

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the research findings and discussions dealing with the data that have been collected during the research. The data would take from brief of thesis proposals in English for Academic Purposes course whose the sixth semester students in Academic Year of 2020 at English Department students of UIN Antasari Banjarmasin. In findings, the researcher examined paraphrase identifications according to Keck (2014, p. 9). Furthermore, the researcher classified the paraphrasing strategies those were ten strategies as mentioned in Chapter II.

A. Finding

In this part, the researcher presents the data related to the research question; (1) What type of paraphrase identification is mostly used in students' brief of thesis proposals? (2) What the strategy is mostly used by the students in paraphrasing?. Related to those research questions, the researcher aims to examine the students' paraphrase identifications and classify paraphrasing strategies in order to get the frequency. There are 16 from 52 became the sample of this study. The paraphrase would be analyzed from one citation in the introduction section of brief proposal. The reason to choose one citation because there was student who used one citation.

1. Students' Paraphrase Identifications

As explained in the previous chapter, the document of the students' paraphrases were analyzed manually at the sentence level. This activity allows for an analysis of the paraphrasing attempts done by the students.

In addition, the researcher would analyze the document of students' paraphrasing quality by using paraphrase identification as it offers a reliable method for classifying attempted paraphrases which developed by (Keck, 2014, p. 9). However, before analyzing to determine whether the document is categorized as paraphrase or not. The first, the researcher would analyze by checking whether the student used citation, put reference in the bibliography, and changed the word or structure. This is like The Hong Kong Polytechnic University (2015, p. 6) offers that when paraphrase, not only report the source information using your own words, but also need to refer to the sources with bibliographic information, in order to the readers can find the item. Thus, when the student ignore it, it will be categorized as no paraphrase, either quotation or exact copy. If the researcher found the quotation or exact copy, the researcher would remove it. Then, analyzed the documents that categorized to paraphrase. Based on the research question, firstly the researcher would analyze paraphrase identification to find the highest total of them. Paraphrase identifications divided into four types; near copy, minimal revision, moderate revision and substantial revision. Then, to determine the frequency of the paraphrase identification used by the students, the researcher uses the formula of percentage. The following table would present the paraphrase identification students' and no paraphrase.

Table 3. Paraphrase identifications and No Paraphrase

Student	Frequency	Percentage	Paraphrase Identifications				No Paraphrase
			Substantial Revision	Moderate Revision	Minimal Revision	Near Copy	
Student 1	10/18	55.55%				✓	
Student 2	15/15	100%					✓
Student 3	4/19	21.05%			✓		
Student 4	7/25	28%			✓		
Student 5	1/18	6%		✓			
Student 6	24/24	100%					✓
Student 7	32/32	100%					✓
Student 8	46/46	100%					✓
Student 9	3/39	7.69%		✓			
Student 10	3/25	12%		✓			
Student 11	29/29	100%					✓
Student 12	29/29	100%					✓
Student 13	38/38	100%					✓
Student 14	31/31	100%					✓
Student 15	23/23	100%					✓
Student 16	25/25	100%					✓
Student 17	37/37	100%					✓
Student 18	2/27	7.40%					✓
Student 19	17/17	100%					✓
Student 20	23/23	100%					✓
Student 21	29/29	100%					✓
Student 22	24/24	100%					✓
Student 23	33/33	100%					✓

Student 24	19/19	100%					✓
Student 25	22/22	100%					✓
Student 26	11/11	100%					✓
Student 27	25/25	100%					✓
Student 28	23/23	100%					✓
Student 29	8/25	32%			✓		
Student 30	4/23	17.39%		✓			
Student 31	26/26	100%					✓
Student 32	27/27	100%					✓
Student 33	24/24	100%					✓
Student 34	5/21	23.80%			✓		
Student 35	4/17	23%			✓		
Student 36	36/36	100%					✓
Student 37	6/37	16.21%		✓			
Student 38	11/11	100%					✓
Student 39	18/18	100%					✓
Student 40	4/29	13.79 %		✓			
Student 41	8/25	32%			✓		
Student 42	25/25	100%					✓
Student 43	20/20	100%					✓
Student 44	2/9	22.22 %			✓		
Student 45	10/10	100%					✓
Student 46	21/21	100%					✓
Student 47	36/36	100%					✓
Student 48	9/22	40.90%			✓		
Student 49	36/36	100%					✓
Student 50	15/15	100%					✓
Student 51	0/31	0%	✓				

Student 52	17/17	100%					✓
Frequency			1	6	8	1	36

Based on the analyzing and checking the documents above, it can be seen from the table, the students who paraphrased only 16 of 52 students. Because 36 students didn't put the references in bibliography, the main source, changed structure and words. Thus, the researcher would analyze paraphrase identification from 16 students also for paraphrasing strategies later.

