

AN ANALYSIS OF STUDENTS' WRITING SKILLS IN PARAPHRASING: A CASE STUDY OF THE 5TH-SEMESTER DIPLOMA STUDENTS OF ENGLISH LANGUAGE AND CULTURE DEPARTMENT OF DARMA PERSADA UNIVERSITY

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ABSTRAK

It is significant for students to have competence in writing research papers that requires writing skills. Using formal language and avoiding plagiarism are mandatory for academic paper writers. Paraphrasing is one of the writing skills, which can be interpreted as rewriting a source text using the writers' own words by changing it syntactically or semantically while maintaining the main idea. Other than investigating the barriers to paraphrasing and how to overcome them, this research aims to analyze the paraphrasing strategy generally applied by the 5th-semester Diploma students of the English Language and Culture Department of Darma Persada University. By approaching mixed-research methods, this study uses a questionnaire and a writing task as the instruments. Likert Scale is used as a data collection technique in the quantitative research method, which is further processed using SPSS. Meanwhile, the qualitative research method approaches Keck's Taxonomy of Paraphrasing Types and the paraphrasing strategies by Jackie Pieterick. The analysis results find that the majority of the students have difficulties in paraphrasing. A lack of vocabulary and using their own words become their barriers to paraphrasing. In that case, comprehensive learning about paraphrasing skills and strategies taught by lecturers or educators are expected to overcome the obstacles. Furthermore, using synonyms becomes the paraphrasing strategy generally applied by the students. The paraphrased version of the writing task also indicates that the students try not to copy similar words or sentences from the source and therefore the most of the paraphrasing results are included in the Minimal Revision.

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INTRODUCTION

Writing is basically a form of communication to express an idea or a concept of thought, but occasionally, it is not only writing self-opinion without evidence or fact. An academic research paper, for example, obviously requires in-depth analysis, other than arguments, to present the facts. Consequently, to produce well-written academic research papers, such as journals, term papers, or theses, it is necessary to master writing skills

since the output of writers' thoughts is required to be organized scientifically and systematically, moreover when those long essays become a requisite for obtaining a degree in formal education, proceeding to a higher level of education, or applying for an occupation.

Retrieved from Monash University's website, academic writing should be presented with a formal tone and avoid an individual's opinion to make it objective. Therefore, acquiring writing skills for producing academic papers involves knowledge in some terms, such as reading comprehension and mastering vocabulary. On the other hand, applying paraphrasing as a technique in creating academic papers is a form of writing skill as well. Masniyah (2017) finds that the paraphrasing strategy is effective to improve the students' writing skills. As cited in Rogerson & McCarthy (2017):

Academic writing is largely reliant on the skill of paraphrasing to demonstrate that the author can capture the essence of what they have read, they understand what they have read and can use the appropriately acknowledged evidence in support of their responses. (Fillenbaum; Keck; Shi)

By retaining the same idea and citing the original writer's thoughts, Irmadamayanti (2018) argues that paraphrasing should distinguish between the source text and the paraphrased version, thus becoming a method for academic purposes. Paraphrasing in academic writing is an essential skill intended to describe the main idea from an original text by restructuring and converting the sentences into students' own words or statements with a proper citation in order to make the paraphrased version better to be comprehensible by the readers.

For academic purposes, paraphrasing is actually more difficult, and as a result, most students have difficulty paraphrasing. According to Pertiwi (2019), barriers to paraphrasing include difficulty in discovering the proper synonym, confusion about how to restructure the sentence and how to paraphrase, inexperience with new terms, a lack of vocabulary, less practice and knowledge of paraphrasing strategies, an inconvenient classroom, and a failure of teaching method. This condition may result in poor paraphrasing.

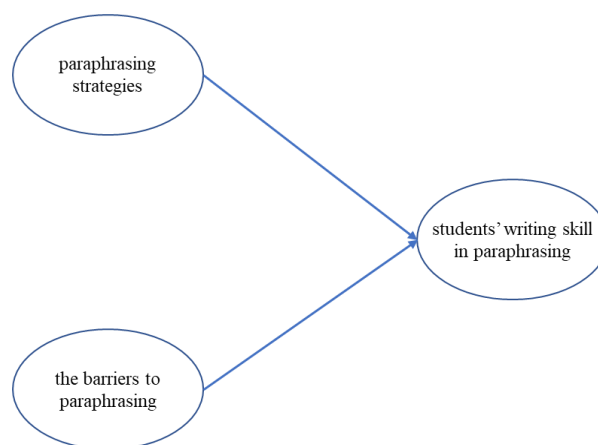
Based on the pre-research questionnaire result, most diploma students of the English Language and Culture Department of Darma Persada University knew about paraphrasing earlier when they were in high school. It reaches 71% of the students who know how to paraphrase and 82% of them who know the function of paraphrasing. Most of them say that they produce a paper or writing as an assignment in college. Consistently, 82% of the students apply paraphrasing in writing.

