

PARAPHRASING STRATEGIES IN HIGHER EDUCATION

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ABSTRACT

Paraphrasing as a method of avoiding plagiarism becomes the most important in academic writing. Responding this issue, the researchers interest to conduct the study in analyzing university students' paraphrasing seen from the strategies and the paraphrased identifications. This study used qualitative research. Data were collected from ten of sixth year students majoring in English at Universitas Islam Negeri (UIN) Antasari Banjarmasin who enrolled English for Academic Purposes subject in academic year of 2020 through documentation of Introduction section in their research proposals. The finding of this study indicated that using synonyms and condensing original were as the most frequency, followed by using varied structure, changing parts of speech and expanding phrase for clarity. On the other hand, students rarely used changing word order, separating long sentence, and combining sentences. The highest paraphrased identification was moderate revision that occurred five times or a half of participants, followed by near copy, minimal revision and substantial revision with same result that occurred once. This study also found that some students paraphrased the sentence without mentioning the main source and it is considered as plagiarism. Based on the result, it is suggested that English writing instruction at any university should provide more training on paraphrasing for the students, so it will make them aware of the paraphrase strategies and avoid plagiarism.

Keywords: *Student, Paraphrased Identification, Paraphrasing Strategy*

INTRODUCTION

As the university students, it is a requirement to submit several assignments including report, scientific paper, article, and thesis to get bachelor degree. They certainly have to have a lot of reading material as references. However, this does not make university students worry because the references are massive on the internet. The availability of free references, sometimes makes some of students creates many academic misconducts, such as the tendency to download reading material of someone else's writing and then to admit it as own writing. This new-tendency trend lately is known as plagiarism (Kher & Rani, 2018, p. 1). Plagiarism is defined by Bailey (2011, p. 30) that taking information or ideas from another writers and using them in your own work, without acknowledging the source in an accepted manner. Thus, to avoid plagiarism, the students must have good writing skill, which writing has to express ideas, feelings and experiences to the reader (Masniyah, 2017, p. 1).

Therefore writing is known not only as difficult skill, but also the most important skill in teaching English. As (Anderson, Vanderhoff & Donovan, 2013, p. 139) said that this skill can be one of the measurements that help assess student's academic performance. However, this skill is able to give students a major problem in practicing English if the lecturers do not properly teach the students on how to develop their writing skills throughout their learning (Lucini & Roldan, 2007 as cited in (Sarair, Astila, & Nurviani, 2019, p. 151). In the context of writing, there are a lot of methods invented to ease the students in producing well written products. The lecturer only need to find the most appropriate method that suitable to their students (Mustafa & Samad, 2015, p. 29), which may include paraphrasing.

Paraphrasing is commonly used in writing by university students which this is the most important method for students in a real academic context (Dung, 2010, p. 6; Irmadamayanti, 2018, p. 1; Masniyah, 2017, p. 21). This method is usually employed to show students' abilities in engaging and understanding the ideas (Dung, 2010, p. 6). Moreover, Okta (2018, p. 1) said that paraphrasing is the best way to avoid plagiarism, since plagiarism is one of the big problems in writing. Paraphrase is modify the word of the text until diverge from the original source before, without having to become different significance (Bailey, 2011, p. 50). Dung (2010, p. 6) also defined paraphrasing is write down the ideas from outside sources with their own language without changing the meaning of the ideas. Injai (2015, p. 10) described paraphrasing as a process of rewriting, restating, rewording, or even rephrasing sentences to convey the meaning as equal as the original ideas. Meanwhile, Escudero, Fuertes & Lopez (2019, p. 58) agree that paraphrasing is not merely the changing the words in the sentences, but also the strategy of changing sentences structure and sentences fracture without leaving any important information from original text. In addition, Keck (2014, p. 8) gave the example of paraphrasing, a student selects excerpt from source text, make at least one word-level linguistic change and attempts to convey the meaning except. Paraphrasing is evaluated by certain criteria to evaluate its quality. Alice and Hogue (2000, p. 127) stated that good paraphrasing should have almost the same length with the original work, do not highlight some ideas more than the others, do not insert writer ideas that might change the ideas of original work, and do not use original sentences structure". While Duquesne University Writing Center as cited (Sarair, Astila, & Nurviani, 2019, p. 153) adds that another criteria of effective paraphrasing is citing sources of original.