The table above that all of the percentage students were 100% which called as no paraphrase. For more detail, the researcher assumed according to the criteria in taking the sample, the researcher would analyze by mentioning the source in the bibliography, putting the citation, and changing word and structure. In addition, the researcher added if the students only using reference verb or phrase it will be not categorize as paraphrase, because it will categorized as quotation. Then, if the students do not mention the source in the bibliography it will be categorized as plagiarism like Jordan said (2003, p. 102) that when referring to a book, journal article and the other sources, the normal procedure is to put the author's name, the year of publication in bracket, and the page numbers if necessary (Jordan, 2003, p. 102). If you do not, you may be accused as plagiarism (Duke Divinity School, 2017, p. 7). In another word, it is exact copy which Keck (2014, p. 8) defined that it was taking exact word from the original text, without using quotation, and

with no linguistic changed. For more detail, the researcher would explain as follows:

- a. Using quotation (reference phrase and source in the bibliography)

Based on the finding of this study, the researcher found that the student used reference verb or phrase and source in bibliography in their brief of thesis proposals were 4 students with the number of student 36, 38, 39, and 49. See in Appendix II. Here the researcher only gives an example:

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.

b. Using quotation (citation and the source in the bibliography)

Based on the finding of this study, the researcher found that the student mentioned the source in their proposal were 8 students with the number of student 2, 17, 31, 32, 42, 43, 45 and 52.

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.

c. Plagiarism (using citation without putting the source in the bibliography)

Based on the finding of this study, the researcher found that the student didn't mention the source in the bibliography however there is citation. Therefore this is categorized to plagiarism. This categorized were 24 students with the number of student 6, 7, 8,

11, 12, 13, 14, 15, 16, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 33, 46, and 47.

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.

From the example above, the researcher assumed the student took the source from journal article without mentioning the main source, because the researcher checked it by analyzing the citation and references. Although, the citation was put there, it didn't find the references, then the researcher wrote as same as the sentences with the student did on Google. It detected the student put the sentence from Silvia (2014) not Zeichner and Liston (1996).

In short, from 52 students above it find 16 students who paraphrased. Then, the researcher examined paraphrase identification by using Keck (2014, p. 9) as the theory in this study. This paraphrase identification classified according to the number of unique links found in the paraphrase that also occurred in the original excerpt, but it did not occur at any other point in the source text. The results would present in figure below:

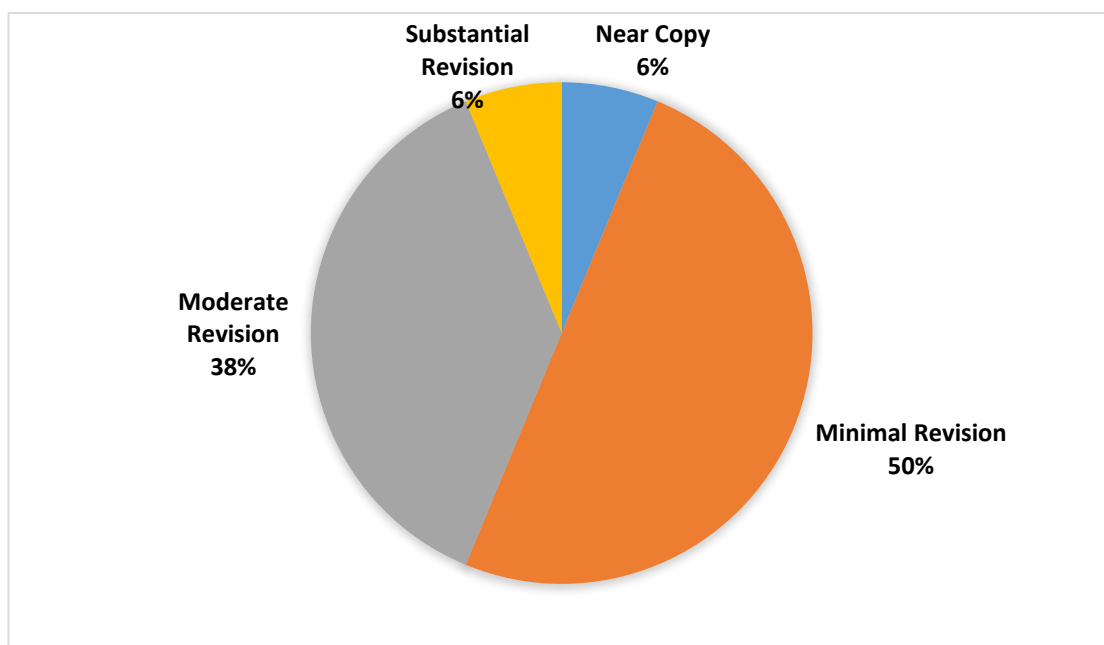


Figure 1. Percentage of Paraphrase Identifications

a. Near Copy

The first paraphrase identification type is near copy. Near Copy is defined as an attempted paraphrase in which 50% or more of the paraphrase was made up of words contained within unique links. Near Copy can be characterized as paraphrases which are composed primarily of long copied strings taken from the original

excerpt (Keck, 2014, p. 9). Based on the finding of the study, there was only one student who categorized as near copy for more detail as follows:

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:

Unina, 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.

The student 1 seems like has ten unique links, they are “usually, a, which, to, focus, on, the, free, of, idea”. For the word “brainstorming”, “ideas” and “small group” occur in the original text, they occurred on several times. For the word “brainstorming” occurs seventy three times, “ideas” occurs nineteen times, and “small group” occurs eight times, they were called as general links. Then, for the phrase “cited in” was no counted, because it phrase

for making citation. Since, the paraphrase contained eighteen total words, the percentage of the paraphrase made up of words within unique links is 10/18 (55.55%).

b. Minimal Revision

The second Paraphrase type is minimal revision, captured paraphrases in which 20–49% of the paraphrase was made up of words within unique links. As the table above shows that the mean percentage of words contained within unique links for Minimal Revisions was 50% or a half of sample, it is 8 of 16 students. (Keck, 2014, p. 9). For the finding of this study would be analyzed below:

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.