The above result indicates that most of them are not unknowledgeable about paraphrasing. The result also shows that most of the students, which equals 82%, rarely do paraphrasing and find problems applying it while producing the paper or writing. However, 82% of them argue that paraphrasing is an important skill in writing, and in line with that, all students state that it is necessary to improve their ability in paraphrasing.

In general, a text is acknowledged as a paraphrased version when it is distinct lexically and syntactically, but remains consistent semantically (Hasanah & Fatimah, 2020), or in other words, it is simply as the rewriting text process to modify its form and

expression while preserving the original meaning (Vrbanec & Mestrovic, 2020). Despite the fact that most of the students are familiar with paraphrasing, they have problems applying it to paraphrasing.

Hence, this research will discover any barriers to paraphrasing encountered by the students and how to overcome them as well. Subsequently, the research will be carried out by analyzing the most commonly used paraphrasing strategies. The variables relevant to this research are paraphrasing strategies or some techniques used to paraphrase an original text, and the barriers to paraphrasing or the problems experienced by the students while paraphrasing. By discovering the barriers and analyzing the paraphrasing strategies applied, it will assist in examining the students' writing skills in paraphrasing as shown in the following framework.



Source: Irmadamayanti (2018), processed

Figure 1. Theoretical Framework of Research

RESEARCH METHOD

Research Approach and Method

This research presents mixed methods research involving the collection of both quantitative and qualitative data in response to research questions or hypotheses (Creswell, 2014). The design used in this research is Explanatory Sequential Mixed Methods, adapted from Creswell, as shown in Figure 2. This kind of method comprises two distinct phases. The quantitative data is analyzed in the first phase, and the result is followed up in more depth by the qualitative data in the second phase. The purpose of this method is that the findings from the qualitative research method will explain and provide more insight into the analysis result of the quantitative data (Creswell, 2014).

According to Almalki (2016), the advantage of this method is to make intuitive sense to gather information from different sources, utilizing different methods, which work together as an efficient design. The challenges of this method are its lie in the considerable effort and expertise that is required to draw everything together and the potential for further research and/or investigation is required as a result of discrepancies within the data sets. When the research objective is describing, explaining, or evaluating as well as studying complex issues, mixed methods research is perceived to be suitable (Leavy, 2017, p. 164).

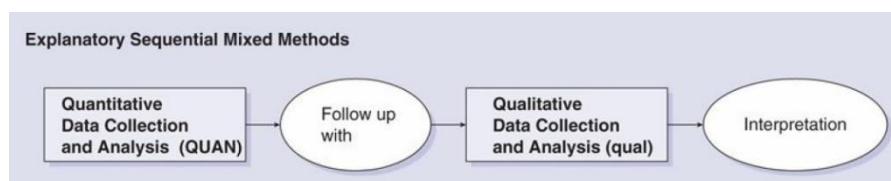


Figure 2. Explanatory Sequential Mixed Methods by Creswell

Research Object and Data

The 5th-semester Diploma students of the English Language and Culture Department of Darma Persada University are approached to be the respondents. There are 20 students, consisting of twelve females and eight males, in the same academic year. Established by the pre-research questionnaire result, most of the students are familiar with paraphrasing. However, they are infrequently paraphrasing and perceived the problems in paraphrasing while producing the paper or writing. Hence, they are opted as the research object to discover their barriers to paraphrasing and overcome them.

Subsequent to the pre-research questionnaire, the students are given a questionnaire and a writing task to conduct in-depth research. These instruments become the primary data for the research. Harlacher (2016) outlines the questionnaire as a set of questions to collect valuable information and the response format of the questionnaire has two question types: open-ended and closed-ended. This research used rating scale format in closed-ended question type to measure agreement due to these considerations: limited time and resources, the importance of efficiency, many respondents are familiar with the format, preferred for non-dichotomous data, and concerns the wording, anchor points, and how to set the generated data (Harlacher, 2016).

