Students' Ability in Paraphrasing an English Text

Nur Istiroqah Sanjaya
Postgraduate Student of English Language Studies
Faculty of Cultural Sciences - Hasanuddin University
Makassar, South Sulawesi, Indonesia

Noer Jihad Saleh
Faculty of Cultural Sciences - Hasanuddin University
Makassar, South Sulawesi, Indonesia

Nasmilah
Faculty of Cultural Sciences - Hasanuddin University
Makassar, South Sulawesi, Indonesia

Abstract:- This research aims to investigate the ability of students to paraphrase an English text. This research is conducting in the Faculty of Letter at Muslim University of Indonesia. The students in the fifth semester are the subject of this research. The researcher employs a paraphrasing text to gain data about students' ability in paraphrasing an English text. The result of this study shows that the ability of students in paraphrasing is in good to excellent qualification However, this is the opposite of Keck's taxonomy, where the result or paraphrasing is unsatisfactory. It happens because students tend to copy the sentences from the original text. The implication of this study is providing feedback for the students that can make the learning process more meaningful and effective.

Keywords:- Students' Ability, Paraphrasing, English Text, Original Text, Academic Writing.

I. INTRODUCTION

Students that learn about foreign language, especially English, must have at least four macro-skills orientations. Listening, reading, speaking, and writing are among these abilities. Two of the four useful language skills are writing and speaking[1]. Of course, there are substantial differences between them. For example, instead of speaking, all ordinary people should be taught to write; writing, on the other hand, sets more need on students because there is no immediate response in written cooperation. As a result, writing skills should not be taken lightly because they are the most challenging and vital skill[2]. Writing ability s critical since it can be applied to a variety of areas of a student's commitment to complete their education, particularly at the university level. Based on Harmer in Belo[3] writing is often useful in preparation for some other activities, especially when students write sentences as an opening for discussion activities. That means writing is needed when students compile a paper or thesis, but it can help when convey something. With writing, its s easier for students to remember the essential points that will be presented. Another expert is Hyland[4] who stated that writing like dancing, allowing for creativity and unexpected, steady-state patterns often from any base variation cited in Belo[3]. It means the student is free to express their ideas in writing based on their ability to process an idea. Academic writing[5] is any writing that is done for the purpose of completing a study as a university prerequisite and also has an educational setting. Based on Septarini[6] essays, short papers, and research papers are the most common types of academic writing encountered by university students. The thing to remember is that in writing a scientific paper, we are very close to plagiarism.

According to Ellis[7] stated that plagiarism is the act of misrepresenting someone else's words or ideas as your own without giving them proper credit. It means plagiarism is an act that quotes someone's mind without giving ownership of the idea. In order to prevent students from engaging in plagiarism, three ways are generally used; quotation, summarizing, and paraphrasing[8]. Paraphrasing will be very valuable in creating a scientific article in a higher learning institution. Other than quotes, paraphrasing is another approach to avoid plagiarism. Repeating means adopting someone else's ideas and thoughts as a starting point for our own knowledge without losing their meaning. Rogers[9] defined paraphrasing is restating the idea of a text based on its own words and sentences, or the other hand it seems we translate the text into our understanding. Another explanation is from Swales & Feak[10] paraphrasing is a way to prevent us from plagiarism by restating some ideas by using our words. It could be happened when we really understand about the text or idea. Unfortunately, many students still copy-paste other people's ideas into their journals, theses, and other papers. This happens a lot to students who are working on their final project or scientific study. In this example, the researcher is interested in conducting research at the Literature Faculty of the Muslim University of Indonesia.

II. STUDY OBJECTIVGES

The objectives of this study are formulated to investigate the ability of students in paraphrasing an English text. This study explored the students' difficulties in paraphrasing especially English text in their writing and how they deal with their difficulties when writing academically

III. RESEARCH METHOD

This research was conducted in the Faculty of Letter of the Muslim University of Indonesia. This research is a descriptive research that has only one variable that is the students' ability in paraphrasing an English text is evaluated by giving the students a test in form of writing a paraphrase. The

population of this research was the students of the fifth semester at Faculty of Letter. To get the data, the writer uses the writing test (writing paraphrase). In this regard, students paraphrased paragraph as the instrument. The students are asked to paraphrase an English text that consist of a paragraph and 178 words. Furthermore, the students needed to write a paraphrase which depended on the paragraph given. In analyzing the data, the first step is calculating the score of each paraphrase which in written form adapted from Khairunnisa[11] and for the rubric adapted from Leonhard as cited in Khairunnisa. There are six appraisals in that rubric consist of main idea, detail, order, word, grammar and citation. About the types of paraphrases adapted from Keck[12] that consist of four types; near copy, minimal, moderate and substantial revisions.

