atlantic Press*, 32-3.

40. Student 40

Original:

Candidate work is then rated by trained and calibrated raters (teacher educators and teachers in the same teaching field) on a set of subject-specific rubrics that evaluate: Planning, Instruction, Assessment, Reflection, and Academic Language.

Paraphrase:

During the teaching process, EFL PSTs are assessed according to ratings of professional trainers on a set of subject-specific rubrics that evaluate: planning, instruction, assessment, reflection, and academic language (Darling-Hammond, Newton, & Wei, 2013).

Source:

Darling-Hammond, L., Newton, S. P., & Wei, R. C. (2013). Developing and assessing beginning teacher effectiveness: the potential of performance assessments. *Educational Assessment, Evaluation and*

Accountability, 25(3), 179-204. <http://dx.doi.org/10.1007/s11092-013-9163-0-0>

41. Student 41

Original:

Kasper (1997) pragmatic competence can be defined as knowledge of communicative action as well as the way to perform it, and the ability to use a language appropriately according to the context.

Paraphrase:

Kasper in Wichien and Aksornjarung (2012) defined pragmatic as the knowledge of communicative action and the way to carry it out, and the ability to use language appropriately according to the context.

Source:

Wichien, S. (2012). *Pragmatic features in English course materials used at a Thai university* (Doctoral dissertation, Prince of Songkla University).

42. Student 42

Original:

Absolutely, it is known that machine translation is the easiest and the simple one to translate the other language to the language that human want.

Paraphrase:

Absolutely, it is known that machine translation is the easiest and the simple one to translate the other language to the language that human want (Marito & Ashari, 2017).

Source:

Marito, S., & Ashari, E. (2017). EFL Students' Perception About Machine Translation. *Jurnal Dimensi*, 6(2).

43. Student 43**Original:**

The role of the tutor, which has the task of activating students and encouraging them to work continuously, is significant.

Paraphrase:

The role of the tutor, which has the task of activating students and encouraging them to work continuously, is significant (Rostislav, 2018).

Source:

Fojtik, R (2018) Problem of Distance Education. *Journal: ICTE*. Vol. 7(1), pp. 14-23.

44. Student 44**Original:**

Given the central role of teacher quality in determining student achievement

Paraphrase:

The teacher is a quality in determining student achievement. (L. Feng & T.R Sass. 2017).

Source:

Feng, L., & Sass, T. R. (2017). Teacher quality and teacher mobility. *Education Finance and Policy*, 12(3), 396-418.

45. Student 45

Original:

Lyon(1981) defines that language is a symbol designed for the purpose at communications.

Paraphrase:

Lyon(1981) in F. Dika Hayu (2017:1) defines that language is a symbol designed for the purpose at communications.

Source:

Dika Hayu (2017) *A Study on Communication strategy used by the student of english conversation club extraculicular of SMA N 1 Karangrayung in Academic.* Islamic Education & Teacher Training Faculty IAIN Surakarta: Surakarta

46. Student 46**Original:**

Chesterman (1997) put omission under the pragmatic strategies and it can be used to present information in a more concise manner

Paraphrase:

Chesterman (1997) put omission under the pragmatic strategies and it can be used to present information in a more concise manner

Source:

Xiaoli, W. (2019). Omission and Its Impact on Character Reshaping in Literary Translation. *Interlitteraria*, 24(1), 190-204.

47. Student 47**Original:**

Metadiscourse is the cover term for the self-reflective expressions used to negotiate interactional meanings in a text, assisting the writer (or speaker) to express a viewpoint and engage with readers as members of a particular community (Hyland, 2005:37).

Paraphrase:

Metadiscourse is the cover term for the self-reflective expressions used to negotiate interactional meanings in a text, assisting the writer (or speaker) to express a viewpoint and engage with readers as members of a particular community (Hyland, 2005:37).

Source:

Yipei, N., & Lingling, L. (2013). Investigating the interpersonal and textual meaning of Steve Jobs' Stanford speech in terms of Hyland's metadiscourse theory . *International Journal of Language and Linguistics* , 90-96 .