Students' paraphrase above is categorized to moderate revision. Because of the finding showed that the student's paraphrase contains three unique links words, "goals, think, analyze, objectively," which also occurred in the original excerpt. For "according to", it is not counted, because it word for show citation. Thus, the total number of words contained within unique links for this paraphrase is three. Since the paraphrase contains nineteen total words, the percentage of the paraphrase made up of words within unique links is 21.05% (4/19) which categorized as minimal revision.

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).

It is likely, the student 4 has seven unique links, they were “*can, run, task, including, goes, the, using*”. However, there also many words were same but they are called as general links, because they are repeatedly in the original text, for the word “*video*” occurs twenty times, “*meeting*” occurs fifteen times, “*cloud*” occurs nine times, “*administrative*” and “*content sharing*” occurs twice. Whereas, for the phrase “*On-premise Meeting Connector*”, it can not be changed. However, there was a few mistake that student wrote the name of writer is incorrect as APA method. Since, the paraphrase contains nineteen words, the percentage of the paraphrase made up of words within unique links is 28% (7/25).

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>

Based on the finding, it is likely the student's paraphrase contained eight unique links: "*is, defined, as, the, road map, used, to, from*". It should be noted that the words "*lesson plan*", "*first meeting*", and "*class*" were not included as in the unique link because these words occur in the original text. Since the paraphrase contained twenty total words, the percentage of the paraphrase made up of words within unique links is 32% (8/25).

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.

Based on the finding of this study, student's paraphrase has five unique links, "*can, be, a, to, problem*". For word "*brainstorming*" occurs in Hidayanti, Rochintaniawati & Agustin (2018) found that the word "individual" occurs three times, and "*solution*" occurs five times. Since the paraphrase contains twenty one of total words, the percentage of the paraphrase made up of words within unique links is 23.80% (5/21)

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 knowladge (PCK) to include teachnology knowladge. (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.

Based on the finding, it can be seen the total of unique links were four, they were “*of*”, *of*, *to*, *include*”. However there were some words but they happened in the source original repeatedly such as “*framework*” occurs twenty five times, “*pedagogical content knowledge*” occurs ten times, and “*technology*” occurs one hundred and eight times. Since the total words were seventeen. Therefore the percentage of unique link is 23% (4/17)

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).

Based on finding, the researcher found that the student's paraphrase consist eight unique links, those were "*defined, way, to, ability, use, appropriately, according to, context*". While for the general links were "*context*" occurs thirty times, "*knowledge*" occurs twenty four times, and "*communicative action*" occurs twice. Thus it can be count the percentage is 32% (8/25)

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.

Based on the finding, the researcher found that the student's paraphrase has two words "*in, determining*". For the word "quality" repeated one hundred one hundred and ninety three times, "*achievement*" repeated twenty times. Therefore it can be counted the percentage of paraphrase identification is 22.22 % (2/9).

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.

The student 48 was likely has nine unique links, those were “because, used, for, between, two, people, communication, whose, different”. For the word “teaching” according to source text occurs sixty seven times, “teaching English” occurs thirty times, “young learner” occurs sixty nine times, and “communication” occurs four times. Besides that for word “cited in” is not counted because this word used for creating citation. While for the word “said that” as the reference verb. Since the total words are twenty two. Therefore, the percentage of the paraphrase made up of words within unique links is 40.90% (9/22).

c. Moderate Revision

The third paraphrase type is Moderate Revision that defined as an attempted paraphrase which used less than 20% of the total paraphrase words were contained within unique links. As a group, Moderate Revision paraphrases had a mean of 10% unique link words and a mean of 11% general link words (Keck, 2006, p. 270). Based on the analyzing above, the researcher found that the students who paraphrased that categorized to moderate revision is 6 of 16 students or 38%. They are student 5, 9, 10, 30, 40, and 37.

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.

Students' paraphrase above is categorized to moderate revision. Because, the finding showed that the student has the

unique link is only one word “*categorized*”. While, the word “*creativity*” occurs three hundred three times, “*freedom*” occurs thirty times, “*expression*” occurs ten times, “*cognitive development*” occurs five times, “*creative teaching approaches*” occurs three times, and “*creative product*” occurs four times in the original text. Therefore, it can be counted the percentage of the paraphrase made up of words within unique links is 6 % (1/18).

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*.

Students’ paraphrase above is categorized to moderate revision. Because, the finding of this study showed that the

student's paraphrasing contained three unique links of words "adults", "children", and "texting". For the words "adults" and "children" it will be changed to people. While the word "texting", it can be changed to messaging. In Costley, K. C. (2014). the word "technology" occurs 94 times. This is unsurprising, considering that the topic of this text. For "web surfing" occurs twice, and "interactive game" occurs 3 times". These words are general unquie, because they occur in other places of the source text. Thus, the total number of words contain within unique links for this paraphrase is three. Since the paraphrase contains 39 total words, the percentage of the paraphrase made up of words within unique links is 7. 6% (3/39).

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)

Paraphrase:

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 Ghufron, M. A., & Rosyida, F. (2018).

Source:

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

Students' paraphrase above is categorized to moderate revision. Because, the finding showed that it seems like the student has three unique links, they are “*natural*”, “*opportunities*” and “*authentic*”. For the number general link it can be seen from the main source in Ghufon, M. A., & Rosyida, F. (2018) that “*foreign language*” occurs five times and “*interaction*” occurs twice. Therefore the percentage for paraphrase identification is 12% (3/25).