In short, paraphrasing is a method in writing skill that show the students' ability to understand information by analyzing the grammatical structure and language features to create new form statements that still reflect the sources' original ideas. Furthermore, there are several types of paraphrasing strategies usually found in English writing Jackie Pieterick as cited in (Dung, 2010, p. 12) followed by Injai (2015, p. 30). They are using synonyms, using varied sentence structures, changing word order, condensing the original, expanding phrase for clarity, changing active to passive, changing positive to negative, changing parts of speech, combining sentences, separating long sentence to short sentences, changing numbers and percentages, and organization of paraphrase. Besides that, Keck (2014, p. 9) proposed there are four level of qualities in paraphrasing which called as paraphrased identification. There are near copy, minimal revision, moderate revision, and substantial revision. Identifying types of paraphrase is highly important since it cannot only define what types of students' paraphrase are but also assess qualification of certain students' paraphrased texts. It is because "near copy" could imply for unacceptable paraphrase which can lead to the crisis of plagiarism.

On the contrary, a large number of "substantial revision" among students' papers stand for sufficient skill and good competence on target language. Furthermore, there are percentage of paraphrased identifications; near copy 50% or more words contained within unique links, minimal revision is 20-49% words contained within unique links, moderate revision is 1-19% words contained within unique links, and substantial revision is no unique links. To classify that need the criteria, paraphrase coding is considered as an essential tool for operating paraphrase identification. Each paraphrase was coded for the following linguistic characteristics: length (in words), reporting phrase (used or not used), unique links, and general links. If reporting phrases (e.g., "According to Samuelson") were used, they were not included in the total paraphrase word count. Unique links were defined as individual lexical words (i.e., nouns, verbs, adjectives, or adverbs), or exactly copied strings of words used in the paraphrase that (a) also occurred in the original excerpt but, (b) occurred in no other place in the original text (Keck, 2006, p. 266).

There were some researchers conducted the study of students' paraphrasing. These studies showed the students ability in paraphrasing were still low. Injai (2015) found that the students used synonyms strategy with the highest frequency (51.23%) and the paraphrased identification's students were near copy. Similarly, by Na & Mai (2017, pp. 12-13) found that the students mostly used synonym in paraphrase. Also, the study from Pertiwi (2019, p. xi) conducted in qualitative approach with 26 students as the respondents by purposive sampling and the result frequently used by the students was change the synonym strategies. However there were different

result that showed better result than before, it can be seen the study from Irmadamayanti (2018, p. 1), it is found that mostly students use minimal revision. Next, the study of Sarair, Astila, & Nurvina (2019) showed that the students abilities in paraphrasing English texts is mostly found near copy, however the strategy mostly that students used was using varied structure.

In English Education Department of UIN Antasari Banjarmasin, research proposal is requirement before Thesis to get bachelor. Thus, the students have to do it. While, English for Academic Writing is one of subject that students must submit research proposal as final project. However, it just brief research proposal about 5 pages including introduction, method, and references. Therefore, the researchers want to conduct the research to analyze paraphrasing strategies and the paraphrased identification in the introduction section of research proposal. Although there are many studies in paraphrasing strategies and paraphrased identification, there is different that all of previous researches above used test to examine, here the researchers took the data from the Introduction section of research proposal.

METHOD

The design of the research was descriptive-qualitative research. The aim of this research is to analyze students' paraphrasing strategies. This study was conducted in one state Islamic university in South Kalimantan. At this department there is writing lesson that started Basic Writing, Paragraph Writing, Essay Writing, Academic Writing, and the last is English for Academic Purposes. The lesson about paraphrasing actually is taught in Academic Writing, however it only about introduction while in English for Academic Purpose course there is lesson about the concept and paraphrasing strategy. In order to the researchers interested to conduct the study to find the paraphrasing strategies and paraphrased identification by the students of the sixth semester in academic year of 2020. Next, the researchers used random sampling in taking sample to be choose. The reason to choose the simple random sampling because it is the best way to obtain a representative sample (Gay, Miles, & Airasian, 2012, p. 131). By the random sampling technique, the researchers selected 10 students. The primary data of this research was the Introduction section of research proposals. The secondary data was the original source that the students take as reference in their research proposals. The data collected one citation in the Introduction of research proposals. The reason to choose only one citation because there were some student only used one source in the Introduction section of research proposal. The researchers analyzed the data based on the concept of Miles and Huberman (1994, p. 10) that consists of three components: data reduction, data display, and conclusion drawing. In the first stage, the researchers had to ensure that the selected passage is classified as correct paraphrasing. After that, the researchers identify the data was conducted once the primary data were identified. The displayed data was compared with the secondary data or the original passage from the reference. At this step, total strategies of paraphrasing students applied was classified based on Dung (2010, p. 12) followed by Injai (2015, p. 30) and paraphrased identification based on Keck (2014). Then, the researchers used table as conclusion of paraphrasing strategies and paraphrased identifications also describe by narrative sentences.