48. Student 48

Original:

Another reason for the popularity of teaching English to young learners is because it is a lingua franca today, which means a common language used for communication between two people whose languages are different Harmer (2007).

Paraphrase:

Harmer (2007), cited in Sad (2010), said that teaching English to young learners is popular **because** English is **common** language **used** for communication between two people **whose** languages are **different**.

Source:

Sad, S. 2010. Theory-practice dichotomy: Prospective teachers' evaluations about teaching English to young learners. *Journal of Language of Instruction* 1. No. 05, Vol. 1. Pp. 69-86.

49. Student 49**Original:**

This field experience is key to professional learning because student teachers have the opportunity to experience authentic classroom situations as well as to become familiar with a wide variety of learning and teaching strategies and techniques (Chien, 2014).

Paraphrase:

According to Chien, (2014) as cited in Agudo, (2016) stated that this field experience is key to professional learning because student have the opportunity to experience authentic classroom situations as well as to become familiar with a wide variety of learning and teaching strategies and techniques.

Source:

Agudo, J. d. (2016). What type of feedback do student teachers expect from their school mentors during practicum experience? the case of Spanish EFL student teacher. *Australian journal of teacher education*. 41(5), 36-51.

50. Student 50**Original:**

Speaking is an oral productive skill which happens face to face between speaker and hearer (Widdowson, 2011: 57).

Paraphrase:

Speaking is an oral productive skill which happens face to face between speaker and hearer (Widdowson, 2011: 57).

Source:

Zaim, M & Yustina, L. S. (2018). Utilizing Guessing Games to Enhance Students' Speaking Skill in Authentic Assessment at Grade Nine State Junior High School. *Advances in Social Science, Education and Humanities Research (ASSEHR)-Sixth International Conference on Languages and Arts (ICLA 2017)*. 148. Atlantis Press.

51. Student 51

Original:

Fostering students' communicative competence by creating their willingness to communicate is considered as one of the most principal goals of L2 education

Paraphrase:

Encouraging students to grasp communicative competence is one of the goals in English classes particularly in EFL contexts. To obtain communicative competence, the students must also create their willingness to communicate (Suci et.al, 2019).

Source:

Amalia, Suci Nugrah, Abdul Asib, Sri Marmanto. 2019. Pre-Service English teachers' attitude towards students' willingness to communicate.

3rd English Language and Literature International Conference (ELLiC),

Vol.3

52. Student 52

Original:

The specific form of interaction within the cognitive presence construct thus reflects a pragmatic view of learning (Dewey, 1993; Lipmann, 2003; Pierce, 1955)

Paraphrase

The specific form of interaction within the cognitive presence construct thus reflects a pragmatic view of learning. (Shea, 2011).

Source:

Shea, P. H. & Bidjerano, T (2010). *Learning presence: Toward of self-efficacy, self-regulation, and the development of a communities of inquiry in online and blended learning environments. Computers & Education, 55(4), 1721-1731.*

Appendix III
Students' Result in Analyzing the Data

Number	Student	Using Synonym	Omit any Unnecessar y	Changing Word Order	Changing Parts of Speech	Using Varied Structure	Expanding Phrase for Clarity	Separating Long Sentence	Combining Sentences	Paraphrased Identifications	Frequen cy
1	Student 1	✓								Near Copy	10/18
2	Student 3	✓	✓						✓	Minimal Revision	4/19
3	Student 4	✓	✓							Minimal Revision	7/25
4	Student 5	✓	✓							Moderate Revision	1/18
5	Student 9	✓	✓	✓		✓				Moderate Revision	3/39
6	Student 10	✓	✓							Moderate Revision	3/25
7	Student 29	✓	✓							Minimal Revision	8/25

