



## An Analysis of Students Techniques in Paraphrasing at English Department Universitas Negeri Padang

Latifah Maiyoritsa<sup>1</sup> and Delvi Wahyuni<sup>2</sup>

English Language and Literature Department, Faculty of Languages and Arts,  
Universitas Negeri Padang, Padang, Indonesia

Correspondence Email: [Latifah.maiyoritsa@gmail.com](mailto:Latifah.maiyoritsa@gmail.com)

### Article History

Submitted: 2021-05-21

Accepted: 2021-06-05

Published: 2021-06-05

**Keywords:** writing,  
paraphrase, techniques,  
level.

### Abstract

*This study aims to determine the techniques used by students in paraphrasing, the level of paraphrasing ability and also the problems faced by students in paraphrasing in the academic writing class of the English Department of UNP. This research uses descriptive qualitative. The people who took part in this research activity were 126 students of the academic writing class of the English Department of UNP for the 2019 academic year. The instruments used in this study were tests and questionnaires. In this study found The researcher can be concluded 86 students used the synonym technique, 12 students used make abstract ideas concrete, 20 students used divide long sentences and 8 students used omit any unnecessary. The score of paraphrasing test was range about 38-95. 9 students qualified in average level, 39 students qualified in good level, 67 students qualified in excellent level, and 5 students qualified in unsatisfactory*

©2020 The Author(s) Publish by Jurusan Bahasa dan Sastra Inggris FBS UNP. This is an open access article under the CC-BY-NC license (<https://creativecommons.org/licenses/by-nc/4.0/>)

**How to Cite:** Maiyoritsa, L., & Wahyuni, D. (2021). An Analysis of Students Techniques in Paraphrasing at English Department Universitas Negeri Padang, 10 (2), pp. 264-271 DOI: DOI: [10.24036/jelt.v10i2.112479](https://doi.org/10.24036/jelt.v10i2.112479)

### INTRODUCTION

There are four basic skills that must be mastered by EFL students namely, speaking, reading, listening and writing. From the four skills, writing is the most difficult thing because in writing involves some language component such as punctuation, grammar, and structure. Writing is not only about how to put ideas into paper, but also discusses how to develop these ideas, so that readers can better understand the content of our writing. Toba et al. (2019) EFL students must master writing skills because writing is a skill required for written communication and academic purposes. And also, Silviani et al. (2018) EFL students need to learn to increase their knowledge of how to develop writing skills appropriately to build good composition. Emmons as cited in Younes & Albalawi (2015) emphasizes that writing is a basic skill that needs to be mastered by all English language major students.

Writing is considered the most difficult thing. Some researchers found that EFL students have a variety of problems in writing (e.g, Ariyanti & Fitriana, 2017; Rahmatunisa, 2014; Younes& albalawi, 2015; Sulasti & Yenny, 2003; Maysuroh et

et al., 2017) EFL students have academic writing problems in cognitive, linguistic and psychological terms. On the other hand, according to Zhang (2018). Academic writing very different from in term of purpose, audience, structure, and language style. However, in academic writing students also face common problems in writing, such as grammar, spelling, and structure.

Husin and Nurbayani (2017) one of the keys to success in the field of academic writing is the ability to write. Writing is the biggest challenging for students, because in writing students have to pay more attention to vocabulary, grammar, structure, and how to arrange ideas of their writing itself. Hussain (2019) the biggest challenge for students is writing, because in writing there are demands of structure, style and vocabulary. Students' difficulties in writing will have an impact on their writing results. Which means, if students have poor writing skills, they will find it difficult to produce good writing

Thesis writing is one of the most challenging requirements for final year students to complete a degree. In writing a thesis, students are required to understand all techniques in writing, one of them is paraphrasing. As a foreign language, students have some problem to completing the process of good writing, because one of the factors is they faced on “lack of exercise” and fear their ability to write. At English Department UNP many students need more attention to make a thesis, especially in the field of paraphrasing techniques.

Paraphrasing is restating other ideas and important information using own words without changing the meaning. Paraphrasing is another way of expressing what author's wrote by using own word to make it easier to understand. According to Bailey (2011) paraphrasing is an activity that restate idea, concept, and other information by changing the structure of word from the origin sources, but still retains its meaning.

Moreover, paraphrasing contains several important points from the original source and paraphrasing provide must has references. Davies et al. (2011:1) paraphrasing is the expert's quote and rewritten by readers using their own word. But, paraphrasing not only about changing the word but also restating the other ideas into his own form while he has to keep the original meaning of the sources. As stated by Kech (2006), substantial paraphrases is a paraphrase that not only focus on changes syntax or grammar but also restates implied information in the original source.

