



Relationship between Paraphrasing Ability and Grammar Mastery of English Education Students at Universitas Negeri Padang

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Abstract

In order to fulfil the requirements of academic papers, students are intended to compose their works by drawing upon concepts acquired from a range of sources that they have studied. Paraphrasing is one of the advanced academic skills which it can be employed during academic writing. Nevertheless, in reality, the majority of students continue to struggle with paraphrasing and their proficiency in this skill remains limited. Multiple studies have examined the difficulties encountered by students in the process of paraphrasing, revealing that grammar mastery is one of the predominant challenges in this context. This correlational study seeks to ascertain the correlation and quantify the impact of students' grammar mastery toward their ability to paraphrase. The study population consists of eight classes of second-year students in the English Education study-program at Universitas Negeri Padang who are enrolled in the Academic Writing course. The sample for this study was selected using cluster random selection, with two classes being chosen. Grammar test (TOEFL) and paraphrasing test (articles from reputable journal) are the instrument for this study. This study employed quantitative research methodology, utilizing bivariate correlation analysis technique. The results indicate a positive correlation between students' paraphrasing ability and their grammar mastery. The findings also demonstrate that grammatical mastery accounted for 29.2% of the variation in paraphrase ability.

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INTRODUCTION

As students' progress through college, they face challenges in expressing their ideas effectively in writing. Lack of clarity and cohesion are common issues faced by students, leading to errors and disregarding cohesion in their writing. Students in their

second-year English Education program often struggle with rephrasing and mastering sentence order. These problems often start with basic conflict and incorrect use of connective words and sentences. Real-world writing experience is crucial for overcoming academic writing problems. Academic writing should be formal, logical, and based on evidence, as well as following rules for formatting and citing sources. Clear language, especially when choosing words and putting sentences together, is essential for connecting with readers and maintaining focus.

Generating and organizing ideas is another problem faced by students in creating academic papers. To solve this issue, it is essential to develop a wide range of thinking and linguistic skills. Students must compose scientific works by reflecting upon concepts acquired from other sources. Quotations, paraphrasing, and summarizing are methods that can be employed to use ideas from sources. Paraphrasing involves expressing concepts derived from literary texts using the reader's own language while preserving the original meaning of the sources. Paraphrasing involves altering sentences by changing the word order but still having the same meaning. A thorough understanding of grammar is necessary to restate sentences correctly. Grammatical mastery is a comprehensive understanding of sentence structure, including subject and predicates, and comprehension of both simple and complex clauses.

Despite numerous studies, students still struggle with paraphrasing sentences. Rusdianto & Fitrawati (2022) found that students' average score on the paraphrase test was 51.9, indicating a lack of mastery in grammar. This results in mistakes when putting sentences together, choosing the right words, and using synonyms incorrectly. The study suggests that students may not have a high understanding of grammar or misinterpret the meanings of words. Mira & Fatimah (2020) also examined students' paraphrased texts using Keck's Paraphrase Taxonomy (2006) and McInnis' level of paraphrase appropriateness (2009). They found that 49% of students' paraphrases were classified as minimal revision, and 59% were somewhat inappropriate. This lack of grammatical mastery could contribute to the high incidence of plagiarism among students. Grammar mastery encompasses not just knowledge of grammatical rules and structures but also the ability to apply these rules effectively in various contexts. The complexity of the subject, including basic sentence structure and advanced concepts like verb tenses and syntactical patterns, makes it challenging to measure. Several other studies have investigated students' paraphrasing strategies, proficiency, and challenges. Ovilia et al. (2022) also investigated the most frequent paraphrasing techniques used by students in academic writing.