8	Student 30	✓		✓						Moderate Revision	4/23
9	Student 34	✓	✓		✓		✓			Minimal Revision	5/21
10	Student 35	✓								Minimal Revision	4/17
11	Student 37	✓	✓							Moderate Revision	6/37
12	Student 40	✓	✓	✓						Moderate Revision	4/29
13	Student 41	✓	✓							Minimal Revision	8/25
14	Student 44		✓			✓				Minimal Revision	2/9
15	Student 48		✓	✓	✓					Minimal Revision	9/22
16	Student 51	✓			✓		✓	✓		Substantial Revision	0/31
		14	12	4	3	2	2	2	2		

Appendix IV

Official Letters



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN
UIN ANTASARI BANJARMASIN
NOMOR 78 TAHUN 2020
TENTANG
PENETAPAN DOSEN PEMBIMBING SKRIPSI SEMESTER GENAP
TAHUN AKADEMIK 2019/2020

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN ANTASARI,

- Menimbang : a. bahwa untuk kelancaran mahasiswa Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin membuat skripsi, maka perlu menetapkan Dosen-Dosen Fakultas Tarbiyah dan Keguruan untuk menjadi pembimbing;
- b. bahwa nama-nama sebagaimana tersebut dalam Surat Keputusan ini dipandang mampu dan cakap untuk ditetapkan sebagai Dosen Pembimbing Skripsi dimaksud.
- Mengingat : 1. Undang-Undang RI No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Peraturan Presiden RI Nomor 36 Tahun 2017 tanggal 3 April 2017 tentang Universitas Islam Negeri Antasari Banjarmasin;
3. Peraturan Pemerintah No. 60 Tahun 1999 tentang Pendidikan Tinggi;
4. Surat Keputusan Menteri Agama No. 30 Tahun 2017 tentang Organisasi dan Tata Kerja UIN Antasari;
5. Surat Keputusan Menteri Agama No. 36 Tahun 2017 tentang Statuta UIN Antasari Banjarmasin;
6. Keputusan Rektor IAIN No. 217A Tahun 2012 tentang Perubahan atas Keputusan Rektor No. 72 Tahun 2007 tentang Pedoman Penulisan Skripsi Program Strata Satu (S-1) IAIN Antasari Banjarmasin.
- Memperhatikan : Usul Ketua Jurusan TBI Tanggal 6 April 2020
- MEMUTUSKAN:
- Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN ANTASARI TENTANG PENETAPAN DOSEN PEMBIMBING SKRIPSI MAHASISWA SEMESTER GENAP TAHUN AKADEMIK 2019/2020
- Pertama : Menunjuk dan menugaskan kepada:
1. Nama : Puji Sri Rahayu, MA
NIP/NUP : 197701182008012013
Pangkat/Golongan : Penata Tingkat I/III/d
Jabatan Akademik : Lektor
Sebagai Pembimbing Bidang Konten dan Metodologi
2. Nama : Hidayah Nor, S.Pd, M.Pd
NIP/NUP : 201701017
Pangkat/Golongan : Penata Muda Tingkat I/III/b
Jabatan Akademik : Assisten Ahli
Sebagai Pembimbing Bidang Bahasa dan Teknik Penulisan
- Untuk membimbing mahasiswa penyusun skripsi:
- Nama : Mariani
NIM : 170102030046
Jurusan/Prodi : TBI
Judul Skripsi : Paraphrasing Strategies In The Fifth Semester Students Of English Department At UIN Antasari Banjarmasin
- Kedua : Biaya akibat dikeluarkannya keputusan ini dibebankan kepada DIPA UIN Antasari Banjarmasin.
- Ketiga : Keputusan ini berlaku sejak tanggal ditetapkan, dengan ketentuan bahwa apabila terdapat kekeliruan dalam penetapan ini, maka akan diadakan perbaikan dan perubahan sebagaimana mestinya. Keputusan ini berlaku sejak tanggal ditetapkan, dengan ketentuan bahwa apabila terdapat kekeliruan dalam penetapan ini, maka akan diadakan perbaikan dan perubahan seperlunya.