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.

Based on the finding of this study, it is likely there were four unique links “*for, the, development, for*”. While for the general links, it found the word “*feedback*” occurs two hundred and eighty seven (287) times, “*development*” occurs forty two times, “*learning*” occurs forty two times, “*writing skills*” occurs five times, “*motivation*” occurs twice, and “*potential*” occurs nine times because if seen the original source in Hyland & Hyland (2006). Therefore it can be said the paraphrased identification of student 30 is moderate revision by percentage 17.39% (4/23).

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.

Based on the finding of this study, the researcher found that the student seems like the paraphrase contains six unique links, they are “*for, since, have to, highlight, idea, text*”. While for the word “*abstract*” occurs 30 times in the original text. This is not surprising because the theme of journal is about “Abstract”. Since the paraphrase contains 37 total words, the percentage of the paraphrase made up of words within unique links is 16.21% (6/37).

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>

For unique links seem like has four, they are “*set, that, rubric, evaluate*”. There were some general links, such as “*planning*” occurs twenty four times, “*instruction*” occurs thirty seven times, “*reflection*” occurs twenty one times, “*assessment*” occurs one hundred and thirty five times, “*academic language*” occurs seventeen times. Therefore for paraphrase identification, it can be said that as moderate revision by percentage 13.79 % (4/29).

d. Substantial Revision

Paraphrase which used no unique links, are classified into the final paraphrase identifications, it Substantial Revision (Keck, 2006, p. 270). Based on the analyzing the researcher found only one student who paraphrase that categorized to it or with the percentage at 6%.

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

Based on the finding of this study, the researcher found that for paraphrasing identification there is no one unique link. Moreover, according the source text Suci et.al (2019) there are; the word “*student*” occur 73 times, “*willingness*” occurs 16 times and “*communicative competence*” occur 3 times. Since the paraphrase contains 37 total words, the percentage of the paraphrase made up of words within unique links is 0 % (0/31).

As data displays above, it can be inferred that the highest percentage (50%) showed that students' paraphrase identifications were in minimal revision, followed by moderate revision with 38%, then followed by near copy and substantial revision with 6%. In other words, from 16 students as sample, the students used minimal revision were 8 students, 6 for moderate revision, and only one student used near copy and moderate revision.

2. Students' Paraphrasing Strategies

The finding of the second research question was displayed in relation to ten strategies; nine from Jackie Pieterick, The University

of Wolverhampton as cited in Dung (2010, p. 12) followed by Injai (2015, pp. 14-16); using synonym, using active to passive/ passive to active, using positive into negative, changing varied sentence structure, changing word order, changing parts of speech, combining sentences, separating long sentences, and expanding phrase for clarity. Meanwhile one from Pratiwi (2019, p. 22); omitting any unnecessary. The resulting data of 16 students' writing were displayed in the form of chart below as follows:

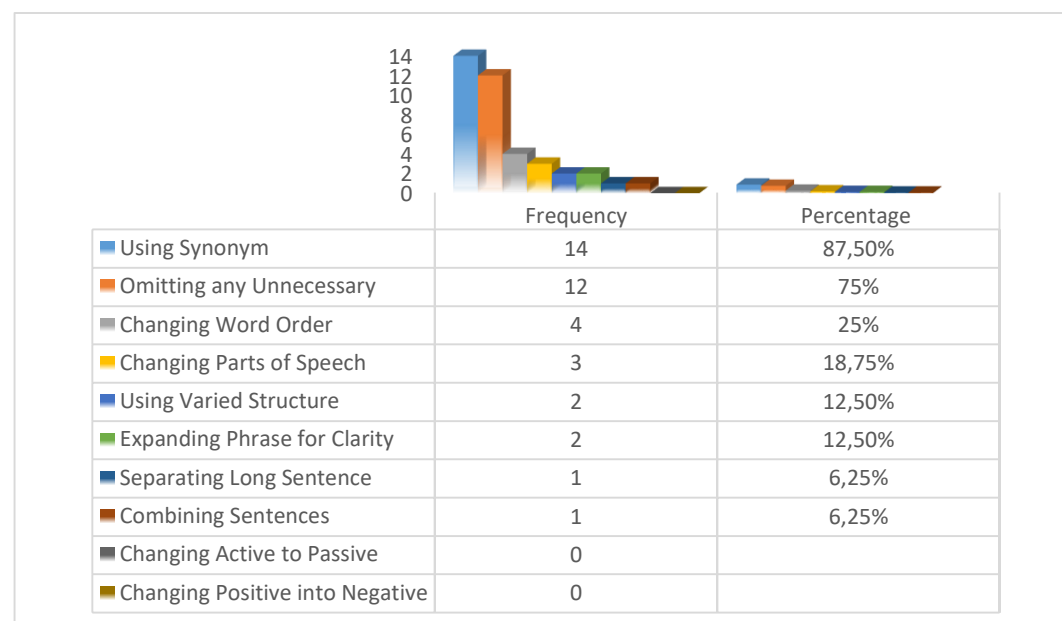


Figure 2. Paraphrasing Strategies Used by the Students

The figure above showed that the result of paraphrasing strategies used by the students. The strategies sequence is provided below:

a. Using Synonym

In data analysis, the researcher found some strategies in paraphrasing in brief proposal. Based on the finding of this

strategy, most students used strategy using synonym. The students used synonym strategy as many as 14 from 16 students or with the percentage 87 and 50%. Those are student 1, 3, 4, 5, 9, 10, 29, 30, 34, 35, 37, 40, 41, and 51. It means only two students that never used it to maintain the strategy in paraphrase. The following are the data of students who used synonym as strategy in paraphrasing. The underlined words of original and paraphrase are as the synonym that chosen by the students.