Percentage formula:

$$P = \frac{X}{n} \times 100$$

P = percentage

X = frequency

n = number of sample

Before counting for paraphrase identification, the researchers analyze the strategy that students used by some strategies from Dung (2010, p. 12) followed by Injai (2015, p. 30) ; changing parts of speech, using synonyms, separating long sentence to short sentences, expanding phrase for clarity, condensing the original, combining sentences, and changing structure. Moreover, to determine the paraphrase identification, the researchers took paraphrasing taxonomy from (Keck, 2014, p. 9).

Table 1. Taxonomy of Paraphrase Identifications

Paraphrase Identification	Grade	Linguistic criteria	Examples:
			Original Excerpt: Children speak more like adults, dress more like adults and behave more like adults than they used to.
Near Copy	Fair	50% or more words contained within unique links	Nowadays, <u>children's</u> behavior <u>more like adults than they use to.</u>
Minimal Revision	Good	20-49% words contained within unique links	<u>Children</u> are acting more and <u>more like adults</u> everyday.
Moderate Revision	Very Good	1-19% words contained within unique links	Modern <u>children</u> seem to be behaving, through <u>dress</u> and speech, like adults at an alarmingly young age.
Substantial Revision	Excellent	No unique links	It seems like the things that <u>children</u> do and even the clothes that they wear are more <u>adult-like</u> than ever before.

Adopted from Keck's (2014, p. 9) "Taxonomy of Paraphrase Types"

FINDING AND DISCUSSION

The findings in this research emerge from the data of ten English Department's students' selected research proposal. The first is the students' paraphrasing strategies that classification based on from Jackie Pieterick as cited in (Dung, 2010, p. 12) followed by Injai (2015, p. 30). The second is the students' paraphrasing attempt and its classification based on the paraphrasing taxonomy from Keck (2014, p. 9). This finding is discovered by examining the paraphrased version and the original source in the introduction section.

Table 2. Students' Paraphrasing Frequently-used Strategies

Student	Kinds of Paraphrasing Strategies							
	Using varied Structure	Changing Word Order	Changing Parts of Speech	Separating Long Sentence	Using Synonym	Expanding Phrase for Clarity	Condensing Original	Combining sentences
1	-	-	-	-	1	-	1	1
2	1	1	-	-	-	1	-	-
3	-	-	-	-	1	-	1	1
4	-	-	-	-	1	-	1	-
5	-	-	-	-	-	-	-	-
6	1	-	1	-	-	1	-	-
7	1	-	1	1	1	1	-	-
8	-	-	1	-	-	-	1	-
9	-	-	-	-	-	-	-	-
10	-	-	-	-	-	-	-	-

Total	3	1	3	1	4	3	4	2
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Table 2 showed the types of paraphrasing strategies that students applied. Using synonyms and condensing original were as the most frequency, followed by using varied structure, changing parts of speech and expanding phrase for clarity. On the other hand, students rarely used changing word order, separating long sentence, and combining sentences. However there were found two students did write the source main text, thus it was categorized as plagiarism.

Table 3. Taxonomy of paraphrase types found in students' paraphrased identifications

Paraphrased Identification	Number of Student
Substantial Revision	1
Moderate Revision	5
Minimal Revision	1
Near Copy	1
Total	8

Table 3 showed that why the total of students only 8, hence two students didn't write the main source in their paraphrasing, so that they were categorized as plagiarism. However, moderate revision as the most frequency because it occurred 5 times. Then near copy, minimal revision and substantial revision only used once.