Ditetapkan di Banjarmasin
pada tanggal 6 April 2020
DEKAN,


Prof. Dr. H. Juairiah, M.Pd.
NIP. 19600106198603200

- Tembusan:
1. Rektor UIN Antasari Banjarmasin;
 2. Ketua Jurusan;
 3. Dosen Pembimbing;
 4. Arsip.



**KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN
UIN ANTASARI BANJARMASIN
NOMOR : 111 TAHUN 2021
TENTANG**

TIM PENGUJI SKRIPSI SEMESTER GENAP TAHUN AKADEMIK 2020/2021

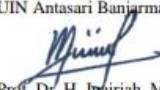
DEKAN FAKULTAS TARBIYAH DAN KEGURUAN

- Menimbang** : 1. Bahwa untuk kelancaran pelaksanaan ujian skripsi dirasa perlu untuk mengangkat Tim Penguji tersebut dengan satu Surat Keputusan;
2. Bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cukup untuk melaksanakan ujian tersebut.
- Mengingat** : 1. Peraturan Pemerintah No. 60 Tahun 1999 tentang Pendidikan Tinggi;
2. Undang-Undang RI No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
3. Keputusan Rektor IAIN No. 217A Tahun 2012 tentang Perubahan atas Keputusan Rektor No.72 Tahun 2007 tentang Pedoman Penulisan Skripsi Program Strata Satu (S-1) IAIN Antasari Banjarmasin;
4. Surat Keputusan Menteri Agama No. 30 Tahun 2017 tentang Organisasi dan Tata Kerja UIN Antasari;
5. Peraturan Presiden RI Nomor 36 Tahun 2017 tanggal 3 April 2017 tentang Universitas Islam Negeri Antasari Banjarmasin;
6. Surat Keputusan Menteri Agama No. 36 Tahun 2017 tentang Statuta UIN Antasari Banjarmasin;
- Memperhatikan** : Hasil Rapat Pimpinan Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin

MEMUTUSKAN

- Menetapkan** : 1. Terhitung mulai tanggal 1 Januari 2021 mengangkat tim penguji skripsi, atas nama saudara/i MARIANI NIM 170102030046
Judul skripsi:
PARAPAHHRASING STRATEGIES IN HIGHER EDUCATION
Dengan susunan tim penguji sebagai berikut:
Ketua/Anggota : PUJI SRI RAHAYU, MA
Anggota : FAJRIANOR, S.PD, M.PD
Anggota : HIDAYAH NOR, M.Pd
Sekretaris : KHAIRATUNNISA, S.Pd
2. Tim penguji tersebut berlaku sejak tanggal ditetapkan, dan dianggap berakhir setelah menyelesaikan tugasnya;
3. Segala biaya yang diakibatkan dari kegiatan ini akan dibebankan kepada DIPA UIN Antasari Banjarmasin tahun 2021;
4. Segala sesuatu akan diubah dan dibetulkan sebagaimana mestinya apabila terdapat kekeliruan dalam Surat Keputusan ini.
- Kutipan** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di Banjarmasin
Pada tanggal 31 Mei 2021
Dekan Fakultas Tarbiyah dan Keguruan
UIN Antasari Banjarmasin,


Prof. Dr. H. Jmairiah, M.Pd
NIP. 196001061986032004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN
BIRO SKRIPSI**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin
Telepon (0511) 3253939 Faksimile (0511) 3274492
Email: ftk.antasari@gmail.com Web: www.ftk.iain-antasari.ac.id

SURAT KETERANGAN

Nomor: 995/Un.14/III.1.t/pp.00.9/06/2020

Yang bertanda tangan di bawah ini, menerangkan bahwa:

Nama : Mariani
N I M : 170102030046
Jurusan/Prodi : TBI
Alamat : Anjir Pasar Lama RT 005 RW 000, Kec. Anjir
Pasar, Kab. Barito Kuala, Kalimantan Selatan

adalah benar telah melaksanakan Seminar Desain Operasional Skripsi yang berjudul:

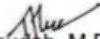
**PARAPHRASING STRATEGIES IN THE FIFTH SEMESTER STUDENTS
OF ENGLISH DEPARTMENT AT UIN ANTASARI BANJARMASIN**