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:

Unina, 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.

The student 1 seems like used synonym as strategy in paraphrasing. It can be seen from the word “*encourages*” replaced

by “*urges*” and “*flow*” replaced by “*stream*”. Thus, it can be said that the student 1 used using synonym as strategy in paraphrasing.

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.

It seems like, the students 3 used synonym as paraphrasing strategy. It can be seen that student changed the word from “*aims*” became “*objectives*” and “*judge*” became “*assess*”.

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).

It is likely, the student 4 used using synonym_of paraphrasing strategy The researcher could be seen that the student 4 used synonym the word from “*through*” into the word “*to*”. This synonym can be seen from the dictionary online on <https://www.thesaurus.com/browse/through>.

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.

It is likely, the student 5 did paraphrase by using synonym. It can be seen the student replaced some words "*conception*" to "*the concept*", "*into*" to "*in*", "*in*" to "*of*". Also, the student changed to be "were" into "is" that in meaning is same. However, the student shouldn't change into "is" because it showed plural that explain several conceptions.

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.

It seems like the student 9 was paraphrased by using synonym. It can be seen that the researcher found the students used synonym like the words from “*by way*” into “*by doing*”.

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)

Paraphrase:

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.

It seems like the student 10 did paraphrase by using synonym as the strategy in paraphrasing. Here, the researcher found that the student changed vocabulary from the word “*extension*” into “*attachment*”, “provide” into “give”, “for” into “to” and “through” into “with”.

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.

It is likely the student 29 used using synonym in implementation the strategy of paraphrase. It can be seen that student changed the words from “*plan*” into “*prepare*”, “*conduct*”

into “*execute*”. Thus, it can be said that the student used using synonym.

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.

The student 30 seems like used paraphrase by using synomim. It can be seen from the word “*regarded*” became “*considered*” and “*essential*” became “*important*”.

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.

It is likely, the paraphrasing strategies that student 34 used by using synonym. It can be seen the student changed the word from “viewed” into “engaged” as using synonym strategy.

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 knowladge (PCK) to include teachnology knowladge. (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.

The student 35 is likely using paraphrasing strategy by using synonym. It can be seen that the student changed the word from “*builds*” into “*is development*” and “*construct*” into “*idea*”. However, for the word “*builds*” to “*is development*”, there is a mistake that must develop not development.

Student 37

Original:

Both rhetorical moves and their linguistics realizations are important factors when writing RA abstracts.

Paraphrase:

Annuai (2019) stated that both rhetorical moves and linguistics realizations are essential factors in the abstract writing process.

Source:

Annuai, W. (2019). Analyses of rhetorical moves and linguistic realizations in accounting research article abstracts published in international and Thai-based journals. Sage Open, 9(1), 2158244018822384

It is likely, the student 37 used using synonym as paraphrasing strategy. It can be seen that the student changed the words from “*important*” into “*essential*” and “*when*” into “*in*” by adding word “*process*” that showed it has same meaning.

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>

It seems like the student 40 did using synonym as strategy in paraphrasing. It can be seen the student changed the same vocabulary like the word from “*candidate work*” into “*EFL PSTs*” and “*rated*” became “*assessed*”.

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).

The student 41 seems like used using synonym as strategy in paraphrasing. It can be seen that the student changed “*as well as*” became “*and*” and “*perform*” became “*carry out*”.

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

It seems like, the student 51 was paraphrased by using synonym. It can be seen that the student changed the word from “fostering” into “encouraging” and “most principal” into “particularly”.

b. Omitting Any Unnecessary

In data analysis, the researcher found used the strategy in paraphrasing in brief proposal. Omitting any unnecessary is that often happened which as the second after using synonym strategy. This strategy is known as removed the word of the original (Fitzpatrick as cited in (Pratiwi, 2019, p. 22)). The researcher found 12 from 16 students or with the percentage 75% omitted any unnecessary strategy as paraphrasing strategy. Those are student 3, 4, 5, 9, 10, 29, 34, 37, 40, 41, 44 and 48. The following are the students' work in paraphrasing. The strikethrough words of original are the words that students removed. For more detail it can be seen as follows:

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.

It seems like, the students 3 used omit any unnecessary. It can be seen that student eliminate some words from the original text. Can be seen the student eliminated words “*reflective teaching as “the teacher’s thinking about what happens in classroom lessons and thinking about alternative means”*”, then students also eliminate the words “*their classroom action*”.

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).

Based on the paraphrase above, it is likely the student 4 used omit any unnecessary as paraphrasing strategies. It can be seen that the student 4 deleted the words “*easily and quickly*”. Hence, the student was categorized to using omit any unnecessary.

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.

It is likely, the student 5 did paraphrase by omit any unnecessary. It can be seen from the word “*teacher*”, “*EFL*” and “*choice*” were removed. However, the student had not to removed it, because the word “*teacher*” as the key point in this sentence. Also, the student was likely made same mistakes in making source in bibliography.

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.

It seems like the student 9 was paraphrased by omitting any unnecessary. Can be seen from elimination some words “*being used by*” and “*on a daily basis*”. Also in the word “*in more ways*”, however here the students changed it to another words.