Data Collection Technique

Quantitative and qualitative analyses are conducted in one phase of this research. First, the use of a quantitative method is to explore the barriers to paraphrasing and how to overcome those barriers through the questionnaire as the instrument. Second, the use of a qualitative method is to analyze the strategies in paraphrasing generally based on writing task as the tool. This method is also useful to identify how well the participants do the paraphrasing.

The questionnaire, delivered to twenty respondents through Google Forms, is used as an instrument to collect quantitative data. There are 6 sections provided in the questionnaire consisting of the respondents' profile section, application section, barriers section, incompetency section, opinion section, and solution section. Other than the respondents' profile section, each section has four questions that should be answered to measure agreement or disagreement.

The writing task consisting of three uncorrelated paragraphs is used as a tool for qualitative data collection. Two of the paragraphs are from the e-books of Sarah Philpot and another one is an article written by Jimalee Sowell, retrieved from American English's website. The respondents have to paraphrase all paragraphs using any strategies, which contains 379 words and is carried out through Google Forms within one hour. This technique is applied to obtain information on the most paraphrasing strategies employed by the respondents.

The Likert Scale

The Likert scale, developed in 1932 by Rensis Likert, is applied as a quantitative data collection technique. The five-point scale, which consists of 1-Strongly Disagree (SD), 2-Disagree (D), 3-Neutral (N), 4-Agree (A), and 5-Strongly Agree (SA), is the concept of Likert scale (Subedi, 2016). The intention of the Likert scale, as explicated by Stratton (2018), is measuring a study of population's beliefs and attitudes, and is appropriately used by determining agreement or disagreement, and in the statistical literature, applying means and standard deviation as parametric data are valid for most Likert data.

Focus Group Discussion (FGD)

Focus Group Discussion (FGD) is utilized in this research as the method to collect the data. Mishra (2016) claims that FGD is one method for data collection in the qualitative research method. In compliance with the previous statement, Nyumba, Wilson, Derrick & Mukherjee (2018) declare that when a researcher gathers some individuals to discuss a particular topic to withdraw the participants' experiences, beliefs, perceptions, and attitudes through a moderated interaction, FGD can be used as a method.

In addition, the appropriate number of respondents involved in FGD needs to be considered. This research involves eight respondents to do the writing task. This recruitment is based on the pre-research result which shows that they know best about paraphrasing. As cited in Nyumba et al. (2018), Krueger & Casey argue that it is adequate to have between six and eight participants, or between four and fifteen participants (Fern; Mendes de Almeida). A potential drawback is the lack of a guarantee to ensure all recruited individuals participate in the FGD. Thus, Rabiee (as cited in Nyumba et al., 2018) suggests 10-25% may be over-recruited.

Further characterized by Nyumba et al. (2018) that FGD has seven types namely single focus group, two-way focus group, dual moderator focus group, dueling moderator focus group, respondent moderator focus group, mini focus group, and online focus groups. Following Kamberelis & Dimitriadis' statement (as cited in Nyumba et al., 2018), online focus groups can be applied using conference calling, chat rooms, or others. Due to the pandemic situation, this research applied online focus groups using chat rooms.

Data Analysis Technique

The two analyses with two different sets of data relating the qualitative finding to the quantitative result will be merged into one overall interpretation to answer the research questions. Based on that interpretation, the diverse data and emerging conclusions will explain how paraphrasing strategies will help students in producing a well-written academic paper or assignment along with discovering and overcoming the barriers to paraphrasing.

The Questionnaire Analysis

The result of quantitative data collection using the Likert scale was calculated with a percentage formula to determine the frequency percentage (Lee, Dinis, Lowe & Anders, 2016, p. 19) as follows:

$$\text{Percentage (\%)} = \frac{\sum f}{n \text{ total}} (100\%)$$

f = actual frequency count

n = number of all responses

Based on the frequency percentage result, the data was further analyzed by calculating the mean value and standard deviation. Lee et al. (2016, p. 26) confirm the mean as “the arithmetic average or the numerical center of the scores in the distribution set”. Along with the mean, the standard deviation is the most used and informative measure of variability (Lee et al., 2016, p. 31). Both formulas are displayed below.

$$\bar{x} = \frac{\sum x}{n} \qquad \text{SD} = \sqrt{\frac{\sum (x - \bar{x})^2}{n - 1}}$$

In which

\bar{x} = The mean

SD = Standard Deviation

\sum = Sum of the variable: add all the items to the right of the symbol

x = Individual score obtained from the research study

n = Total number of research subjects

In this research, the mean was used to measure the respondents’ tendency about the statement questioned, while the standard deviation was used as a measuring tool for the variation of the analyzed data. Retrieved from the National Library of Medicine (n.d.), the standard deviation is used to measure the dispersion of the data in relation to the mean. Therefore, when the standard deviation is low, the data are clustered around the mean. In contrast, the data are more spread out when the standard deviation is high.