IV. FINDINGS AND DISCUSSIONS

A. Findings

As mentioned before, in analyzing the paraphrasing text the researcher employ rubric proposed by Leonhard in order to know the students score in paraphrasing. The score is listed in the table below:

Table 1. Qualification for Students' Paraphrasing Score

Classification	Range
Excellent	80-100
Good	70-79
Average	60-69
Unsatisfactory	0-59

In addition to use rubric in appraise the student paraphrasing, the researcher also applies taxonomy proposed by Keck. The taxonomy is about the types of paraphrasing, it can be seen in the table below:

Table 2. Types of Paraphrasing Text

Classification	Similarities
Near Copy	50% or more
Minimal Revision	20%-49%
Moderate Revision	1%-19%
Substantial Revision	0%

As can be seen from the table above, based on the students' paraphrasing score, eight students are classifying in excellent qualification; also, there are eight students classified in good qualification. However, two students get an average qualification, and there are seven students classified in unsatisfactory qualification. The following description of the paraphrasing result presented below:

Student 8:
Because current methods for searching underwater archaeological sites entail numerous steps involving costly equipment and time-analysis, and because climate change, treasure hunting, and increased commercial activities in marine environments have put this cultural heritage under threat, the need for new and efficient methods for recording and managing underwater cultural heritage is now critical

and urgent. As surveys expands further into the ocean depths, the Automatic Underwater Vehicle (AUV) will play a bigger role in archaeology by automating the process of finding underwater archaeological sites in a safer, more cost-effective, and more efficient manner.

Student 17:
Storms and accidents are thought to have caused more than three million shipwrecks on the seafloor throughout thousands of years of sea-borne trade. Mostly of these wrecks offer Marine Archeologists Valuable information about the culture, technology and trade patterns of ancient civilizations, have been too deep to research. The diving restrictions for scuba divers down to 50 meters, because there are wrecks near the coast, the result of storms or the plant growth. The Devices like the one found in parts of deep-sea sites, such as Titanic that have been explored are very costly to the underrecognized subject. But the introduction of a new kind of mini submarine called the automatic underwater vehicle (AUV). These devices are cheap and free and also don't cost much to control. So that an American team of Archaeologists are planning to use it to explore the region that was the approach to the major trading port 4,000 years ago, the North Sea area of Egypt.

Student 21:
it is believed that more than 3 million shipwrecks are on the sea surface. there is a lot of information valuable to archeologists and ancient traders, but it is too deep to study. Scuba divers are only able to dive at a depth of 50 meters which limits the calal carcass which is often damaged by storms / plant growth. In the sea there are many as many as titanik has been explored by several submarines. but the equipment is very expensive but with this the introduction of a new type of mini-submarine (AUV), this small ship is cheap and can move freely and does not require a very expensive large cab. Now a team of American archeology plans to use AUV to explore the seas in northern Egypt 4,000 years ago, which is a major trading port approach.

Student 5:
More than three million wrecks are believed to be on the ocean floor. These wrecks offer marine archaeologists' valuable information about the culture, technology, and trade patterns of ancient civilizations, but most of them have gone too deep to study. Scuba divers can only operate up to a depth of 500 meters. a new kind of mini submarine: automatic underwater vehicle (AUV). These cheap little ships move freely and don't need an expensive aircraft carrier to control them. a team of American archaeologists plan to use the AUV to explore the sea areas north of Egypt that were a major trading port approach 4,000 years ago.[13]

Student 7:

More than three million shipwrecks are believed to be on the seabed, caused by storms and accidents during thousands of years of sea trade. These wrecks provide marine archaeologists with valuable information about the culture, technology, and trade patterns of ancient civilizations, but most of them have gone too deep to study. Scuba divers can only operate to a depth of 50 meters, which limits operations on shipwrecks near the shore often damaged by storms or crop growth. Some deep-sea sites (such as the Titanic) have been explored by manned submarines, but this kind of equipment is too expensive for lesser-known subjects. However, this situation has been changed with the introduction of a new type of mini-submarine, the automatic underwater vehicle (AUV). These cheap little ships move freely and don't need an expensive aircraft carrier to control them. Now a team of American archaeologists are planning to use the AUV to explore a region of sea north of Egypt that was a major trading port approach 4,000 years ago.[13]