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)

Paraphrase:

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.

It seems like the student 10 did paraphrase by omitting any unnecessary as the strategy in paraphrasing. Here, the researcher found that the student removed the word “*an*” and “*with*”.

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>

It is likely the student 29 used omit any unnecessary in implementing the strategy of paraphrase. It can be seen that student 29 deleted some words in the first sentence “*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...*”. Then, “*it*” after the sentence it changed become “*lesson plan*”.

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.

It is likely, the paraphrasing strategies that student 34 used is by omitting any unnecessary. It can be seen the student removed several words "*as a technique in which an*", "*generate wide-ranging ideas and creative*", and "*toward solving a*".

Student 37**Original:**

Both rhetorical moves and ~~their~~ linguistics realizations are important factors when writing ~~RA~~ abstracts.

Paraphrase:

Amnuai (2019) stated that both rhetorical moves and linguistics realizations are essential factors in the abstract writing process.

Source:

Amnuai, W. (2019). Analyses of rhetorical moves and linguistic realizations in accounting research article abstracts published in international and Thai-based journals. Sage Open, 9(1), 2158244018822384

It seems like the student 37 used omit any unnecessary as paraphrasing strategy. It can be seen, the researcher found that the student removed the word “*their*” and “*RA*”.

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>

It seems like the student 40 did omit any unnecessary as strategies in paraphrasing. In this part, the student eliminated some words from “*by trained and calibrated raters (teacher educators and teachers in the same teaching field)*” into “*according to ratings of professional trainers*”.

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).

The student 41 seems like using omit any unnecessary as strategies in paraphrasing. It can be seen that the student deleted the words “*competence can be*”.

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.

It seems like the student 44 did paraphrased by condensing the original, it can be seen that the student removed the word “*Given the central role of*”.

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.

It seems like, the student 48 was paraphrased by omit any unnecessary. It can be seen that the student deleted some words “another reason for the popularity” and “lingua franca” into “English”.

c. Changing Word Order

In data analysis, the researcher found some strategies in paraphrasing in brief proposal. The student used changing word order are 4 of 16 students or with the percentage at 25%. Those are student 9, 30, 40 and 48. For more detail, can be seen as follows:

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*.

It seems like the student 9 was paraphrased by changing word order as strategy in paraphrasing. It can be seen that the student changed structure “*Technology is being used by children and adults*” became “*not only adults but also children can be able to access it*”. Next, the student changed the word “technology” it was moved to in the end of the text.

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.

The student 30 seems like doing paraphrase by changing word order, it can be seen that the students moved the words “*for its potential for learning and for student motivation*” became “*for students' motivation and potential for learning*”.

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>

It seems like the student 40 did paraphrased by changing word order. It can be seen the student moved the words “*teaching field*“ that is in the middle to in the beginning and became “*During the teaching process*”.

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* I. No. 05, Vol. 1. Pp. 69-86.

It seems like, the student 48 was paraphrased by changing word order. It can be seen that the student changed the word “*the popularity of teaching English to young learners*” became “*teaching English to young learners is popular*”.

d. Changing Parts of Speech

In data analysis, the researcher found used the strategy in paraphrasing in brief proposal. Changing parts of speech is how to change some of the words in the original sentence into different parts of speech (Injai, 2015, p. 6). The researcher found 3 from 52 students or with the percentage 18.75% used this strategy. Those are student 34, 48 and 51, for detail it can be seen as follows:

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.

It is likely, the paraphrasing strategies that student 34 used by changing part of speech. It can be seen that the student changed the word “*solving*” (noun) became “*solve*” (verb).

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.

It seems like, the student 48 was paraphrased by changing parts of speech as strategy in paraphrasing. It can be seen that the student changed the word “*popularity*” (noun) became “*popular*” (adjective).

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

It seems like, the student 51 was paraphrased by changing parts of speech. It can be seen that the student changed the word from “*creating*” (noun) become “*create*” (verb). However, the student made mistake like making source in bibliography.

e. Using Varied Structure

In data analysis, the researcher found used the strategy in paraphrasing in brief proposal. Using varied structure is the strategy how to use varied sentence patterns or express in a new structure when dealing with paraphrasing task (Injai, 2015, p. 6).

Based on the finding of this study, the researcher found 2 from 52 or with the percentage 12,50% students used this strategy. Those are student 9 and 44, it can be seen as follows:

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.

It seems like the student 9 was paraphrased by using varied structure. It can be seen that the student changed structure “*and*” became “*not only ... but also*”. Also the student added the grammatical “*can be able*”.

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.

It seems like the student 44 did paraphrased by using structure, it can be seen that the student add to be “*is*”.

f. Expanding Phrase for Clarity

In data analysis, the researcher found used the strategy in paraphrasing in brief proposal. Expanding phrase for clarity is how to clarify some phrases in the original sentence to be more obvious (Injai, 2015, p. 6). The researcher found 2 from 52 students or with the percentage 12,50% used this strategy. Those are student 9 and 51, for detail it can be seen as follows:

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.

It seems like the student 9 was paraphrased by expanding phrase for clarity. It can be seen that the student expanded the words “*in more ways*” into more detail into “*other activity that technology have provided*”.