After compiling the result of the questionnaire, the data collection was processed using IBM SPSS Statistics 25 software to generate the mean and standard deviation values. Subsequently, the values of the mean and standard deviation were analyzed to determine the category which was classified into five groups as adapted from Suharsimi (as cited in Firdaus, Kusdibyo & Hardiyanto, 2021) in the following table. These categories assisted in identifying the highest value to answer the formulation of the problem in this research.

Table 1. Classification of Descriptive Analysis Result

Category	Value
Very low or bad	1.00 to 1.80
Low or bad	1.81 to 2.60
Moderate	2.61 to 3.40
High or good	3.41 to 4.20
Very high or very good	4.21 to 5.00

The Writing Task Analysis

The Taxonomy of Paraphrase Types

The Taxonomy of Paraphrase Types developed by Keck (2006) was applied to identify and analyze the paraphrasing result of the writing task by counting how many unique and general links were copied from the original paragraphs. There are four linguistic criteria in the taxonomy with the example as shown below.

Table 2. The Taxonomy of Paraphrase Types by Keck

	Linguistic criteria	Examples
		<i>Original Excerpt</i> "Comparable worth," the notion that different jobs can be rated equal and paid equally.
Near Copy	50% or more words contained within unique links	<u>Comparable worth</u> is an idea that different jobs can be rated equal and paid equally .
Minimal Revision	20–49% words contained within unique links	<u>Comparable worth</u> is the idea that different jobs can be rated equal by a set of standards and be paid equally .
Moderate Revision	1–19% words contained within unique links	<u>Comparable worth</u> is the idea that various jobs may be ranked equally and therefore, should be paid equally .
Substantial Revision	No unique links	<i>This article discusses</i> the concept of <u>Comparable worth</u> , a concept set on balancing out wages for all workers of the same job level.

Note: unique links are in bold; general links are underscored with dashed lines; reporting phrases are in italics.

*borrowed words and phrases enclosed in quotation marks were not counted as unique links.

* if reporting phrases (e.g., "According to Samuelson") were used, they were not included in the total paraphrase word count.

As shown in the above table, the linguistic criteria consist of Near Copy (50% or more words contained within unique links), Minimal Revision (20-49% words contained within unique links), Moderate Revision (1-19% words contained within unique links), and Substantial Revision (no unique links). The percentage is yielded by counting the total number of words within the unique links divided by the total number of words of the paraphrased version.

The Paraphrasing Strategies

Another method to analyze the paraphrasing result of the writing task is by examining the paraphrasing strategies applied by the respondents and counting the number of these strategies. The paraphrasing strategies by Jackie Pieterick (as cited in Masniyah, 2017) are used to do the analysis, which is classified into three categories as follows: syntactic paraphrasing, semantic paraphrasing, and changing the structure of ideas (organization). These categories are outlined in the following framework.

Table 3. Paraphrasing Strategies by Jackie Pieterick

Syntactic Paraphrasing (changing structure and grammar)	Semantic Paraphrasing	Changing the Structure of Ideas (organization)
1. Changing active into passive sentence or vice versa. 2. Changing positive into negative sentence or vice versa. 3. Shortening a long sentence. 4. Expanding phrases for clarity. 5. Shortening phrases for conciseness.	1. Using synonyms. 2. Changing words order. 3. Changing parts of speech.	

The aforementioned techniques are applied in this research to assist in identifying and analyzing the paraphrased version from the respondents to discover the most strategies applied.