Previous studies have identified several errors in students' paraphrasing skills. These include inadequate levels of paraphrasing, which affects their writing style and leads to grammatical errors. Additionally, students' lack of grammar mastery can transform the meaning of original sources into paraphrased text. Inaccuracy in employing paraphrasing techniques can result in students rewriting the same words as the original sources, leading to imitating the text instead of paraphrasing it. These issues highlight a gap in paraphrasing ability that needs to be addressed to address the aforementioned issues. The researcher aims to investigate the correlation between students' paraphrasing ability and their grammar mastery in academic writing at the English Department of Universitas Negeri Padang. The study aims to determine if there is a correlation between these two factors. The significance of this research lies

in its potential to contribute to the understanding of the factors influencing students' paraphrasing skills. Theoretically, the study aims to provide information about the correlation between students' paraphrasing ability and grammar mastery in academic writing. Practically, the research aims to help teachers identify the extent to which grammar mastery affects students' paraphrasing abilities. The findings should provide an overview of the potential of paraphrasing to empower students and improve academic writing performance. The study is expected to be a valuable resource for future research, comparing it with other variables.

METHOD

This study investigates the correlation between students' grammar mastery and their paraphrasing ability. The research uses predictive correlational research, dividing variables into independent and dependent variables. The sample will be second-year students from Universitas Negeri Padang's Academic Writing course, consisting of 50 students from two classes. Two assessment tests will be used: TOEFL (Grammar Mastery) and paraphrasing ability. The grammar structure test will be standardized and consist of 40 multiple-choice sentence structure items, while the paraphrasing test will require participants to rewrite sentences using different words while preserving the intended meaning. Data will be obtained through administration of tests, with each test lasting 90 minutes. Validity and dependability are crucial aspects of research, with content validity assessing the instrument's suitability for its intended purpose. The study aimed to determine the correlation between the two variables using inferential statistics, using IBM SPSS Statistics 25 program and Pearson Correlation as data analysis techniques.

The correlation tests revealed the significance value (Sig.) and the significance value of F change (Sig. F Change) that determined the association between variables. The variables exhibited correlation if the significance value or the significance value of F change was below 0.05 (Sig. / Sig. F Change < 0.05). However, there was no association seen between variables when the significance value or significance value of F change was above 0.05 (Sig. / Sig. F Change > 0.05). The relationship between variables could be found from the correlation coefficient (r), which quantifies the degree of correlation between the variables' inquiry. The interpretation of the correlation coefficient (r) is listed in the table below:

Table 1. The Interpretation of Correlation Coefficient Analysis

Number of Correlation Coefficient (r)	Interpretation
0.00 – 0.20	Very low correlation
0.20 – 0.40	Low correlation
0.40 – 0.70	Moderate correlation
0.70 – 0.90	High correlation
0.90 – 1.00	Very high correlation

The direction of the link can be determined by examining the value of the correlation coefficient (r), which falls within the range of +1 to 0 for positive relationships and 0 to -1 for negative relationships. A positive correlation is recognized as a correlation in which the value of the correlation coefficient is positive, while a negative correlation indicates that the variables move in opposite directions. To measure the contribution of the independent variables (X) to the dependent variable (Y), the researcher used the score of R square or coefficient of determination (R²) as a reference. Parametric statistical analysis requires assessing the normality and linearity of the data. The Kolmogorov-Smirnov test is used to determine the test's normality, with a dataset considered normal if its significance value is greater than 0.05 (Sig. > 0.05). A linearity test was conducted to verify the presence of a linear relationship between the variables using the IBM SPSS 25 Statistics Program. If the significance value from linearity is greater than 0.05 (Sig. > 0.05), it indicates that the relationship between variables could be assumed to be linear, while if it is less than 0.05 (Sig. < 0.05), it indicates no linear relationship between the variables.

RESULT AND DISCUSSION

Following the overview provided in the preceding chapter, this study was carried out at English Language and Art Department in Universitas Negeri Padang. This study consisted students who registered for academic writing courses. Cluster random sampling was applied to select two classes as the samples. There is a total of 41 learners from both classes. Two distinct types of tests were conducted during the data collection process. The two assessments consisted of grammar tests and paraphrasing tests. The following table displays the outcomes of the two tests completed by the students.

