

STUDENTS' STRATEGIES IN PARAPHRASING AN ENGLISH TEXT

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Abstract

In writing a scientific paper, borrowing ideas from others is much needed. This is very useful for supporting the ideas we describe. However, when borrowing this idea, we have to be introspective because it is very close to plagiarism. One way to avoid plagiarism is by paraphrasing. The purpose of this study is to identify strategies used by students in paraphrasing. The sample of this study was 25 students in the fifth semester in the faculty of literature at the Muslim University of Indonesia. The benefits of this research are expected to be a reference for lecturers to develop the material being taught and for students to recognize their abilities in paraphrasing so that they can practice more. Therefore, qualitative descriptive was applied to this study, while the data obtained was a paraphrasing test. This study indicates that most of the students use synonyms followed by condensing the original text. However, not infrequently, students substitute synonyms with the same meaning but different usage, thus making the meaning of the paraphrasing text ambiguous.

Keywords: Students, paraphrasing strategy, identification of paraphrasing

INTRODUCTION

In higher education, the students should write a scientific paper such as an article, a thesis, and a dissertation. However, in writing a scientific paper, the students need the experts or previous writers' ideas to reinforce their papers. Even so, in borrowing ideas, the student must beware of plagiarism. Plagiarism is the practice of presenting someone else's word without acknowledging the owner of that idea (Ellis, 2018). Plagiarism is a risky thing since it has an impact on the expulsion of students. This is already arranged in Ministerial Regulation Number 17 of 2010 article 12 (Azhari, 2020). There are several ways to prevent plagiarism such as quotation, summary and paraphrasing (Bailey, 2011).

Even though quotation, summary and paraphrase have the same function to avoid plagiarism, but those things are different. The quotation is a similar thing

for the student even the society knows about it. A quotation is an act to quote someone's statement and put quotation marks also providing information on the source of the quote in brackets containing the name and year when the idea was pronounced or written. Meanwhile, summarizing and paraphrasing are similar but not the same. Based on Bailey (2011), paraphrasing is the process of rewriting a text in such a way that the language is significantly different but the content remains the same. Summarizing, on the other hand, reduces the length of the text while maintaining the same points.

From those explanations, it can be said that paraphrasing and summarizing have the same function that is to prevent the student from plagiarizing. However, the purpose of those things is different. Summarizing aims to shorten a text. Meanwhile, paraphrasing aims to restate an

idea by using own words; also, it can have the same length as the original text.

Why should writers paraphrase at all, because such phrases might be cited verbatim rather than paraphrased, This is an important question to address at this point. Direct quotations can be found in a lot of published academic literature, such as journal articles. However, discovering a new way to convey the essence of what was stated in the original paragraph is a significant marker of a student's grasp of a source text, especially a difficult statement by the original author of the source text. Paraphrasing also reveals how well students can both read and write. To put it another way, paraphrasing is a sort of learning, and a study like this one is, at its core, learning research. Many students, unfortunately, still copy-paste someone else's ideas.

There are several ways to paraphrase a text. Rogers (2007) stated six ways to paraphrase; change word forms, use synonyms, change the grammar (active to passive or vice versa), reverse negative, change word order and change sentence connectors. Swales and Feak (2012) proposed other ways to conduct paraphrasing consist of identifying important points in the original text, revealing important relationships between the point in the original text, finding out connectors to connect those points and pointing out synonyms that might be used to paraphrase the text. One of the research conducted by Sarair (2019) showed that students use some paraphrasing strategies such as direct copy and combining sources. From his research, it can be identified that the student still faces some difficulties in paraphrasing an English text. Therefore, the researcher is interested in researching the strategies the students employ in paraphrasing an English text.

METHOD

This research was conducted in the Faculty of Letter of the Muslim University of Indonesia. In total, there were 180 students in this faculty. Twenty-five students were chosen purposively because they are already in the fifth semester and have been studying paraphrasing; hopefully, they can paraphrase well.

Next, to obtain the data about paraphrasing strategies in paraphrasing an English text, the researcher employed a paraphrasing test. The text contained one paragraph and 178 words. After collecting the paraphrasing result text the researcher analyzed it using Injais' theory (2015) and taxonomy proposed by Keck (2014). Injai proposed three strategies in paraphrasing consist of syntactic paraphrase, semantic paraphrase and organization paraphrase. Meanwhile, Keck presents four kinds of paraphrases consist of near copy, minimal revision, moderate revision and substantial revision.