RESULT AND DISCUSSION

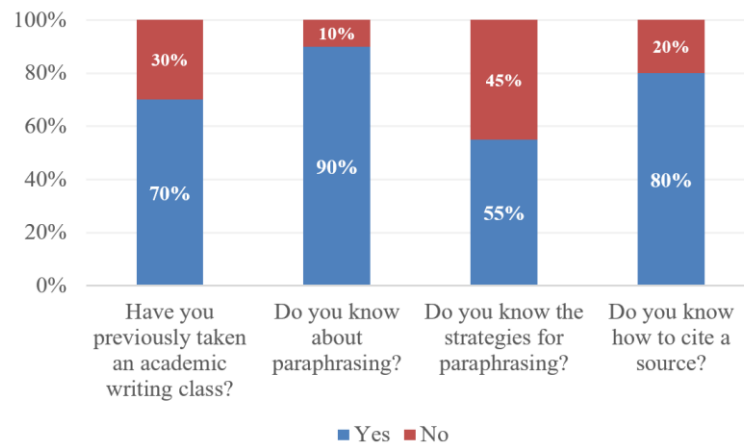


Figure 3. The Respondents' Profile

There are 14 students (70%) that have taken an academic writing class and only 6 students (30%) who have not taken the class. It proves that most of the students have previously taken academic writing classes to learn paraphrasing. Almost all students know about paraphrasing (90%) and how to cite a source (80%). However, the comparison between the students whether or not they know about the paraphrasing strategies is almost equal, namely 55% and 45%.

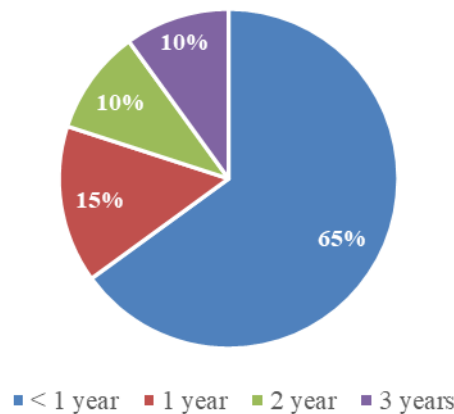


Figure 4. Period of Studying Paraphrasing

For the period of studying paraphrasing as shown in Figure 4, it is grouped into four categories: less than a year, a year, two years, and three years. There are 13 students (65%) who have studied paraphrasing for less than a year, followed by 3 students (15%) who have studied within a year. The students who have studied within two years and three years are 2 students, or equal to 10% of each period category. Therefore, most of the students have studied paraphrasing for less than a year.

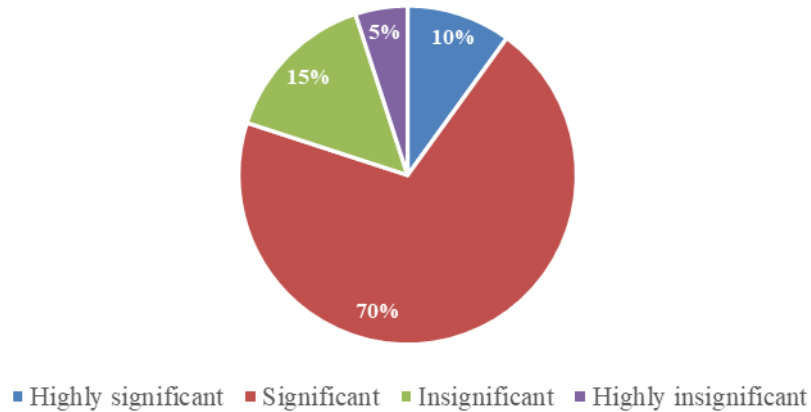


Figure 5. The Significance of Paraphrasing

The above chart in Figure 5 indicates that most of the students (70%), or equaling 14 students, agree that paraphrasing is significant. Sequentially, the significance of paraphrasing is claimed to be insignificant by 3 students (15%), highly significant by 2 students (10%), and highly insignificant by 1 student (5%). Based on these results, it can be concluded that paraphrasing is significant in the educational field for most of the students.

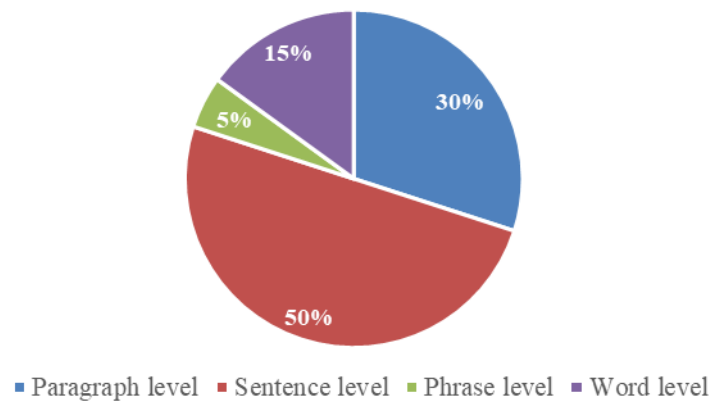


Figure 6. Level of Paraphrasing

The chart in Figure 6 shows that 10 students (50%) commonly apply paraphrasing at the sentence level, while 6 students (30%) are at the paragraph level. The other 3 students (15%) apply paraphrasing at the word level, and only 1 student (5%) does the phrase level of paraphrasing.