Table 2. The Result of the Students' Tests

No	Students' Number	Tests Score		
		Grammar Score (TOEFL)	Paraphrase	
			Score	Description
1	1	32.5	2	Somewhat Inappropriate
2	2	32.5	1	Inappropriate
3	3	27.5	2	Somewhat Inappropriate
4	4	30	3	Somewhat Appropriate
5	5	30	1	Inappropriate
6	6	15	1	Inappropriate
7	7	30	3	Somewhat Appropriate
8	8	35	1	Inappropriate
9	9	22.5	3	Somewhat Appropriate
10	10	25	1	Inappropriate
11	11	12.5	1	Inappropriate
12	12	35	3	Somewhat Appropriate
13	13	15	2	Somewhat Inappropriate
14	14	32.5	2	Somewhat Inappropriate
15	15	32.5	1	Inappropriate
16	16	32.5	2	Somewhat Inappropriate
17	17	45	2	Somewhat Inappropriate
18	18	45	3	Somewhat Appropriate

19	19	22.5	1	Inappropriate
20	20	30	1	Inappropriate
21	21	35	1	Inappropriate
22	22	30	2	Somewhat Inappropriate
23	23	35	2	Somewhat Inappropriate
24	24	30	1	Inappropriate
25	25	17.5	1	Inappropriate
26	26	25	1	Inappropriate
27	27	37.5	2	Somewhat Inappropriate
28	28	25	2	Somewhat Inappropriate
29	29	22.5	3	Somewhat Appropriate
30	30	30	1	Inappropriate
31	31	22.5	1	Inappropriate
32	32	42.5	1	Inappropriate
33	33	25	3	Somewhat Appropriate
34	34	45	3	Somewhat Appropriate
35	35	37.5	3	Somewhat Appropriate
36	36	12.5	1	Inappropriate
37	37	27.5	3	Somewhat Appropriate
38	38	32.5	2	Somewhat Inappropriate
39	39	22.5	1	Inappropriate
40	40	32.5	1	Inappropriate
41	41	30	2	Somewhat Inappropriate

The data tabulation above clearly displays two various kinds of data collected from the two test outcomes. The first category is ratio data, which is present in the realm of grammar mastery. The second form of data is ordinal data, which is characterized by categories that have different levels in the paraphrasing test findings.

Normality Test

Following the acquisition of the data description, the subsequent task involved doing the normality test. The researcher utilized a paired sample t-test to evaluate the data, with the normality test being a crucial prerequisite for conducting the t-test. The normality of the data was assessed using the Kolmogorov-Smirnov test in SPSS to determine if it followed a normal distribution. The significance value has to be greater than 0.05 (Sig. > 0.05) whereas the data can be said to be normally distributed. The table below displays the outcome of the normality test conducted in SPSS.

Table 3. The Result of Kolmogorov-Smirnov Test for Normality Test
One-Sample Kolmogorov-Smirnov Test

		Grammar Mastery	Paraphrasing Ability	Unstandardized Residual
N		41	41	41
Normal Parameters ^{a,b}	Mean	29.27	1.78	.0000000
	Std. Deviation	8.182	.822	.78626283
Most Extreme Differences	Absolute	.145	.292	.136

	Positive	.103	.292	.136
	Negative	-.145	-.175	-.089
Test Statistic		.145	.292	.136
Asymp. Sig. (2-tailed)		.029 ^c	.000 ^c	.053 ^c

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.

Based on the table above, it shows that the residual significance value was 0.053, which is greater than 0.05. It explained that the residual number was normally distributed, indicating that the first condition for normality has been met.

Linearity Test

Prior to doing the paired sample t-test, it was necessary to perform the linearity test. This test was conducted to determine whether the two variations exhibit a linear correlation or not. The linearity test was employed to identify the presence or absence of a linear association between the variables being examined. If the significance value of deviation from linearity is greater than 0.05 (Sig. > 0.05), then it can be concluded that there is a linear relationship between those variables. In contrast, if the significance value of deviation from linearity is lower than 0.05 (Sig. < 0.05), thus it is said that there is no linear relationship between those variables. The linearity test results are presented in the following tables.

Table 4. The Result of Linearity Test between Paraphrasing Ability and Grammar Mastery

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Paraphrasing Ability * Grammar Mastery	Between Groups	(Combined)	7.343	11	.668	.984	.483
		Linearity	2.296	1	2.296	3.383	.076
		Deviation from Linearity	5.047	10	.505	.744	.679
Within Groups			19.681	29	.679		
Total			27.024	40			

According to the table above, the deviation from linearity had a significance value of 0.679 which is more than 0.05. It can be concluded that the two variables, which are grammar mastery and paraphrasing ability, had a linear relationship.