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

It seems like, the student 51 was paraphrased by expanding phrase for clarity. It can be seen that the student expanded the word “L2 education” become “*English classes particularly in EFL contexts*”.

g. Separating Long Sentence

In data analysis, the researcher found used the strategy in paraphrasing in brief proposal. Separating long sentence to short sentence is the strategy students use when break up long sentence into smaller ones or separate sentences (Injai, 2015, p. 6). The researcher found only one from sixteen students used this strategy or with the percentage at 6.25%. For more detail it can be seen as follows:

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

It seems like, the student 51 was paraphrased by separating long sentence. It can be seen that the student separated one sentence became two sentences.

h. Combining two sentences

In data analysis, the researcher found used the strategy in paraphrasing in brief proposal. Combining sentences is the strategy that used when combining short sentences with other short sentences (Injai, 2015, p. 6). The researcher found only one from 16 or with the percentage 6.25% students used this strategy or with the percentage at 6.25%. The student who used this strategy can be seen below:

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.

It seems like, the students 3 used combining two sentences. It can be seen that student combined two sentences became one sentence. However, it paraphrased seem like deleting the key point like “*reflective teaching*”.

In conclusion, based on the analyzing the researcher found eight strategies, they are using synonym with the highest frequency 87.5% or 14 of 16 students, followed by omitting any unnecessary with 75% or 12 of 16 students, then changing word order with the percentage 25% or 4 of 16 students, next followed by changing parts of speech with the percentage at 18.75% or 3 of 16 students, furthermore followed by using varied structure and expanding phrase for clarity with the same percentage at 12.5% or 2 of 16 students used these strategies. The last followed by separating long sentences and combining sentences only one student used it or

6.25%. Additionally, there is two strategies that students didn't used in paraphrasing; changing active to passive and changing positive into negative.

B. Discussion

After the data were processed in the form of description, this stage would presented discussion of the findings with the theories collected in chapter II about paraphrase identifications and paraphrasing strategies.

1. Students' Paraphrase Identifications

a. Near Copy

Paraphrasing in near copy type means that the students still copied more than 50% of original works and rewrite it in their paraphrase (Keck, 2014, p. 9). In addition, near copy is considered as writing works that nearly lead to plagiarism (Injai, 2015, p. 18; Schwabl, Rossiter, & Abbott, 2013, p. 407). Furthermore, Campbell (1987, p. 14) on his journal "*Writing with Others' Words*" gives additional information that paraphrases must be involved syntactic changes of the original text than near copy. Fortunately, based on the findings of this study, the researcher found only one student with the percentage at 6% that categorizes to near copy. It is student with number 1. According to some researchers said that near copy was the paraphrasing where the students prefer to simplify the paraphrase through using synonym and deletion (Sarair, 2019, p. 152; Irmadamayanti, 2018, p. 37). It is same with this finding here the student used only synonym when

paraphrase. However, the results of this study were different from some previous studies from Sarair (2019, p. 157), Injai (2015, p. 48) who found that most of their respondents still did nearly copy when paraphrasing English texts. Although, near copy can imply for unacceptable paraphrase which can lead to the crisis of plagiarism, it still has sufficient knowledge and awareness to not totally copy all of the words from the original text (Sarair, 2019, p. 157).

b. Minimal Revision

According to Keck (2014, p. 9) minimal revision is type of paraphrase identification that contains 20-49% of words from the original text. Additionally, Irmadamayanti (2018, p. 37) added that minimal revision is not categorized as an acceptable paraphrasing. As the data displays above, it can be seen that most of the students tend to use minimal revision (50%) when paraphrasing the texts or same as 8 of 16 students. This result was consistent from some previous studies (Irmadamayanti, 2018, p. 42; Mira & Fatimah, 2020, p. 60).

c. Moderate Revision

Moderate Revision is type of paraphrase identification that contains 1-19% of words from the original text (Keck, 2014, p. 9). Based on the finding above, there is only 38% of students who consider to use moderate revision when paraphrasing the source text. This type as the second level in students' paraphrase

identifications. If compare to some precious studies, this type is the second almost students used it which 6 of 16 students used it. It means the skills of paraphrasing students is good. Although, the type that suggested in paraphrasing is substantial revision.

d. Substantial Revision

The students who have used substantial revision when paraphrasing the source text which no unique link used and indicated as the most reliable and acceptable type in paraphrasing (McInnis, 2009, Injai, 2015, p. 18; p. 46; Irmadayanti, 2018, p. 38; Mira & Fatimah, 2020, p. 65). However, the students that categorizes in this type only one student or only 6%. Also, the previous studies found that substantial revision as the paraphrasing strategy type that very rare found (Pertiwi, 2019, p. 88; Sarair, Astila, & Nurvina, 2019, p. 152).

In conclusion, paraphrasing is consider to be a difficult element in academic writing because the type of students paraphrasing still in minimal revision (50%), followed by moderate revision (38%), and near copy and substantial revision as the same percentage (6%). However, in this research showed that only one student used near copy which can lead to the crisis of plagiarism (Sarair, 2019, p. 157).

2. Students' Paraphrasing Strategies

This part presents the paraphrasing strategies used by 16 students as the sample who paraphrased brief of thesis proposals.