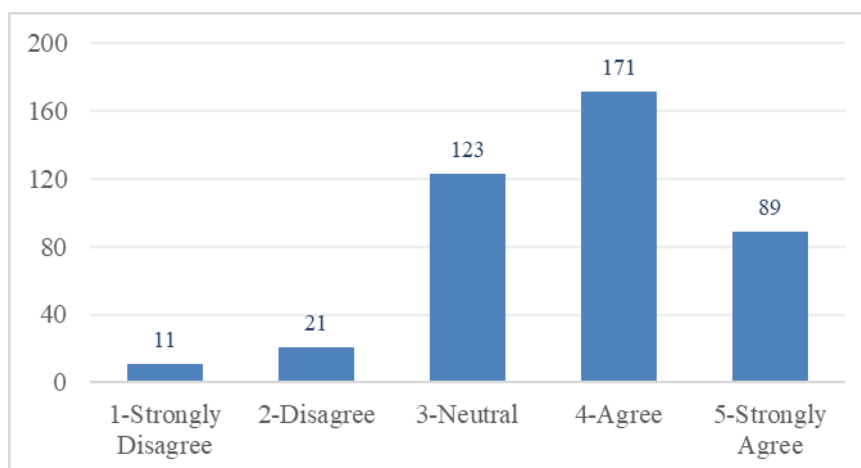


Figure 7. The Likert Scale Data Grouping of Questionnaire

In summary, data collection on the Likert scale of the questionnaire can be grouped as shown in Figure 7. The majority of the students tend to select scale 4 as their answer, which means they agree with the questions or statements. Several of them neither agree nor disagree, and the least number of answers are on a scale of 1, which shows strong disagreement with the questions provided.

The results of the descriptive analysis are classified into five groups, as adapted from Suharsimi (2006): very low or bad (1.00 to 1.80), low or bad (1.81 to 2.60), moderate (2.61 to 3.40), high or good (3.41 to 4.20), and very high or very good (4.21 to 5.00). These values indicate the mean values, which are subsequently determined in which category they are included. The tables below are the descriptive statistics of each section.

Table 4. The Application Section

Constructs	Mean	Standard Deviation
using my own words	3.90	0.912
using synonyms	3.50	1.100
changing word order	3.70	1.174
changing text/sentence structures (e.g., active to passive or vice versa; direct to indirect or vice versa)	3.90	0.968

Table 4 shows two constructs that have the same mean value of 3.90 and are categorized as high or good values. The constructs are “using my own words” and “changing text/sentence structures”, which sequentially have the standard deviation of 0.912 and 0.968. The result also indicates that “changing word order” has the mean value of 3.70 and the standard deviation of 1.174.

The construct of “using synonyms” has the lowest mean value of 3.50 and the standard deviation of 1.100. Based on this section’s results, the majority of the students tend to apply paraphrasing strategies by using their own words and by changing text or sentence structures. On average, the mean values are included in the high category (3.50 to 3.90).

Table 5. The Barriers Section

Constructs	Mean	Standard
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		Deviation
comprehending the source text	3.45	0.999
finding the appropriate vocabulary	3.80	0.768
changing the text/sentence structure (e.g., active to passive or vice versa; direct to indirect or vice versa)	3.70	0.865
finding the technical words/keywords	3.65	0.933

In Table 5, the mean values vary from 3.45 to 3.80 and are included in the high or good category. The highest mean value of 3.80, with the standard deviation of 0.768, is reached by the construct of “finding the appropriate vocabulary”. The second high mean value of 3.70 and standard deviation of 0.865 is achieved by the “changing the text or sentence structure” construct.

The next barrier is “finding the technical words or keywords” with the mean value of 3.65 and standard deviation of 0.933. Meanwhile, “comprehending the source text” has the lowest score with the mean value of 3.45 and the standard deviation of 0.999. Hence, finding the appropriate vocabulary is the barrier to paraphrasing most of the students encounter.