Pada Hari/Tanggal : Senin, 15 Juni 2029

Tempat : Group WhatsApp

Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 17 Juni 2020
Ketua,


Mahmudah, M.Pd.I
NIP. 198708212015032004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBİYAH DAN KEGURUAN
BIRO SKRIPSI**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin
Telepon (0511) 3253939 Faksimile (0511) 3274492
Email: ftk.antasari@gmail.com Web: www.ftk.iain-antasari.ac.id

29 Juni 2020

Nomor : 1102/Un.14/III.1.t/pp.00.9/06/2020

Lamp : -

H a l : Perubahan Judul Skripsi

Kepada Yth.

Sdr (i) Mariani

NIM. 170102030046

Mahasiswa Jurusan TBI

di Banjarmasin

Assalamu'alaikum. Wr. Wb.

Berdasarkan usulan dari Dosen Pembimbing Skripsi tentang perubahan Judul Skripsi, demikian pula setelah kami mengadakan penelitian dan peninjauan seperlunya terhadap Proposal Skripsi Sdr (i), dengan ini kami menyatakan dapat menyetujui judul skripsi Sdr (i) yang semula berbunyi:

**PARAPHRASING STRATEGIES IN THE FIFTH SEMESTER
STUDENTS OF ENGLISH
DEPARTMENT AT UIN ANTASARI BANJARMASIN**

Berubah menjadi:

PARAPHRASING STRATEGIES IN HIGHER EDUCATION

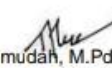
Menunjuk :

1. Puji Sri Rahayu, MA sebagai Dosen Pembimbing Konten dan Metodologi.
2. Hidayah Nor, S.Pd, M.Pd sebagai Dosen Pembimbing Bahasa dan Teknik Penulisan.

Demikian agar Sdr (i) segera menghubungi pembimbing untuk konsultasi selanjutnya.

Wassalamu'alaikum. Wr. Wb.

An. Wakil Dekan Bidang Akademik
Ketua,


Mahmudah, M.Pd.I
NIP. 198708212015032004

Appendix V

NOTES



CATATAN SEMINAR PROPOSAL SKRIPSI

1. Nama Mahasiswa : Mariani
2. N I M : 170102030046
3. Program Studi : Pendidikan Bahasa Inggris
4. Judul Proposal Skripsi : Paraphrasing Strategies
in Higher Education
5. Dosen Pembimbing : Puji Sri Rahayu, MA
Hidayah Nor, M.Pd
6. Catatan Hasil Seminar :

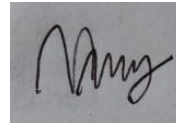
NO	Catatan/saran Penanggap	NO	Catatan/saran Dosen
1	Rizky Aulia - You should use your own words in definition in key terms and make it specify.	1	By : Puji Sri Rahayu, MA - In background is very general, you may want to start directly from writing skill. - Check the grammar - Previous study in background is detail, just from finding and show it is different with your study. - Show the gap research, e.g. those studies mostly investigated..., my study will focus on.. - In the definition of key term, you need mention how you define paraphrase in your study and what aspects you want to cover.
2	Muslimah - If you use purposive sampling, you have to put some criteria for it		

		2	<ul style="list-style-type: none"> - Higher education doesn't need to be included - For previous study in the literature review, it should explain one by one; method, participant, setting, and findings. Then in the end of the paragraph should mention the differences of your research and previous study. - In chapter 3, add some information about the course which provide paraphrasing subject. - Random sampling is more poss <p>General comments:</p> <p>Overall, this is a good proposal because it shows your understanding on how carry out this research. The background is good and the method is clear. You just need to make sure you analyze the data carefully.</p> <p>By : Hidayah Nor, S.Pd, M.Pd</p> <ul style="list-style-type: none"> - You should put the page on your citation - If you make citation in the end of paragraph, you have to make e.g. (Bailey, 2011, p. 8). If you make citation in middle of sentences you have to write Bailey (2011, p. 8). If you take some pages you have to write e.g pp. 11-13. - In the background you should explain the writing course in English Department, started by Basic Writing for example until the last writing course. Also, you have to explain in the English for Academic Purposes Course you have to explain there is creating brief proposal.
--	--	---	---