Bivariate Correlation Analysis

By executing a precondition test or classical assumption test, it can prove that the residual values reveal a normal distribution and the two variables demonstrate a linear correlation. Furthermore, a bivariate correlation analysis was conducted using the IBM SPSS Statistics 25 program. Spearman's Rank Correlation test was completed

to examine whether two variables are correlated with one another or not. This correlation test shows the connection between an independent variable (X) and a dependent variable (Y). It can be mentioned both variables are related if the significance value is less than 0.05 (Sig. < 0.05). On the other hand, the correlation coefficient (r) can be implemented to discover the level of correlation between two variables. The value of the correlation coefficient can infer whether a correlation is categorized positive or negative. Furthermore, bivariate correlation test is demonstrated in the following table below.

Table 5. The Result of Linearity Test between Paraphrasing Ability and Grammar Mastery
Correlations

		Cat_Grammar Mastery	Paraphrasing Ability
Spearman's rho	Cat_GrammarMaster	Correlation Coefficient	1.000
	y	Sig. (2-tailed)	.002
		N	41
Paraphrasing Ability		Correlation Coefficient	.473**
		Sig. (2-tailed)	.002
		N	41

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the result of the bivariate correlation analysis (Spearman's Rank) showed that the value of significance between the grammar mastery variable and paraphrasing ability variable was 0.002, which means that it is lower than 0.05 (Sig. (2-tailed) < 0.05). It can be said that the variable measuring grammar mastery is correlated to the variable measuring paraphrasing ability. Along the lines of the explanation, it indicates that the null hypothesis (H_0) was denied therefore the alternate hypothesis (H_1) was accepted. The correlation coefficient (r) is obtained from the bivariate correlation test, which is 0.473, revealed two things. The first one is the relationship between those two variables was showed has a positive correlation (unidirectional) hence the value of correlation coefficient is positive. It means that as students' grammar mastery increase, so does their paraphrasing ability. Then, the second is the degree of correlation between those variables was graded as moderate correlation (see Table 1).

Simple Linear Regression

After conducting bivariate correlation analysis, the researcher further examined the value of simple linear regression. Simple linear regression was done to find the between relationship variables, whereas one independent variable and one dependent variable. In order to discover how far the independent variable contributes to dependent variables, the researcher used coefficient determination value (R^2) to measure the degree of contribution given by independent variable (X) to dependent variable (Y). The result of coefficient determination is shown in the following table.

Table 6. The Result of Coefficient Determination

Model Summary^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.540 ^a	.292	.273	.610

a. Predictors: (Constant), Grammar Mastery

b. Dependent Variable: Paraphrasing Ability

Discussion

According to the previous research data analysis using bivariate correlation test, it is found that grammar mastery was positively correlated with students’ paraphrasing ability. Thus, it indicates that the alternate hypothesis (H₁) which states that there is a correlation between grammar mastery and paraphrasing ability was accepted and the null hypothesis (H₀) was denied. Moreover, a positive correlation states that an escalation in grammar mastery value is also followed by an escalation in value of paraphrasing ability.

The research findings, which has positive correlation between the targeted variables, demonstrates that a good paraphrasing requires grammatical knowledge so that the original text can be restated in own words by applying diversity of paraphrasing techniques such changing the sentence structure (from active to passive or vice versa) and combining the sentences. This finding is also reinforced by the research-based theory proposed by Ovilia et al. (2022) that changing the sentence structure from active to passive or vice versa and other specific paraphrasing techniques are essential in creating a good paraphrased text.

This study’s finding is also strengthened up by several studies related to students’ challenges and techniques that might be needed in paraphrase practice. Badiozaman (2014) investigated the challenges faced by ESL Malaysian students in paraphrasing. From one of the respondents, which was a final-year diploma student in the Faculty of Business and Design, is obtained that due to his low L2 proficiency he further encountered to challenges in realm lack of vocabulary and grammatical mastery. He also mentioned that in terms of grammar mastery, there were two major problem which impeded his paraphrasing skill – difficulty in changing word class and producing grammatically correct sentences. Another similar study from Flores & Lopez (2019) also discovered that lack of English proficiency was noted as the primary difficulty in summarizing and paraphrasing for the total of percentage 99% – whereas 21.67% was related to composing grammatical sentences and 9.1% was for restructuring sentences.