Table 6. The Incompetency Section

Constructs	Mean	Standard Deviation
using my own words in paraphrasing	3.75	1.020
changing the word order	3.70	0.923
changing the original word into its synonym	3.35	0.933
changing the text/sentence structure (e.g., active to passive or vice versa; direct to indirect or vice versa)	3.35	1.089

Among the constructs, “using own words in paraphrasing” obtains the highest mean value of 3.75 with the standard deviation of 1.020. The second in line, “changing the word order” has the mean value of 3.70 and the standard deviation of 0.923. In addition, there are two constructs with the same and the least mean value of 3.35: “changing the original word into its synonym” and “changing the text or sentence structure” with the standard deviation of 0.933 and 1.089 sequentially.

Evidently, the majority of students feel incompetent to use their own words in paraphrasing, despite tending to apply this strategy to paraphrase. The possibility of this occurrence arises since finding the appropriate words or vocabulary to substitute the original text can be difficult and becomes a barrier to paraphrasing. This odd condition is further analyzed by the result of the writing task with the qualitative method. In general, the mean values are classified in the moderate (3.35) and the high categories (3.70 to 3.75).

Table 7. The Opinion Section

Constructs	Mean	Standard Deviation
paraphrasing helps me comprehend the source text	3.90	1.119
paraphrasing helps me avoid citing excessively	3.80	0.768
paraphrasing is one of the important skills to	4.05	0.759

produce academic writing		
paraphrasing can enrich vocabulary	3.95	0.759

The “paraphrasing is one of the important skills to produce academic writing” construct generates the highest mean value of 4.05 with the standard deviation of 0.759, which means that most of the students agree that paraphrasing becomes an essential skill. The construct of “paraphrasing can enrich vocabulary” points to the second high mean value of 3.95 with the standard deviation of 0.759.

Meanwhile, the “paraphrasing helps me comprehend the source text” construct reveals the third high mean value of 3.90 with the standard deviation of 1.119. The least mean value of 3.80 with the standard deviation of 0.768 is yielded by the construct of “paraphrasing helps me avoid citing excessively.” Since the mean values are from 3.80 to 4.05, it is classified into the high or good category.

Table 8. The Solution Section

Constructs	Mean	Standard Deviation
there will be more comprehensive learning about paraphrasing skills	3.95	0.826
there will be more exercises in paraphrasing skills	3.75	0.851
there will be a study group that particularly discusses paraphrasing skills	3.70	0.733
lecturers or educators can teach paraphrasing strategies to create good paraphrasing	3.95	0.887

In Table 8, the mean values range from 3.70 to 3.95 and are classified in the high or good category. Two constructs reach the same mean value of 3.95: “there will be more comprehensive learning about paraphrasing skills” and “lecturers or educators can teach paraphrasing strategies to create good paraphrasing” with the standard deviation of 0.826 and 0.887 in sequence. Furthermore, “there will be more exercises in paraphrasing skills” and “there will be a study group that particularly discusses paraphrasing skills” sequentially obtain the mean value of 3.75 and 3.70 with the standard deviation of 0.851 and 0.733.

The research results report that finding the appropriate vocabulary and using the students’ own words become the barriers to paraphrasing and the incompetence encountered by the 5th-semester diploma students of English Language and Culture of Darma Persada University. The research outcomes to overcome those barriers to paraphrasing are more comprehensive learning about paraphrasing skills and the consideration that lecturers or educators can teach paraphrasing strategies to create good paraphrasing.

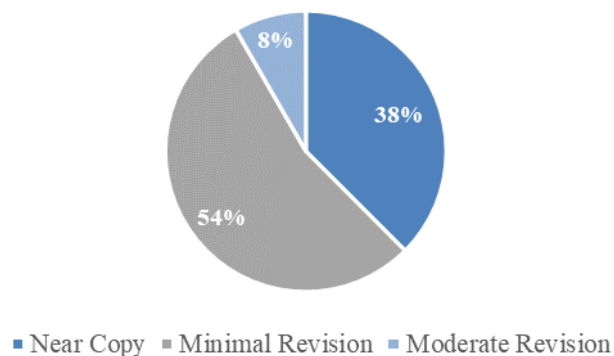


Figure 8. Paraphrase Types of the Writing Task

Figure 8 identifies that Minimal Revision has been the most frequently used paraphrase type by the students (54%), which contains 20–49% of the unique links in the paraphrased versions. It is correlated with the results in the application section of the questionnaire that most of the students have the tendency to use their own words, other than changing text or sentence structure.