RESULT AND DISCUSSION

The findings of this research are based on the result of the paraphrasing test. Nevertheless, the researcher only presents two examples from each kind of paraphrases based on Kecks' taxonomy; substantial revision, minimal revision, moderate revision, and near copy.

Student 1

Original:

More than three million shipwrecks are believed to lie on the seabed, the result of storms and accidents during thousands of years of sea-borne trading. These wrecks offer marine archaeologists' valuable information about the culture, technology and trade patterns of ancient civilizations, but the vast majority have been too deep to research. Scuba divers can only operate down to 50 meters, which limits operations

to wrecks near the coast, which have often been damaged by storms or plant growth. A few deep-sea sites (such as the Titanic) have been explored by manned submarines, but this kind of equipment has been too expensive for less famous subjects. However, this situation has been changed by the introduction of a new kind of mini-submarine: the automatic underwater vehicle (AUV). This cheap, small craft is free moving and does not need an expensive mother-ship to control it. Now a team of American archaeologists are planning to use an AUV to explore an area of the sea north of Egypt which was the approach to a major trading port 4,000 years ago. (Bailey, 2011).

Paraphrase: Shipwrecks are one of the most sought after things because of the various information that can be extracted from these discoveries, such as technology, history, and science. However, this is constrained by the lack of tools that can be used to assist the search for shipwrecks. this changed after the discovery of the AUV or the automatic underwater vehicle.

After analyzing dan compared paraphrasing text and original text above, it can be said that student 1 employs some strategies there are expanding clarity, condensing the original. Both of those strategies include syntactic paraphrase. For expanding clarity, it can be seen from the second sentence on paraphrasing text, this student restates the sentence “scuba divers...” become “lack of tools,”. Expanding clarity means restating sentences by using your own words to clarify the original text.

Next is condensing the original text. It can be seen clearly that the original text has seven sentences. Meanwhile, paraphrasing text only has two sentences. It means student 1 omits a few sentences in the original text. The paraphrasing text of student 1 includes substantial revision,

which means there are no similarities between the original and paraphrasing text.

Student 8

Paraphrase: As current methods for searching underwater archaeological sites involve many steps with expensive equipment and time-consuming analysis and like climate change, treasure hunting and increased commercial activities in the marine environments have put this cultural heritage under pressure the need for new and efficient methods for recording and managing underwater cultural heritage is now paramount and urgent. As surveys expand further into the ocean depths, the Automatic Underwater Vehicle (AUV) will play a larger part in archaeology, by automating the process of searching for underwater archaeological sites, in a safer, more economical and much more efficient way.

Student 8 has paraphrased well because there are no similarities to the original text, and it includes substantial revision. Thoroughly, the paraphrasing text does not have the same meaning as the original text. The main idea in the original text is about shipwrecks. Meanwhile, the main idea in the paraphrasing text is about AUV.

Student 2

Paraphrase: In ancient times, most shipwrecks had occurred on the seabed during sea-borne trading. These cases offered valuable information to the archaeologist to conduct research. For example, its culture, technology, and trade patterns. The wrecks were often affected by storms or plant growth that makes scuba divers swim down to 50 meters near the coast. One of the deep sea sites, the Titanic, required many expensive manned submarines. From time to time, an Automatic Underwater Vehicle (AUV) is

presented. This craft is small and cheap to control mother-ship. Therefore, American Archaeologists plans for using it in the sea north of Egypt, which was the approach to a major trading port 4.000 years ago. (Bailey, 2011)

It seems like student 2 employs separating long sentences into short sentences, expanding clarity and condensing original to paraphrase the text. For separating a long sentence into a short sentence, it can be seen from the second and the third sentences in paraphrasing text, which in the original text both of them was a sentence. Thoroughly, student 2 employs expanding clarity, so the text is easier to read. The other strategy that she employs is condensing the original by omitting some sentences in the original text. The type of this paraphrase includes moderate revision.

Student 5

Paraphrase: 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 was a major trading port approach 4,000 years ago. (Bailey, 2011).

Based on the paraphrasing text above, it seems student 5 uses some strategies in paraphrasing such as condensing original text, changing part of speech and using synonyms.

For condensing original, same as the other students, this student eliminating a few sentences in the original text. Changing

part of speech also employed by student 5, from “free moving” become “move freely”.

For the use of a synonym, student 5 replaced some words like “seabed” become “ocean floor”. The result of paraphrasing text by student 10 includes minimal revision type.

Student 21

Paraphrase: it is believed that more than 3 million shipwrecks are on the sea surface. it 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 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.