Another study conducted by Keck (2006) aimed to compare L1 and L2 summary writing through paraphrasing also mentioned that a paraphrased text can either include several words directly taken from the original passage with just one word altered, yet it is also stated that the attempted paraphrase could have no identical phrases at all if the students make modifications of lexical and grammatical changes to the original. This inquiry strengthens the finding of this research that students’ grammar mastery and their paraphrasing ability is correlated which the contribution of grammar mastery to paraphrasing ability found from this study is 29.2%.

In addition to the result of bivariate correlation analysis shows that there is a positive correlation between students' grammar mastery and their paraphrasing ability. Regarding the result of the correlation test between grammar mastery and students' paraphrasing ability, Mira & Fatimah (2020) also found that paraphrasing might be difficult under certain conditions, such as the complex characteristic of the passage – grammatical structure employed in the text. Another similar study by Ovilia et al. (2022) discovered that the least frequent technique implemented by the students in attempting to paraphrase was syntactical modification – combining sentences and changing from phrase to clause – especially. Hence, it revealed why the result of students' paraphrase based on Keck's Taxonomy in Ovilia et al. (2022) stated that more than 50% of paraphrased text were categorized in near copy level which indicated that lexical and grammatical similarity were pretty high compared to the original source.

Another study conducted by Akbar (2020), in the classification of the study showed that if in attempting paraphrase were applied additional strategy such as lexical and grammatical changes, the paraphrased text was categorized in moderate revision which this category was adopted from the taxonomy of paraphrasing proposed by Keck based on Badiozaman's Modified Model (2014). Whereas another study finding mentioned that the third main problem found when students doing paraphrasing was grammatical problem (Ovilia et al., 2022), therefore these studies verified that grammar mastery is required in order to create the correct paraphrase.

Furthermore, it is discovered that grammar mastery affects paraphrasing ability with the contribution of percentage is 29.2%. It can be possibly concluded that grammar mastery does affect students' ability to paraphrase in which this outcome also lines up with the findings of Alaofi (2020) on areas of difficulty in summarizing and paraphrasing. Based on Alaofi (2020), 90% of respondents have language proficiency issue whereas around 25% were noted as their concern to grammatical problem. In accordance with Rusdianto & Fitrawati (2022) where in average score in quality for students in paraphrasing a paragraph was 51.9% which was categorized in unsatisfactory level. Moreover, Rusdianto & Fitrawati (2022) pointed out that 15.7% out of 100% total score was also related to grammar issue.

The findings of this thesis align with existing research, establishing a clear correlation between grammar mastery and paraphrasing ability. This correlation reinforces the understanding of the essential skills for effective paraphrasing, highlighting the significant role that grammatical knowledge has in this process. Such a connection suggests that a deep understanding of grammar is indeed essential for the increasing of paraphrasing ability, hence confirming the significance attributed to grammar in educational settings. These results underline the interdependence of cognitive and linguistic abilities in paraphrasing, suggesting that grammar mastery can significantly enhance one's ability to paraphrase effectively. This confirmation of a link between grammar mastery and paraphrasing ability calls for a continued focus on grammar instruction as a fundamental component of teaching paraphrasing, advocating for further research into how these skills interact and contribute to overall language competence.

CONCLUSION

This correlational study aims to find out the relationship between students' paraphrasing ability and their grammar mastery by assessing the value of correlation through bivariate correlation. This inquiry was done at Universitas Negeri Padang in English Education Study Program and involved second-year students who were enrolled in the academic writing course. After conducting the research and evaluating the data by using the IBM SPSS Statistics 25 program, it is obtained that the results of significance value were lower than 0.05 (Sig. < 0.05) revealing that students' grammar mastery is positively correlated to students' paraphrasing ability. This study's finding also showed that grammar mastery provided 29.2% of contribution to paraphrasing ability. As a result, the alternate hypothesis is accepted which the null hypothesis is rejected.

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