Paraphrasing is the most effective way in writing a thesis to avoid plagiarism because in writing, it is not allowed to just copy and paste the original sources. To paraphrasing students are required to understand the original sources because it shows that they understand the original source well to rewrite by using own word. Wete (2010) paraphrasing can show students understanding of the source of the text. In other hand, it is another alternative to using direct quote that should be used in writing thesis.

## METHOD

### *1. Research Design*

The researcher used descriptive qualitative methods because the information mention students techniques, students level ability and also the problem faced by students in paraphrasing.

## 2. Population and Sample

### a. Population

The population of this research is English Department students in UNP who taking academic writing class. There are eight classes that taking academic writing class is K1-19, K2-19, K3-19, K5-19, NK1-19, NK2-19 NK3-19.

### b. Sample

The samples are selected by choosing 50% students of the population randomly. Through the SRS technique, the samples are 126 people from the number of population.

## 3. Data and Source of Data

The research was conducted at the academic writing class students of Universitas Negeri Padang who taking speaking for academic writing class. The data of this study was a test and questionnaire about their paraphrasing, ability in paraphrasing and also the problem in paraphrasing. The test was taken from the text (Oshima & Hogue, 1998, p. 90) and the questionnaire consist of 10 questions adapted by Rahmayani (2018).

## 4. Instrumentation

These questionnaires taken from Rahmayani's skripsi (2018) will be filled by the student who has taken a academic writing class who get score "Average – Unsatisfactory" based on the time provided by the researcher. The questionnaire contained of 10 questions that employ: Strongly Agree, Agree, Neither agree nor disagree, Disagree, and Strongly disagree. in the questionnaire section, the students were asked 10 items of questions that related to their attitudes and problems that they encountered in paraphrasing English text. The items of the questionnaire were in from 5-point-Likert-type scales with selections ranging from 1 to 5 (5= Strongly agree, 4= Agree, 3= Neither agree nor disagree, 2= Disagree, 1= Strongly disagree ).

In giving the test, two aspects should be concerned, they are validity and reliability.

### a. Validity

Ghozali (2009) says that validity tests are utilized to measure whether or not a questionnaire is valid. A questionnaire is should be invalid if the question can show something that will be estimated by the questionnaire. A test can be said to have a high validity if the measurement results are authentic and appropriate according to the purpose of the test. The item of the questionnaires and interviews had been validated by lecturers of the English Department at Universitas Negeri Padang who are experts on this field.

### b. Reliability

Gay, et al (2009) mentions that reability is focused around the information and data steadiness or consistency the score produced. Brown

and abeywicrama (2010) suggest that inter-rater is needed to rate a test in order to avoid human error, subjectivity and presupposition in the scoring process. The raters in this research were the researcher and English Department lecturer who is expert in writing. Then, researcher used an analytic scoring by using **Statistical Package for the Social Sciences (SPSS)**.

### **5. Technique of Data Collection**

The procedure of gathering the information in this research considered to the purpose of the research.

#### **1. Test**

To collect the data of students technique writing, the researcher will distributed the text from (Oshima & Hogue, 1998, p. 90) and put the writing task in the Google Form and asked the students to paraphrase it by sharing the link. The participants are going to paraphrase the text based on the theory and are the data would be analysis by the researcher. After the participants paraphrase the text, the researcher categorized what technique are used by the participant based on the four categories; changing synonym, combine sentences, omit any unnecessary, and using synonym. And then, the researcher will assess the students' paraphrase scores. The result is analyzed by the researcher.

#### **2. Questionnaire**

To find out the obstacle that faced by the students on paraphrasing the text, a questionnaire was distributed to participants of the research. These questionnaires taken from Rahmayani's skripsi (2018) will be filled by the student who has taken a academic writing class who get score "*Average – Unsatisfactory*" based on the time provided by the researcher. The questionnaire contained of 10 questions that employ: Strongly Agree, Agree, Neither agree nor disagree, Disagree, and Strongly disagree. in the questionnaire section, the students were asked 10 items of questions that related to their attitudes and problems that they encountered in paraphrasing English text. The participants are going to answer the questions honestly and are reassured that the data would be processed anonymously. After the participants filled the questionnaire, the researcher collected the data and accumulates it into an Excel program, and then the result of the means were analyzed by the researcher.

### **6. The technique of Data Analysis**

The data that has been obtained through the test will be analyzed using the existing rubric, then a score will be given and will be categorized based on the ability level of each student. After that, the data was entered into Excel to find out the percentage of each technique used by students. For the questionnaire, data will be entered into Excel to get the percentage of each question. The item that has the highest percentage means that it shows the problems that students often face

## RESULT AND DISCUSSION

### *Research Finding*

#### *Finding 1*

#### **1. The students techniques in paraphrasing at academic class of English department Universitas Negeri Padang**

from 4 paraphrasing techniques based on paraphrasing technique indicators, 86 students used the synonym technique, 12 students used make abstract ideas concrete, 20 students used divide long sentences and 8 students used omit any unnecessary.

