An Analysis of Students' Ability in Paraphrasing a Paragraph at the English Department Universitas Negeri Padang

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Abstract

This article deals with students' ability in paraphrasing a paragraph at The English Department Universitas Negeri Padang. This descriptive quantitative research aimed to analyze students' ability in paraphrasing a paragraph text based on Leonhard's paraphrasing rubric (2002) and to identify problems in students' paraphrasing based on the theory of Kennedy & Smith (1986). The sample of this research was 27 (twenty-seven) students of the K4 class at the English Language Education Study Program, Universitas Negeri Padang, for the 2020 academic year. The data was collected using a paraphrasing test as the instrument in which they paraphrased a paragraph of text. The finding showed that the average score in the paraphrasing test was 51,9, categorized as unsatisfactory. The researcher also concluded the number of problems in students' paraphrasing a paragraph was 55. In general, 40% of students' paraphrases were classified as substituting inappropriate synonyms. 29% of students' paraphrases were classified as leaving out important information. 20% of students' paraphrases were classified as including too much of the original, 11% of students' paraphrases were classified as misreading the original, and there was no problem of adding opinion summarizing rather than paraphrasing found in students' paraphrases. Studying these two topics is very useful for understanding how students' ability to paraphrase a paragraph can be optimally increased.

INTRODUCTION

Academic writing is an activity designed for English students at medium colleges or universities, where they write essays and other written works as a task and an exam (Bailey, 2003). It generally encompasses all writing produced for academic purposes. As Greene and Lidinsky (2012) point out, "academic writing is the act of academics and intellectuals in any particular discipline to share and present their ideas, opinions, and assumptions in the form of scientific studies." Academic

writing teaches students how to cite an author's issues, ideas, and opinions from various sources to support and prove a point while developing their own ideas, opinions, or assumptions. It requires paraphrasing techniques to recast the source text accurately with credit to the original author. It might be extremely challenging for academicians to maintain academic integrity and act honorably when they use someone else's ideas in their academic writing.

Paraphrasing is a technique of citing someone's ideas from a source text differently and innovatively to preserve the content (Howard, Serviss & Rodrigue, 2010). In other words, paraphrasing is defined as delivering or restating other ideas using the writer's words (Dollahite & Haun, 2012). In this paraphrasing activity, writers write someone's ideas in their own words and structural style. However, it has the same meaning and details as the original. Paraphrasing provides a window on how writers mediate or integrate their own and others' voices because they will recontextualize source information in one's writing with a credit to the original author. The ability to paraphrase determines a student's success in writing academic tasks because those skills will be needed in writing a scientific work. In short, paraphrasing is a crucial technique that students must master to succeed in writing an excellent academic writing product.

Students must know the parts of the paragraph first before creating a good paraphrase. A paragraph is a group of sentences consisting of the main idea and supporting ideas. In addition, as Chynthia (2001) said in her book, "a paragraph is a group of sentences that work together to develop a main idea." The paragraph is arranged into three essential parts: a topic sentence at the beginning of a paragraph; a body that explains more about the topic sentence; the main idea; and a concluding sentence as a restatement of the main point of the paragraph (Chynthia, 2001). Some aspects must be considered in creating a good paraphrase of paragraph text, such as aspects of the main idea, details, order, words, grammar, and citation (Leonhard, 2002). So, all those aspects can be fundamental in creating proper paraphrasing text.

It is easily identified that English as a foreign language (EFL) students have problems with writing paraphrasing. The intertextual skill of paraphrasing is quite challenging, even for advanced students (Yamada, 2003). As Gilmore (2008) states, "the problem with paraphrasing, frankly, is that most students don't do it well". Problems with paraphrasing involve misreading the original, including too much of the original, leaving out important information, adding opinions, summarizing rather than paraphrasing, and substituting inappropriate synonyms (Kennedy and Smith, 1986). Based on an interview the researcher did with some students in an academic writing class at the English Department at Universitas Negeri Padang, paraphrasing is quite a difficult activity to master for most students.

Moreover, English is not Indonesia's first language. They added that paraphrasing competence is in accordance with vocabulary, grammatical mastery, and knowledge about paraphrasing. So, students' ability and problems in paraphrasing should be a focus issue for most Indonesian learners and educators to solve because English is not the Indonesian first language or is only gained in formal education.