Student 15:

As a result of hurricanes and accidents over the past thousand years which resulted in 3 million shipwrecks believed to be at the bottom of the sea. With this incident, archaeologists, technology and trade patterns of ancient civilizations are interested in making important information about it. However, because scuba divers can only operate at a depth of 50 meters, the operation of the wreck is limited. But the discovery of the AUV made it easy to navigate the sea area because these submarines were cheap and capable of moving freely and did not require expensive aircraft carriers to control them. And now a team of American archaeologists are planning to use the AUV to explore areas of the sea in northern Egypt.

Student 10:

As a result of thousands of years of storms and accidents in sea trade, more than three million shipwrecks are believed to be on the seabed. These wrecks have valuable information to archaeologists about the culture, technology and trade patterns of ancient civilizations, but some of them are on the seabed so they are difficult to study. Scuba Divers can only dive to a depth of 50 meters to reduce the damage that will occur. Marine sites such as the Titanic have been investigated by manned submarines but expensive equipment and less well-known subjects pose a problem. However, this has been changed with the introduction of a new type of mini-submarine. Automatic underwater vehicle (AUV). The advantages of this small ship apart from being cheap, it can move freely and does not need an expensive aircraft carrier to control it. Now a team of American archaeologists are planning to use the AUV to explore a region of the sea north of Egypt that was a major trading port approach 4,000 years ago. [13]

Student 24:

Less storms and accidents occurred during trade in the seas thousands of years ago, resulting in more than three million shipwrecks. The numerous wrecks that gave marine archeologists the advantages of how the culture, technology and patterns in the trade of ancient civilizations were. The deep-sea wreck made it difficult for Marine archaeologists to do research. Our diver's work is only up to 50 meters, which restricts operations to shipwrecks near the coast, and it is often damaged by storms and plant growth. Titanic was explored by manned cruisers, but this equipment is far too expensive for a less-known subject. Currently present is a cheaper and more efficient mini-sub in the operation of an automated underwater vehicle (auv). Now, a group of American archaeologists plans to utilize an AUV to investigate a sea area north of Egypt that was formerly the approach to a major commercial port 4,000 years ago.[13]

Student 25:

Thousands of years of sea-borne trade are thought to have resulted in around three million shipwrecks on the seabed, the result of storms and accidents. These wrecks provide rich information to marine archaeologists about ancient civilizations' culture, technology, and trading patterns, yet the vast majority have been too deep to examine. Scuba divers are only permitted to dive to a depth of 50 meters, limiting operations to wrecks near the coast, which are frequently damaged by storms or plant growth. Manufactured submarines have visited a few deep sites (such as the Titanic), but such technology is prohibitively expensive for less well-known subjects. The emergence of a new type of tiny submarine, the automated underwater vehicle, has changed this situation (AUV). This low-cost, compact craft is self-propelled and does not require the control of a costly mothership. Now, a group of American archaeologists plans to utilize an AUV to investigate a sea area north of Egypt that was formerly the approach to a major commercial port 4,000 years ago. [13]

Student 20:

Storms and mishaps Over three million shipwrecks are thought to lie on the bottom, dating back thousands of years. Marine archaeologists get a lot of info about the technology, culture, and trade patterns of ancient civilizations from these sunken ships. However, because scuba divers may only go to a depth of 50 meters, many are too deep to explore. Man-made submarines have visited a few deep-sea sites (such as the Titanic), but such technology is too expensive. However, new kind of mini submarine: the automatic underwater vehicle (AUV) has been introduced. This cheap, small craft is free moving and does not need an expensive mother-ship to control it. Now, a group of American

archaeologists plans to utilize an AUV to investigate an area of the Mediterranean north of Egypt that was formerly the approach to a major commercial port 4.000 years ago. [13].

As mentioned before, the students' ability in paraphrasing an English text include in good to excellent qualifications, then followed by the unsatisfactory category and average category. There are eight students include in excellent qualification, but if it refers to Keck's taxonomy those students have different types of paraphrases and this is very interesting to discuss.