			<p>- Research questions have to revise it. The word “paraphrasing is twice”, it can changed into “what type of paraphrasing strategies is mostly done by the students in employ writing?”.</p> <p>Make specific in definition of key terms and significance of your study</p>
--	--	--	---

Banjarmasin, 17 Juni 2020

Moderator,






Mahmudah



CONSULTATION NOTES

ADVISOR OF CONTENTS AND RESEARCH METHODS

NAME OF PUJI SRI RAHAYU, MA



Date	Notes	Signature
22 December 2020	<ul style="list-style-type: none"> - If you find only a little who paraphrase the brief of thesis proposals, it is okay, you can analyze it. 	
23 March 2021	<ul style="list-style-type: none"> - If you confused again because you find the paraphrased only 16 from 52 students, let's change simple random sampling to purposive sampling. 	
9 April 2021	<ul style="list-style-type: none"> - Change participants into students' writing - Omit credibility, dependability, transferability and confirmability, lets' change into specific by confirming with theory, no need to confirm by advisors - Change Miles and Hubersman's theory becomes procedures. - Your research can use qualitative or quantitative, so, prepare your argument, because in your abstract it seems like quantitative but when see in data analysis it is qualitative. - Check your grammar 	



CONSULTATION NOTES

LANGUAGE AND TECHNIQUE FOR WRITING




NAME OF ADVISOR: HIDAYAH NOR, S.PD, M.PD

Date	Notes	Signature
22 December 2020	<ul style="list-style-type: none"> - Do not have to write “theoretical description”, because it has already written “theoretical review” under the word Chapter II - In the chapter IV, it has not “Discussions”, it only about findings. - In the findings, you mention “copy”, although in chapter 2 or 3, you do not explain the category it. So, you have to explain it first. - In data collection procedure you explain about technique of sampling, it is not about sampling, you have to explain what technique of data collection you use. - Please, write your thesis carefully, do not typo. - Make abstract for your research - Write the page number based on Thesis provisions 	
15 April 2021	<ul style="list-style-type: none"> - Add the Arabic opening in Acknowledgment and thanks to PBI 2017 who give the data for your research - Use material 10000 	



THESIS EXAMINATION NOTES

07th June 2021

Examiner	Notes	Signature
Examiner I Puji Sri Rahayu, MA	<ul style="list-style-type: none"> - Consistent in your key term based on theory that you used 	
Examiner II Fajrianor, S.Pd, M.Pd	<ul style="list-style-type: none"> - Change into simple random sampling, so it become 52 of 148 students - Remove unacceptable paraphrase in the results 	
Examiner III Hidayah Nor, S.Pd, M.Pd	<ul style="list-style-type: none"> - Use Italic in Indonesian Abstract if you use still English - definition of key terms number 3 is too general - revise the spoken words become written words, like “that’s why” become “hence”, “don’t” become “do not” - in content “object”, change “objective of study” - Consistent type or level in paraphrased identifications - this study aims -> this study is aims 	

CURRICULUM VITAE

I. Personal Details	
Name	Mariani
Place and Date of Birth	Anjir Serapat, 24 th of April 1999
Gender	Female
Status	Single
Religion	Islam
Nationality	Indonesia
Parents	Ahmad Nabhan & Ruhayah
Sibling	Muhammad Bukhari
II. Formal Educational Background	
2002 – 2004	Kindergarten Nahdlatussalam
2004 – 2010	Islamic Elementary School Nahdlatussalam
2010 – 2014	Islamic Junior High School Nahdlatussalam
2014 – 2017	Islamic Senior High School Nahdlatussalam
2017 – 2021	English Education Department of Antasari State Islamic University Banjarmasin
III. Organization Experience	
2017-2021	Linguistic and Debating Society