Student 1

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 student 1 uses condensing original, combining sentences and using synonym. For condensing original, it can be seen that the student deletes some words. While for combining sentences, it can be seen that the student combines two sentences becomes one sentence. In addition, student uses synonym like "aims" becomes "objectives". Besides that, the student's paraphrase contains three unique links, "goals", "think", and "objectively", which also occur in the original source. For "according to", it is not counted because it word for showing reference verbs (Bailey, 2011, p. 63). For the word "analyze" occurs 13 times in the source text (Liu & Zhang, 2014). Here the student 1 writes the source. Thus, it categorized as paraphrase, then the total number of words contain within unique links for this paraphrase is three. Since the paraphrase contains 19 total words, the percentage of the paraphrase is 16% (3/19) and it categorizes as moderate revision.

Student 2

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 2 is paraphrased by using varied structure, expanding phrase to clarity, and changing word order. It can be seen that the student expands the word “texting” into more detail. Also, the student 2 changes the structure like “and” becomes “not only, but also”. Also used changing word order like in the original text the word “technology”, it was moved to the in the end of text. Moreover, in paraphrasing identification of the student 2, it seems like the paraphrasing contains 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 not surprising, considering that the topic of this text. For “web surfing” occurs twice, and “interactive game occurs 3 times”. These words are general unique, because they occur in other places in 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 is 8% (3/39) and it categorized as moderate revision.

Student 3

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 3 uses condensing original, combining sentences, and using synonym in implementation the strategy of paraphrase. For condensing original, it can be seen that student 3 deletes some words in the first sentence. After that the student 3 combines the sentence and changes some vocabulary in same meaning. While, the paraphrase in student 3 contains two unique links: “road map” and “exam”. For “road map” it can be deleted and “exam” there is synonym, such as test. It should be noted that the words “lesson plan”, “first meeting”, and “class” were not included in the unique links because these words occurs in the source text. Since the paraphrase contains 25 total words, the percentage of the paraphrase made up of words within unique links is 8% (2/25) and it categorized as moderate revision.

Student 4

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 4 uses by changing synonym and condensing original. It can be seen the student changed “viewed” into “engaged” as changing synonym strategy and there are several words deleted that is known as condensing original strategy. For paraphrased identification, it seems like the student 4 only contains one unique link word, “can be”. For word “brainstorming” occurs in Hidayanti, Rochintaniawati & Agustin (2018) 24 times, “problem” occurs 5 times, “individual” occurs 3 times, and “solution” occurs 5 times. Since the paraphrase contains 21 total words, the percentage of the paraphrase made up of words within unique links is 5% (1/21).

Student 5

Original:

Also, notes taken by students can be used as clues for better remembering (Bohay et al., 2011).

Paraphrase:

Likewise, notes taken by students can be utilized as pieces of information for better recollecting (Bohay et al., 2011).

Source:

Özçakmak, H., & Sarigöz, O. (2019). Evaluation of Turkish teacher candidates' perception of note taking concept. *Educational Research and Reviews*, 14(3), 78-86.

Although, the students seems like paraphrased the text. However, the student 5 didn't mention the main source. Therefore the student categorized as plagiarism.

Student 6

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.

It seems like, the student 6 is paraphrased by using varied structure, changing parts of speech and expanding phrase for clarity. It can be seen that the student change the word “writing” become writer even expand to “scientific thesis writer” because it is related to the word “abstract”. Also, the student 6 used varies structure like “is required”. Moreover, in paraphrasing identification of the student 6, it seems like the paraphrase contains three unique links of words “important”, “since”, “have to”, “ideas” and “text”. While . In (Klimova, 2015),” the word “abstract” occurs 30 times. This is not surprising because the theme of journal is about “Abstract”. Thus, the total number of words contained within unique links for this paraphrase is three. 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 7

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 7 was paraphrased by several strategies, like using synonym, separating long sentence, using varied structure, changing parts of speech and expanding phrase for clarity. It can be seen that the student separate sentence become two sentences. To separate sentence, it certainly there is using varied structure. In changing synonym strategy, it can be seen that the student is likely change the word "fostering" become "encouraging" and "principal" become "particularly". For changing part of speech strategy, it is seen from the word "creating" (noun) become "create" (verb).