This research is not the first one. Many research has been carried out to investigate this topic. Firstly, Emzet (2017) researched to see the ability of fifth-semester students at the English Study Program of FIKP-UNRI in paraphrasing paragraphs. She uses an analytic method which is quoted from Hughes (1993). Secondly, Mira (2020) conducted research to look into students' paraphrased texts

using Keck's Taxonomy (2006) and McInnis' level of paraphrase appropriateness (2009), as well as to learn about their attitudes toward paraphrasing. Thirdly, Maiyoritsa (2021) researched to investigate students' approaches or techniques in paraphrasing, the level of students' competence in paraphrasing, and what challenges were faced in paraphrasing.

Referring to previous research above, it can be considered that students' ability in paraphrasing still becomes a crucial issue in academic scope. This research has a similar topic to the previous one. However, they paid less attention to the students' ability and problems in paraphrasing, especially for academic writing students. In addition, the researcher will see things from a different viewpoint. This study intends to fill the gap by examining students' abilities and problems in paraphrasing. The researcher uses a paragraph text to know the students' ability and problems in paraphrasing, whereas the previous research used expert quotations and analyzed the student's graduate thesis. So, the research is entitled "An Analysis of Students' Ability in Paraphrasing a Paragraph at the English Department, Universitas Negeri Padang".

RESEARCH METHOD

This research is a descriptive research design conducted by using content analysis. Content analysis is a research approach for making repeatable and reliable inferences from data to context, intending to deliver knowledge, innovative insights, factual representation, and actionable advice (Elo and Kyngas, 2007). In addition, Eriyanto (2011) said that "content analysis is used to describe aspects and characteristics of a text" because this research describes students' ability and problems in paraphrasing a paragraph.

The population is the entire data source required at the time of the research (Saryono, 2011). The research population consists of fourth-semester students from Universitas Negeri Padang's English education program; K1-20, K2-20, K3-20, K4-20, and K5-20. They had already been on an academic writing course and learnt paraphrasing techniques. So they had prior knowledge and had practiced paraphrasing enough in that course. As a result, they were expected to be proficient in paraphrasing a paragraph of text.

The method the researcher utilized was cluster random sampling. Kothari (2004) describes the characteristics of the cluster random sampling technique as clustering and grouping the population into a set of subsidiary sections or clusters from which the general sample is picked randomly to be incorporated into one's study. The minimum size of the sample for descriptive research is 10% of the size of the population, even though the ideal sample is as large as it could be (Gay and Diehl, 1992 in Wiyadi, 2009). The total population is 134 students. Presentation of research sampling for a total population of more than 100 is 10 %-15%, 20%-25%, or more (Arikunto, 2002). Based on the explanation above, the researcher took a 20% sample of the population, or 27 students, as the sample for this research.

RESULT AND DISCUSSION
Research Finding

After analysing the data, the researcher found some findings. It was obtained from 27 (twenty-seven) students' paraphrasing a paragraph of text. The data was analysed into two categories: using the rubric adopted from Leonhard (2002) to

know the paraphrasing quality and problems in paraph asing theory by Kennedy and Smith (1986).r

1. *Quality of paraphrasing a paragraph.*

After scoring the data from the ratters, the researcher finds a means of scoring students in an academic writing class. The researcher calculated the score given by two raters. The average of calculating the quality can be seen below.

Table 1. *Total average score in quality of paraphrasing a paragraph text*

No.	Aspect In Assessing	Point	Percentage
1.	Main Idea	129	19,1%
2.	Detail	113	16,7%
3.	Word	104	15,4%
4.	Order	114	16,9%
5.	Grammar	106	15,7%
6.	Citation	107	15,8%
7.	Total point	673	100%
The average score of paraphrasing quality		51.9	

According to the data found above, the average score for students in paraphrasing a paragraph of text is 51.9, which is categorized as unsatisfactory. It meant that there were problems in rewriting the information contained in the source text by the students. However, it was also found in some students' paraphrasing products that they could paraphrase appropriately.

2. *Problems in students' paraphrasing a paragraph of text*

The researcher analyzed the data and found the frequency of problems in students' paraphrasing text. The table below shows problems with students' paraphrasing a paragraph of text.