Based on paraphrasing the text above, some strategies can be found such as condensing the original, synonym, changing the number, and changing part of speech.

Condensing original means the students reducing the length of text. Student 21 applied to condense strategies by omitting some sentences in the original text. For changing the number, it can be seen in the first sentence in paraphrasing text and original text, the student only changes word “three” become number “3”, it includes in semantic paraphrase. Changing part of speech also found in student 10 paraphrasing text from “free moving” become “move freely”. From verb become adjective.

This paraphrasing text by student 21 includes moderate revision types of paraphrases.

Student 22

Paraphrase: The archaeologists get a variety of valuable information obtained from the millions of shipwrecks that sank to the bottom of the sea. The wrecks of these ships are declared stranded at sea due to storms and accidents that befell marine traders thousands of years ago. It is also used by archaeologists to gain more information about the "technology and trade patterns of ancient civilizations" but unfortunately due to the inaccessible depth of the sea only by "scuba divers" the research is not optimal. Therefore they turned to manned submarines and managed to explore the deep sea and find various information such as "titanic ship". But since this type of ship was too expensive for a less well-known subject they changed it in that situation and succeeded in introducing a "new kind of mini-submarine". Ship type (AUV) is relatively cheap and can move freely without the need for an aircraft carrier or can be said to move automatically. Therefore the "team of American archaeologists" plans to use the AUV type vessels as a means of researching the North Sea as well as a trading port.

In-depth, student 22 doing paraphrase splendidly. This student uses the strategy is expanding clarity. She uses her own words to clarify the sentences in the original text, and it becomes easier to accept. This paraphrasing text includes moderate revision.

Student 9

Paraphrase: Most of the ships were sea accidents, commercial and otherwise, such as world war and other accidents. The remains of the ship provide information about the culture, technology and trade patterns of ancient civilizations, but the vast majority have been too deep to research. Most divers are only able to

operate as much as 100 feet [50 m] because of some obstacles such as the lack of sufficient equipment and the difficulty of finding debris left by either sea plants or a storm that damaged the rest of the ship. However, this situation has been changed by the introduction of a new kind of mini-submarine: the automatic underwater vehicle (AUV). It's cheap and easy to use. So the archaeological plan plans to use this device to make it easier for them to locate the remains of the ship. Student 9 employs some strategies in paraphrasing the text such as expanding clarity, condensing original, changing the word order and using synonyms. Just like the other way to explain the sentence, so it can be easier to understand, student 9 employs expanding clarity. Which, the sentence in the paraphrasing text is very different from the original text, it can be seen from the first and the second sentences in the paraphrasing text. About the use of synonyms, student 9 replaced some words such as "offer", "meter" become "provide" and "feet".

Student 14

Paraphrase: The millions of shipwrecks that lie at the bottom of the sea still hold a variety of interesting information that must be cited, especially for marine archaeologists about ancient culture, technology and trade patterns, it is too deep to be studied for most researchers. Previously scuba divers could only operate at a depth of 50 meters, in the end, it was found a more effective way when the discovery of a new type of mini-submarine, namely the automatic underwater vehicle (AUV) which is cheaper and has the advantage of being able to move freely and not need a ship. mains are expensive when controlled. The presence of this mini ship made a team of American archaeologists plan to operate the AUV to explore the approach of a

major trading port 4,000 years ago where the area was the sea in northern Egypt.

The strategy student 14 employs synonyms, changing word order, expanding clarity and condensing original. It can be seen from the text above, especially in the first sentence, student 14 uses her word to restate sentences in the original text, but it still holds the same meaning as the original text, it includes expanding clarity. But on the other hand, she also omits some sentences from the original text, which includes condensing the original text.

CONCLUSION

In conclusion, students employ seven strategies: separating long sentences, expanding clarity, condensing original, changing word order, changing part of speech, using synonyms, and changing numbers. The strategies most students use is using synonyms and condensing original because those things are easier to employ. However, the student must be careful in applying synonyms. Event two words have the same meaning, but the paraphrasing text will be ambiguous if it is placed out of context. However, the researcher finds there a student conducting plagiarism.

Nevertheless, the learning about paraphrasing must be increasing moreover about grammatical because the researcher did not find the students' effort to change active to passive sentence, changing positive to negative, which includes grammatical changing. The students still tied with the structure and sentences in the original text. The students are expected to increase their reading interest so that they can acquire much vocabulary. Also, it is suggested that the lecturer held paraphrasing exercises more often to their students so that no more students are found plagiarizing. It will greatly affect the student in completing their final project.

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