#### *Finding 2*

#### **2. The ability of students in paraphrasing at academic class of English Department Universitas Negeri Padang**

The score of paraphrasing test was range about 38-95. 9 students qualified in average level, 39 students qualified in good level, 67 students qualified in excellent level, and 5 students qualified in unsatisfactory.

#### *Findings 3*

#### **3. The problem faced by students in paraphrasing in academic class of English Department Universitas Negeri Padang**

The sequence of problems faced by students are difficult in changing structures of ideas, difficult in changing words, difficult in changing the word order, difficult in changing sentence structures, lack of vocabulary, and Lack of knowledge of paraphrasing

### *Discussion*

Based on the test data obtained by the researcher, from 4 paraphrasing techniques based on paraphrasing technique indicators, 86 students used the synonym technique, 12 students used make abstract ideas concrete, 20 students used divide long sentences and 8 students used omit any unnecessary.

The score of paraphrasing test was range about 38-95. 9 students qualified in average level, 39 students qualified in good level, 67 students qualified in excellent level, and 5 students qualified in unsatisfactory.

## CONCLUSION

The researcher can be concluded 86 students used the synonym technique, 12 students used make abstract ideas concrete, 20 students used divide long sentences and 8 students used omit any unnecessary. The score of paraphrasing test was range about 38-95. 9 students qualified in average level, 39 students qualified in good level, 67 students qualified in excellent level, and 5 students qualified in unsatisfactory

## REFERENCES

Alfaki, Dr. Ibrahim Mohamed. (2015). University Students' English Writing Problems: Diagnosis and Remedy. *International Journal of English Language Teaching* Vol.3, No.3, PP.40-52. Retrieved from

- <http://www.eajournals.org/wp-content/uploads/UniversityStudents----English-Writing-Problems-Diagnosis-and-Remedy.pdf>
- Angelova, M., & Ryazantseva, A. (1999). If you don't tell me, how can I know? A case study of four international students learning to write the U.S. way. *Written Communication*, 16(4), 491-525.
- Anogu, P (2018) Students problem in paraphrasing (A study conducted on sixth semester students on English department, year 2017)
- Ariyanti, A., & Fitriana, R. (2017) EFL Students' Difficulties and Needs in Essay Writing
- Azwar, AH. 1996. Reliabilitas dan Validitas. Yogyakarta: Pustaka Pelajar.
- Badiozaman, I. F. A. (2014). Paraphrasing challenges faced by Malaysian ESL students. *Issues in Language Studies*, 3(1), 49-69.
- Bailey, S. 2006 *Academic Writing: A Handbook for International Students* (Second Edition.). Adobe Digital Editions version.
- Bailey, S. (2011). *Academic writing: a handbook for international students* (3rd ed.). New York: Routledge.
- Biggs, J. (1991). Approaches to learning in secondary and tertiary students in Hong Kong: Some comparative studies. *Educational Research Journal*, 6, 27-39.
- Chi Do Na, et all. 2017. *Paraphrasing in Academic Writing : a Case Study of Vietnamese Learners of English*. Vietnam: An Giang University
- Choy, S. C., & Lee, M. Y. (2012). Effect of teaching paraphrasing skills to students learning summary writing in ESL. *Journal of Teaching and Learning*, 8(2), 78-89.
- Cooper, D.R., dan Schindler, P.S. 2006. *Business Research Methods*. USA: McGraw-Hill.
- Davies, et all. 2011. *Helpsheet Giblin Euson Library: Paraphrasing*. Melbourne: University of Melbourne.
- Davis, M. (2013). The development of source use by international postgraduate students. *Journal of English for Academic Purposes*, 12(2), 125-135.
- Diah, Maulidya. 2012. *The Effectiveness of Paraphrasing Strategy in Increasing University Students' Reading Comprehension and Writing Achievemen*. Palembang. Unpublished thesis
- Dung, T. (2010). *An investigation in paraphrasing experienced by vietnamese students of English in academic writing*. Da Nang: Ministry of education and training university of Da Nang.
- Fitzpatrick, Mary. 2005. *Engaging Writing: Paragraph and Essay*. San Francisco: Pearson Education.
- Ghozali, Imam. 2009. "Aplikasi Analisis Multivariate dengan Program SPSS ". Semarang : UNDIP.
- Greenberger, S., Holbeck, R., Steele, J., & Dyer, T. (2016). Plagiarism due to misunderstanding: online instructor perception. *Journal of the Scholarship and Teaching and Learning*, 16(6), 72-84.
- Hirvela, A. & Du, Q. (2013). "why am I paraphrasing?": undergraduate EFL writers' engagement with source-based academic writing and reading. *Journal of English for Academic Purposes*, 12, 87-98.