Table 2. *The Results of Identified Problems in students' paraphrasing a paragraph text*

No.	Type of Problem	Frequency	Percentage
1.	Misreading the original	6	11%
2.	Including too much of the original	11	20 %
3.	Leaving out important information	16	29%
4.	Adding opinion	0	0 %
5.	Substituting inappropriate synonyms	22	40 %
6.	Summarizing rather than paraphrasing	0	0%
Total problems		55	100%

From the data results in the table, the finding showed the frequency of problems in students' paraphrasing a paragraph text. Misreading the original, including too much of the original, leaving out important information, adding opinion, summarizing rather than paraphrasing, and substituting inappropriate synonyms are all examples of paraphrasing problems. The mean score in quality shows that there are still several problems in the paraphrasing. The findings showed that the total frequency with which the problem occurs was 55 in students' paraphrasing a paragraph of text. The researcher found 11% of the problems involve misreading the original problem, 20% include too much of the original, 29% leave out important information, 0% add opinion, 40% substitute inappropriate synonyms, and 0% summarize rather than paraphrase.

Finally, of the 55 problems found in students' paraphrasing, 40% of them were due to the use of inappropriate synonyms. It means that most students find it difficult to change the synonyms of the word. The lower percentage of problems

existing in students' paraphrasing is 0% summarizing rather than paraphrasing and adding opinions. It meant that the students already knew the difference between summarizing and paraphrasing. However, the student needs more understanding of how to paraphrase appropriately.

Discussion

This research aimed to find out students' ability and problems in students' paraphrasing a paragraph text. This research used a paraphrasing test to answer students' ability and problems in students' paraphrasing a paragraph text. The test used a paragraph of text.

Based on the findings of this research, the average score of students' paraphrased quality in paraphrasing a paragraph text is unsatisfactory. However, the results of student paraphrasing can be categorized as excellent, good, average, and unsatisfactory. Some students successfully paraphrase a paragraph of text. Meanwhile, some students failed to produce a good paraphrasing product because they made some mistakes. Some students paraphrase the text as excellent because the writer was able to rewrite the text into target text without changing the meaning.

Moreover, it found that there is a paraphrasing product with a good category. The writer almost clearly states the main idea in the first sentences. So, it able to deliver the source text message to the reader. The writer included the most important details. In addition, the writer changed the sentence structure of the original text and used the appropriate synonym by linking details to the main idea. Nevertheless, there were mechanical errors in rewriting the text and providing citation, but over all, the writer had done well in paraphrasing a paragraph. Then, it was found that some students paraphrased a paragraph of text as average, and others unsatisfactory. It means that the writer copied most of ths source text words or did not convey the message of the text as it appeared naturally in the source text.

The majority of the students were determined to be unsatisfactory by the researcher after analyzing the students' paraphrase task given to the ratters. Students whose native tongue is not English have unique issues that lead to plagiarism, such as a lack of vocabulary as a part of their language ineptitude, according to Davis and Carrol (2009) as cited in "Addressing Plagiarism" (2011). The paraphrase exam has a score range of approximately 25 to 81,2. 22 students qualified as unsatisfactory, 3 students qualified as average, 1 student qualified as good, 1 student qualified as excellent. The quality of the students' paraphrase received an unsatisfactory average score of 51,88.

The findings of this study correspond with the results of Gusparia Emzet (2017), she discovered that none of the students based on raters 1 and 2 received a good to excellent rating. 7 students received average to good grades, 21 received low to average grades, and 8 received terrible level grades, according to rater 1. 31 students received average to good grades, five received low to average grades, and none received terrible level grades, according to rater 2. According to rater 3, there were 2 students who received ratings of good to excellent, 20 students who received ratings of average to poor, 9 students who received ratings of poor to average, and 5 students who received ratings of poor level. based on the three raters.Based on the first rater's results, it was revealed that the students' average score was a bad to average 53.1. Following that, the students' average rating from the second rater was 65.6, which is considered to be in the average to good range. Furthermore, the third

rater's average score was 57.5, which is deemed to be below average. The combined average of the three raters was 58.7, which is regarded as average to poor.

In her recent paper, Asri Sekar Mira (2018) found that the students' paraphrasing quality for the 2017 academic year in the English Language Education Program at Universitas Negeri Padang were classified as minimal revision, with the typical number of plagiarized words being 12 within a 32-word paraphrase. Given that Indonesian students continued to plagiarize at a rate of 38% (nearly 40%) in a passage of 32 words, the potential of plagiarism in longer, more complicated phrases and even paragraphs in students' research papers is therefore increased. This conclusion is consistent with Keck's (2006) finding that roughly 40% of the usual L2 attempted paraphrases had unique links or copied terms.