The last in expanding phrase for clarity, the student expand the word "L2 education" become "English classes particularly in EFL contexts". However in expanding phrase for clarity there is seems like some mistake that "students must also create", while in original text the sentence showed that "creating their willingness to communicate is considered as one of the most principal goals of L2 education". It means that not student to create it. Besides that, the student 7 was seem like typo in typing "students' to". Although the student 7 seems like doing mistake. But for paraphrasing identification there is no one unique link. Moreover, according the source text in Suci et.al (2019) there are; the word "student" occurs 73 times, "willingness" occurs 16 times and "communicative competence" occurs 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).

Student 8

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 Instruction1. No. 05, Vol. 1. Pp. 69-86.

It seems like, the student 8 was paraphrased by condensing original and changing parts of speech. It can be seen that the student deleted "another reason" and "lingua franca", for changing part of speech strategy, it was seen from the word "popularity" (noun) become "popular" (adjective). For paraphrasing identification there is only one unique link, for paraphrased identification, the student 8 was likely has six unique links; "common", "used", "for", "between", "whose", and "different". While for the word "teaching" according to source text occurs 67 times, "teaching English" occurs 30 times, "young learner" occurs 69 times, and "communication" occurs 4 times. Besides that for word "cited in" and "said that" were not count because, these words use for creating citation. Since the total words are 22. Therefore, the percentage of the paraphrase made up of words within unique links is 28 % (6/22).

Student 9

Original:

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

Paraphrase:

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

Source:

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

It is likely the student 9 didn't write the original source. Therefore, the student was categorized as plagiarism.

Student 10

Original :

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

Paraphrase:

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

Source:

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

If seen students' paraphrase from student 10, it can be said that there is no words and structure were changed. Although, the student seems like did paraphrase but he used citation. Thus the students didn't categorized as plagiarism. For paraphrasing identification, it can be said that as near copy. For detailing it can be seen from the source it that the word “academic writing” occurs 21 times, Thus the total of words contain 26, it can be counted that the percentage is 93% (24/26).

The Paraphrasing Strategies Used by Dung (2010) followed by Injai (2015) proposed complex and detailed strategies that could be adapted by the students to ease their works in paraphrasing English texts. Among them are changing active to passive, changing positive to negative, separating long sentence to short ones, expanding phrase for clarity, condensing the original text, combining sentence, using varied structures, changing word order, changing parts of speech, changing numbers and percentages, and organization of paraphrase. In this study, the researchers found that the English Department students' paraphrasing strategies were using synonym and condensing original with the most frequency because they occurred 4 times, then followed by varied structure, expanding phrase for clarity, changing parts of speech that occurred 3 times, next followed by combining sentence that occurred twice, and the last were changing word order and separating long sentence to short ones only once. In short, the result showed that there were no changing active to passive, positive to negative, numbers and percentages, and organization of paraphrase.

As mentioned before, the students in this research had paraphrased identification was moderate revision as the most frequency which six students did it. It was surprising because the result different from all of previous studies. However the researchers found two students didn't mention the main source in their paraphrase as Duquesne University Writing Center as cited in (Sarair,

Astila, & Nurviani, 2019, p. 153) stated that another criteria of effective paraphrasing is citing sources of original. Then for substantial revision, minimal revision and near copy occur once.

CONCLUSION

In conclusion, the strategy mostly used by the students were using synonym and condensing original because they occurred 4 times, then followed by using varied structure, expanding phrase for clarity, changing parts of speech that occurred 3 times, next followed by combining sentence that occurred twice, and the last were changing word order and separating long sentence to short ones only once. The students in this research had paraphrased identification was moderate revision as the most frequency which 5 students did it. It was surprising because the result different from all of previous studies. However the researchers found two students were plagiarism. For substantial revision, minimal revision and near copy occurred once. In short, although paraphrased identification showed very good because as moderate revision. However the paraphrasing strategies must be increased in another strategies because there were no found changing active to passive, positive to negative, numbers and percentages, and organization of paraphrase. Also, it is suggested that English writing instruction at any university should give more training on paraphrasing for the students, in order to there is no one student did plagiarism.

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