- Husin, M. S., & Nurbayani, E. (2017). The Ability of Indonesian EFL learners in writing academic papers. *Dinamika Ilmu*, 17(2), 237–250.
- Hussain, S. S. (2019). Strategies for teaching academic writing to Saudi L2 learners. *English Language Teaching*, 12(12), 1-11.
- Howard, R. M., Serviss, T., & Rodrigue, T. K. (2010). Writing from sources, writing from sentences. *Journal of Equinox Publishing*. 2(2), 177-192.
- Keck, C. (2006). The use of paraphrase in summary writing: a comparison of L1 and L2 writers. *Journal of Second Language Writing*, 15, 261–278. doi:10.1016/j.jslw.2006.09.006
- Khairunnisa, W., Y, Gatot., & Surmiyati. (2014). Students' Problems in Paraphrasing. Pontianak: post graduate program university of tanjungpura.
- Khrismawa, B. (2013) Students' Perceptions About Paraphrasing And Their Cognitive Processes In Paraphrasing
- Kumar, R. (2011). *Research Methodology* (Third ed). London: SAGE Publication.
- Leonhard (2002), p. 231 Retrieved from <http://www.Fremont.org/ourpages/auto/2006/8/20/.../Summary%20R>
- Liao, M (2010) Students' Behaviors and Views of Paraphrasing and Inappropriate Textual Borrowing in an EFL Academic Setting
- Madhavi, K. (2013). Paraphrasing Techniques To Develop Academic Writing In An ESL Context. *Research journal of English Language and Literature*. Vol.1.Issue.1.;2013. Retrived from: <http://www.rjelal.com>
- Maysuroh et al. 2017 Students' English Writing Process and Problems: A Case Study at Hamzanwadi University
- Mira, S. (2020). Students' Paraphrased Texts and Their Perceptions of Paraphrasing in Academic Writing.
- Oshima, A., & Hogue, A. (1998). *Writing academic english*, third edition. Young publishing house
- Rahmatunisa, "Problems Faced by Indonesian EFL Learners in Writing Argumentative Essay," *English Rev. J. English Educ.*, vol. 3, no. 1, 2014.
- Rahmayani, S.O (2018) Students' Difficulties In Paraphrasing English Text
- Silfiani, Aziz. Z. A., & Daud, B. (2018). Plagiarism in english academic writing: Students' perceptions. *English Education Journal (RRJ)*, 9(1), 102-123.
- Sugiyono. (2016). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: PT Alfabet.
- Sulasti, Yenny. 2003. *The Structure of The Paragraphs Written*. Universitas Bengkulu
- Toba, R., Noor, W. N., & Sanu, L. O. (2019). The current issues of Indonesians EFL students' writing skills: Ability, problem, and reason in writing comparison and contrast essay. *Dinamika Ilmu*, 19(1), 57-73.
- Wati, H (2017) The Difficulties of Paraphrasing in Academic Writing for the Seventh Semester of English Department at UIN Antasari Banjarmasin From : <http://idr.uin-antasari.ac.id/9229/>
- Wette, R. (2010). Evaluating student learning in a university-level EAP unit on writing using sources. *Journal of Second Language Writing*, 19(3), 158-177. <https://doi.org/10.1016/j.jslw.2010.06.002>

- Wilkinson, R., & Hommes, J. (2010). A guide to academic writing skills. Netherlands: Maastricht University Publication
- Younes, Zuhour Bani & Albalawi, Fatima Salamh. (2015). Exploring the Most Common Types of Writing Problems Among English Language and Translation Major Sophomore Femal Students at Tabuk University. *Asian Journal of Basic and Applied Sciences* Vol, 3 No.2 retrieved from <http://www.multidisciplinaryjournals.com/wpcontent/uploads/2016/03/FULL-PAPER-EXPLORING-THE-MOST-COMMONTYPES-OF-WRITING-PROBLEMS.pdf>
- Z. B. Younes and F. S. Albalawi, “Exploring the Most Common Types of Writing Problems among English Language and Translation Major Sophomore Female Students at Tabuk University,” *Asian J. Basic Appl. Sci.*, vol. 3, no. 2, pp. 7–26, 2015.
- Zhang, Y. (2018). Exploring EFL learners’ self efficacy in academic writing based on process-genre approach. *Journal Language Teaching*, 11(6), 115- 124.