Latifah Mayoritsa (2021) found that students' paraphrasing skills ranged from 38 to 95 in the academic English Department class at Universitas Negeri Padang. 9 students received an ordinary qualification, 39 received a good qualification, 67 received an exceptional qualification, and 5 received an unsatisfactory qualification.

Another research by Made Frida Yulia (2021) discovered that 62 students (95.38%) created improper paraphrases. On the other hand, only three students (4.61%) were able to write good paraphrases in their articles. The extremely high percentage of students who created inappropriate paraphrases revealed that most ELESP students taking research paper writing classes in the academic year 2010–2011 struggled with paraphrasing appropriately. The researchers calculated the percentage after thoroughly analyzing all the issues in the students' unacceptable paraphrases.

Moreover, it can be seen that the problems in students' paraphrasing a paragraph make the result of the paraphrasing not successful. Therefore, in this research, the text contained the main idea and supporting ideas. If they do not understand the components of the paragraph and its purposes, it will become a great challenge for the writer to restate the source text into the target text. So, the reader can also understand the target text without losing any information. The writer should be creative in paraphrasing a paragraph.

Furthermore, the researcher found a problem in finding appropriate synonyms in student paraphrasing products. The data showed that the student found difficulty in choosing the appropriate synonym to make the text the same as the source text and make the original message of the text transferred. Therefore, this makes the students have a hard time paraphrasing a paragraph because most students do not transfer the content and meaning of the text. It made the equivalency of source text information cannot be transferred to the reader. This shows that in paraphrasing, it is not only an activity to find synonyms for words to convey but also the message of the source text that should be conveyed to the target text.

The problems in students' paraphrasing a paragraph based on the analyses of the researcher showed that the total frequency with which problems occur was 55. The researcher found that problems in students' paraphrasing a paragraph are misreading the original by 11%, including too much of the original by 20%, leaving out important information by 29%, adding opinion by 0%, substituting inappropriate synonyms by 40%, and summarizing rather than paraphrasing by 0%.

The issues that students have while paraphrasing a passage of text are fairly similar to those that Made Frida Yulia (2021) observed in her study of student research papers, which totaled 170 issues. According to the research's conclusions, word-for-word plagiarism, which occurred 94 times (55.3%) among the students,

was the problem that occurred the most frequently. Out of the 170 difficulties, 94 (55.3%) had plagiarism-related issues.

CONCLUSION

As the next research issue is discussed, this chapter draws a conclusion based on the findings and discussion from the prior chapter.

1. Most students' quality in paraphrasing a paragraph of text is unsatisfactory. However, some students paraphrased the text as excellent because writers are able to rewrite the text into target text without changing the meaning. Moreover, it found that there is a paraphrasing product with a good category. The writer almost clearly states the main idea in the first sentences. So, it is able to deliver the source text message to the reader. The writer included the most important details. In addition, the writer changed the sentence structure of the source text and used the appropriate synonym by linking details to the main idea. Nevertheless, there were mechanical errors in rewriting the text and providing citation, but over all, the writer had done well in paraphrasing a paragraph. Then, it was found that some students paraphrased a paragraph of text as average and some as unsatisfactory. It means that the writer copied most of the original words or did not convey the message of the text as naturally as in the source text.

2. The problems that were found in students' paraphrasing a paragraph are finding appropriate synonyms. The difficulty in choosing the appropriate synonym makes the text the same as the source text and makes the text look unnatural. An error in the selection of synonyms causes the wrong message to be sent. This shows that in paraphrasing, it is not only by finding the synonim of words that the message of the source text should be conveyed to the target text. The writer should be creative in paraphrasing a paragraph of text.

Considering the results above, it is clear that the students' target text in paraphrasing a paragraph text is relatively poor due to lots of lack and minus in product in an appropriate paraphrasing product. Furthermore, the problems found in students' paraphrasing a paragraph are substituting inappropriate synonyms. So, the students must learn more about mastering vocabulary, look for additional sources about paraphrasing, and practice more to encourage creativity in paraphrasing.It certainly gives a great chance for curriculum designers, teachers, and students to see this as a developing and adapting period for students to interact and engage more with the ideas and procedures of paraphrasing in order to prevent plagiarism in academic writing.

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