The researcher presented which strategy is mostly used by students among ten strategies; using synonym, using varied structure, changing active to passive, changing positive into negative, changing word order, changing parts of speech, expanding phrase for clarity, separating long sentences, combining sentences and omitting any unnecessary.

a. **Using Synonym**

The noticeable results depicted that changing synonyms was greatly used by the students with the percentage at 87.5% or 14 of 16 students. It means only two students didn't used this strategy. Using synonyms is defined how to replace the exist vocabulary with another word that has the same meaning (Injai, 2015, p. 6). However, in fact student still make mistake in choosing an appropriate synonym. It can be seen from student 35 changed the word "*builds*" become "*is development*", it has to "*develops*". Based on the results from some previous studies (Injai, 2015, p. 37; Na & Mai, 2017, p. 9; Irmadayanti, 2018, p. 37; Pertwi, 2019, p. xi). Those studies stated that synonyms were mostly found in students' writing. Although, the result of some studies showed that using synonym is mostly strategy found in students' writing. In another case to paraphrase source information, synonym is not enough to avoid plagiarism because paraphrasing is about gaining information through reading or listening then jointing out in the written form which transfer the same meaning but using different

structure and word choices (Ramadhani, Setiawan, & Munir, 2019, p. 65).

b. Omitting any Unnecessary

Based on the finding, the researcher found 12 from 16 students or with frequency at 75%% that used omitting any unnecessary as the strategy in paraphrasing. It defined by Fitzpatrick as cited in Pratiwi (2019, p. 22) as the way of removing the words of the original text. This study showed different result from the previous study, because in the previous study of Pratiwi (2019, p. 40) from 14 journal articles, it is only one journal article used omitting any unnecessary.

c. Changing Word Order

Changing word order is the way students alter the order of clause when the original sentence has two or more clauses (Injai, 2015, p. 15). In addition, Shirley as cited in Hidayat (2017, pp. 19-20) added that it is quite similar to changing a structure of grammar. However, it could be separated from the previous one because this only focuses on a changing in particular position of each sentence. Based on the finding, the researcher found 4 of 16 students who used this strategy or 25%. If according to definition from Injai, it can be found 3 students who used it. Only one student that categorized as changing word order according to Shirley's theory, it is the student 30, he moved the words "*for its potential for*

learning and for student motivation” became *“for students’ motivation and potential for learning”*.

d. Changing Parts of Speech

Based on the finding, the researcher found 3 of 16 students who used this strategy or 18.75% of sample. Changing Parts of Speech means changing words into different part of speech (e.g noun to verb, adjective of adverb) (Davies, Beaumont, & J, 2011, p. 4). From this study, it can be found the students changed like the example from student 34 *“solving”* (noun) became *“solve”* (verb).

e. Using Varied Structure

Using varied structure is the strategy how to use varied sentence patterns or express in a new structure when dealing with paraphrasing task (Injai, 2015, p. 6). Based on the finding of this study, the researcher found 2 from 52 students used this strategy or 12.5% of sample. It can be interpreted the student rarely used this strategy. Although, this strategy is offered in paraphrasing as Campbell (1987, p. 14) on his journal *“Writing with Others’ Words”* states that paraphrases must be involved syntactic changes of the original text than near copy. Which syntactic defined as structure and grammar (Injai, 2015, p. 6). However, there is previous study from Sarair, Astila, & Nurvina, (2019, p. 151) that mostly used was varying the structure.

f. Expanding Phrase for Clarity

Expanding phrase for clarity is how to clarify some phrases in the original sentence to be more obvious (Injai, 2015, p. 6). The researcher found 2 from 52 students used this strategy or 12.5%, they are student 9 and 51. As the example from student 9, he expanded the words “*in more ways*” into more detail into “*other activity that technology have provided*”. Previously, there is study about paraphrasing strategy from Injai (2015, p. 37) and it got the result that expanding phrase for clarity as the fifth level in mostly used paraphrasing strategy.

g. Separating Long Sentences

Separating long sentence to short sentence is the strategy students use when break up long sentence into smaller ones or separate sentences (Injai, 2015, p. 6). In this study, the researcher only found one student with the percentage 6.25% of students used this strategy. This is consistent with the previous study from Injai (2015) found that the students used this strategy is 1.10%. (p.37)

h. Combining Sentences

Combining sentences means the strategy that used when combining short sentences with other short sentences (Injai, 2015, p. 6). The researcher found only one from 52 students or by the percentage 6.25% that student used this strategy, it is student 3. This strategy is seem like rarely used by the student, it can be seen from the study of Injai (2015, p. 37) that showed at 1.44%. Also in Pertiwi (2019, p. 46) there was only 4 times of 26 respondents.

Overall, based on the result above, it can be inferred that the students were very often to paraphrase by using synonym with the percentage at 87.50% or 14 of 16 students. It is because according to Pertiwi (2019, p. 81) finding synonym when paraphrase is easier than using the other strategies. Furthermore, there were ten strategies that are presented in this study. However, not all of the strategies were used by the students in average frequency. They were only eight strategies; using synonym with the highest frequency 87.50% or 14 of 16 students, followed by omitting any unnecessary with 75% or 12 of 16 students, then changing word order with the percentage 25% of sample or 4 of 16 students, next followed by changing parts of speech with the percentage at 18.75% or 3 of 16 students, furthermore followed by using varied structure and expanding phrase for clarity with the same percentage at 12.50% or 2 of 16 students used these strategies. The last followed by separating long sentences and combining sentences only one student used it or 6.25%. However, in another case there were two strategies that students did not used, they were changing active to passive and positive into negative that different from the previous study. In some previous studies from Injai (2015, p. 37; Pertiwi, 2019, p. 46; Sarair, Astila, & Nurvina, 2019, p. 155), there was always found students used these strategies in paraphrasing.