B. Discussion

Regarding to the finding in paragraphs above some texts above include in unsatisfactory, minimal and modern qualification, but if they refer to Keck's taxonomy, those text include to some types of paraphrases, such as substantial, minimal and moderate revision. Some examples from paraphrasing text by the student, including student 10, 24 dan 25. Types of paraphrasing done by student 10 is minimal revision. Student 24 conduct moderate revision, meanwhile student 25 conduct near copy. If they are in excellent qualification, students can paraphrase the text well, which means that their paraphrasing has little or no similarity with the original text. Referring to paraphrasing rubric by Leonhard, student 10 got score 83 and she has 20% similarities with the original text. This is reasonable if student 10 includes in the excellent qualification. Thoroughly, student 10 use her own words to paraphrase dan the main idea stated clearly in the first sentence. Meanwhile student 25 got score 24 in other words she gets a perfect score, but if referring to taxonomy was proposed by Keck, her paraphrasing include in plagiarism. She gets a high score because she still follows the order in the original text.

Almost the same thing happened with students who include good qualification but their paraphrasing text is in minimal revision and near copy type. Like what happened to students 5 and 7. Type paraphrasing by student 5 is minimal revision and she gets score about 79. This s very reasonable because the similarities with the original text is 26%, which means that student 5 paraphrases using her own words also she uses synonyms so that there is difference between the original and the paraphrasing text. Henceforth student 7's paraphrase types is near copy. After analyzing the paraphrasing text using Kecks' taxonomy, the similarity with the original text is 57% but her score is 70,83. She tends to copy the sentences in the original text so that she gets high similarities.

The next category is students who are in average qualification, and one example is student 20. As the researcher has written before, the average score is 60-69, which means this value is not too high. Even though they are in average qualification, the type of paraphrasing done by student 20 is minimal revision with a 29% similarity presentation. This happened because in the experiment of writing other people's ideas, student 20 tried to change the

wording but the result actually changed the meaning of the main idea text. While the purpose of paraphrasing is to create new text that is different from the original text but still has the same meaning as the original text, as said by Escudero, Fuertes, and Lopez[14], paraphrase involves more than just changing the words in phrases; it's also about changing the structure of sentences, splitting them up, and substituting synonyms without sacrificing any of the original text's important content.

The next qualification s unsatisfactory, where the score on this qualification is very low, but what is interesting is that there are several students who fall into this category but their paraphrasing type is substantial, minimal even modern revisions. Like some paraphrasing texts from students 8, 17 and 21.

For student 8, her paraphrasing type is substantial revision, which means that the paraphrasing text has nothing in common with the original text, but it gets a very low score. After the researcher analyzed it, student 8 did use her own words in paraphrasing the English text, but the idea or meaning of the text was very much different from the meaning in the original text. The main idea in the original text is the existence of shipwrecks on the seabed as a result of storms and accidents thousands of years ago, while in the paraphrasing text student 8 is a new type of submarine that helps search for wrecks. In addition, student 8 does not include the source of the original text, and this is very dangerous, considering that one way to paraphrase well is to include the source of the text or the idea being paraphrased. A similar mistake was made by student 21 whose paraphrasing text includes moderate revision, which only has 9% similarity to the original text. student 21 does not include the source of the paraphrased text. Thoroughly, her paraphrasing text is easy to understand even though there are some grammatical errors and also the correct use of synonyms.

V. CONCLUSION

In conclusion, the student's ability n the fifth semester at Letter Faculty s at good to excellent qualification. Thoroughly, f analyzed using Kecks' taxonomy, their paraphrasing text s unsatisfactory. This happens because the students tend to copy the sentences from the original text. However, f using the rubric was proposed by Leonhard, the student gets a high score. As explained before, n Leonhard's paraphrase rubric, six components must be included n paraphrasing text consisting of main idea, detail, word, order, grammar, and citation. Because students still follow the sentences and arrangements n the original text, they will get high marks. However, a mistake that students often make is not writing down the source of the paraphrased text. In this case, both students and lecturers must pay attention and increase their awareness about paraphrasing, which s closely related to avoiding plagiarism. Lecturers must pay attention to the learning given to students so that they can produce good paraphrasing. At the same time, students must be more aware of their abilities by increasing their

vocabulary and being more diligent n practicing and reading.

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