The second high percentage is followed by the Near Copy type (38%), which applies to more than 50% of the unique links. The Moderate Revision type, which contains 1–19% of unique links, has the least percentage of 8%. However, none of the students apply the Substantial Revision type of paraphrase since they encounter that finding the appropriate vocabulary becomes their barrier to paraphrasing.

By analyzing the writing task, the result of analysis is classified into the following table by counting the frequency of occurrence of each strategy.

Table 9. The Occurrence Frequency of Paraphrasing Strategies

Paraphrasing Strategies	Frequency of Occurrence	Percentage
Using synonyms	326	61%
Expanding phrases for clarity	76	14%
Others	35	7%
Changing words order	34	6%
Shortening a long sentence	25	5%
Shortening phrases for conciseness	18	3%
Changing parts of speech	17	3%
Changing active into passive sentence or vice versa	5	1%
Changing positive into negative sentence or vice versa	0	0%
Changing the Structure of Ideas (organization)	0	0%
Total	536	100%

As a result of the writing task analysis, the occurrence frequency is calculated and classified based on the paraphrasing strategies in Table 9, which illustrates the paraphrasing strategies, and are ranked sequentially from the highest to the lowest frequency of occurrence. The application of using synonyms as the paraphrasing strategy has the highest frequency, which occurs 326 times overall and equals 61%. Subsequently,

the second strategy most applied by students is expanding phrases for clarity, which occurs 76 times, or 14%.

Jackie Pieterick only classifies nine strategies in paraphrasing, and thus the strategy which is not included will be determined as other strategies. The analysis result of the writing task has indicated that the majority of the students try to add their own words, such as an article, a preposition, or an additional sentence. In addition to that, the students also make some changes of phrases to part of speech or vice versa. Hence, the other strategies obtain the third-highest rank as the paraphrasing strategy the students apply, which occurs 35 times, or 7%.

The students tend to change words order as well to be their strategy, which is applied 34 times or 6%. While paraphrasing, the students shorten a long sentence to make it easier and meet the simplicity of understanding, which occurs 25 times and equals 5%. Shortening phrases for conciseness is applied as well by the students as their strategy in paraphrasing, which occurs 18 times, or 3%. The paraphrasing strategy by changing parts of speech has also occurred 17 times or 3%. The lowest frequency in the paraphrasing strategy of changing an active into a passive sentence or vice versa occurs only 5 times or 1% overall.

There are two strategies that are not applied by students, namely changing a positive into a negative sentence or vice versa and changing the structure of ideas (organization). The frequency of applying paraphrasing strategies occurs 536 times for twenty-four paragraphs in total, which is done by eight students; and using synonyms is the most frequently applied type of paraphrasing strategy by the students even though some of the synonyms do not have similar meaning contextually.

CONCLUSION AND SUGGESTION

Conclusion

Producing academic writing is essential in formal education or a higher level. Therefore, knowledge of writing becomes significant and paraphrasing is one of the writing skills required. In terms of rewording and citing a source text properly, the writers need some strategies for paraphrasing to confirm that there is no plagiarism. Even though the original text has been altered using the writers' own words, the gist of the source shall remain the same, and the paraphrased version becomes understandable by the readers.

The analysis results of this research depict whether or not the students comprehend the strategies in paraphrasing. It is obvious from the analysis result that the students have less knowledge of paraphrasing strategies. They may understand the basic meaning of paraphrasing, but the result has proven that the majority of the students do not know how to create a good paraphrasing. This shall be a concern for the lecturers or educators to teach the strategies of paraphrasing comprehensively since the students have to produce academic writing, either as an assignment or research paper.

Suggestion

The students need to improve their writing skills and ability to paraphrase. They have to consider learning paraphrasing by practicing frequently and obtaining information related to paraphrasing from various references, such as books, journals, or

seminars. Thus, the students will be able to paraphrase properly. Otherwise, they can create plagiarism, which should be avoided since it is prohibited. This research also looks forward to increasing the readers' knowledge of paraphrasing and its strategies.

Future research should be organized by implementing new methods to investigate an effective way to learn the strategies of paraphrasing by minimizing the barriers to paraphrasing. An awareness of spelling and grammar also needs to be observed by both the educators and the students in order to prevent inaccuracy. Therefore, a comprehensive and in-depth research is expected to be conducted due to the importance of paraphrasing in terms of producing academic writing.

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