



THE QUALITY OF STUDENTS' PARAPHRASES CASE STUDY AT STBA PRAYOGA

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Abstract

This study was pointed at getting the information related to students' quality in paraphrasing seen from four dimensios of paraphrasing assessment. The subjects of the investigation were chosen understudies of STBA Prayoga who were in the 6th semester and had finished taking the sequence of writing classes. The instrument utilized within this study was a test on paraphrasing a text. The components that were used to assess students' writing were semantic completeness, lexical similarity, syntactic similarity, and paraphrase quality. The students writing then scored by using rubric which was categorized into 4 (excellent), 3 (satisfactory), 2 (below avarage), and 1 (ineffective). The study showed that students paraphrase quality was on ineffective level. It was anticipated that more concerns related students' rewording ought to be given.

Key word: lexical similarity, paraphrase quality, semantic completeness, syntactic similarity.

INTRODUCTION

Paraphrasing is the process of rewriting sentences using different words to achieve the same meaning as the original sentence (Alian & Awajan, 2020). It plays a crucial role in academic writing by allowing students to express ideas in their own words while maintaining the original meaning. Paraphrasing is also called as the act of rephrasing someone else's ideas or information in your own words without altering the meaning. It serves as an essential tool for students to show their understanding of a particular topic while giving credit to the original author or source. By paraphrasing effectively, students can avoid plagiarism and maintain academic integrity, which is crucial for academic success. Moreover, paraphrasing requires students to analyze and comprehend the original text before expressing it in their own words. This process fosters critical thinking skills, as students must determine the most relevant information and reframe it coherently and cohesively. Through paraphrasing, students are able to improve their ability to evaluate and synthesize information, which enhances their overall academic capabilities.

However, there are several problems that often arise when it comes to the quality of students' paraphrasing. Hayunigrum and Yulia (2012) stated some issues faced by students in paraphrasing. Students did paraphrase pitfalls which involved forgetting to document, including too much of the original, misreading the original, leaving out important information, adding opinion, expanding or narrowing the meaning occurred, substituting inappropriate synonyms and plagiarism in paraphrasing that involved word-for- word plagiarism and a patchwork paraphrase. Meanwhile Rusdiantoro and Fitrawati (2022) found students' paraphrases problem as substituting inappropriate synonyms, leaving out important information, including too much of the original, and also misreading the original.

Both of the studies conducted described students struggle with employing appropriate rewording techniques. This issue often leads to plagiarism or a loss of the original meaning of the text. This problem is particularly common when students substitute a few words without reorganizing the structure or sentence order. Insufficient practice is another obstacle that hinders students from impro ving their paraphrasing skills. Without regular exercise and feedback, students may not be aware of their weaknesses and fail to progress.

The failure of students in doing paraphrasing then lead to improper paraphrasing can lead to misinterpretation of the original text, resulting in a flawed understanding of the subject matter. By striving for high-quality paraphrasing, students can ensure that they accurately convey the intended meaning of the original author, minimizing the risk of miscommunication. Despite the fact that paraphrasing tools have numerous advantages and can be used as learning aids, the impact of long-term use of paraphrasing tools on students' paraphrasing skills can be disadvantageous. As mentioned by Prentice and Kinden (2018), using paraphrasing tools to alter a text in order to avoid being caught plagiarizing is a sign that plagiarism has occurred. Moreover, Rogerson (2010) stated that paraphrasing tools pose a huge threat to academic integrity since they encourage students to replicate work and rely on a computer-generated result rather than relying on their own abilities. In this way, students are prevented from learning how to paraphrase from other sources, and restate an idea with their own paraphrasing skill.

Due to those challenges, plagiarism has become a significant concern in educational institutions worldwide. As technology has advanced, it has become easier for students to access and copy content from various sources without giving proper credit. While there are detection tools available to identify instances of plagiarism, it is essential for students to understand the importance of paraphrasing and the role it plays in maintaining academic integrity.

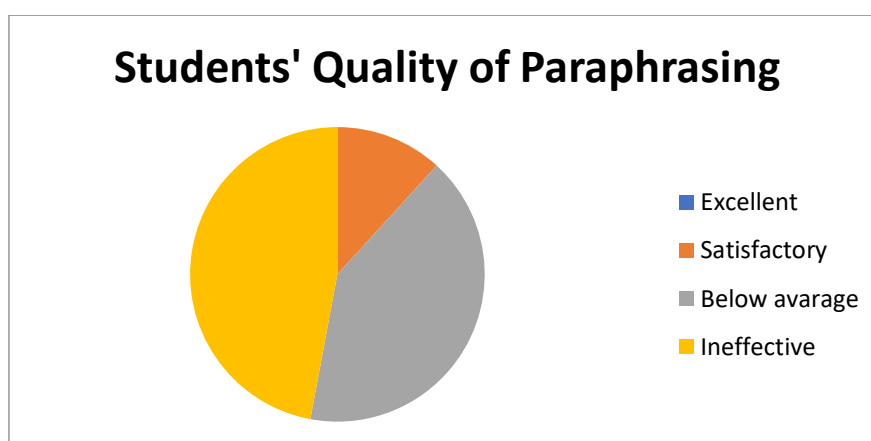
METHOD

In this research, a descriptive-qualitative research method was employed to gain a comprehensive understanding of students' ability in paraphrasing. The aim was to explore and summarize the key aspects related to the paraphrasing skill. Seventeen students were selected as participants for this research. They were chosen to provide perspectives and a comprehensive analysis of the subject. A test was employed as the primary instrument. Participants were given a selected text and were required to express it in their own words. ‘

The resulting paraphrases were evaluated using a scoring rubric formulated based on McCharty, Guess, and McNamara's (2009) paraphrase component evaluations. The scoring rubric encompassed several categories that were elaborated upon and adapted from various rubrics employed by different institutions. The collected data were analyzed using descriptive techniques. It allowed researchers to gain valuable insights into the quality and effectiveness of the participants' paraphrases. The scores were ranged from 1-4. The categories included 4 (excellent), 3 (satisfactory), 2 (below average), and 1 (ineffective).

FINDINGS AND DISCUSSION

After analyzing the data, the researcher found some findings. It was obtained from 17 (seventeen) students' paraphrasing a paragraph of text. After analyzing the data, the researcher revealed the students' quality of paraphrasing in the diagram.



The findings of this study showed 41% of the students' paraphrasing quality is in below average and even 47% in ineffective paraphrasing quality which indicated that the students have the lack of ability in paraphrasing. Even

though there are 11% students who perform better paraphrases than others, they still unable to reach excellent. They are only in satisfactory level.

Based on the first dimension, 41% of students failed to fulfil semantic completeness. This dimension deals with whether or not the initial idea remains. The paraphrased text must have the same meaning as the original version. To get an adequate result on this dimension, the students should be able to translate the text using their own words while leaving out any crucial concepts. The semantic completeness dimension scores of students were calculated to very low. Even 4 students used wrong diction which created different meaning. This could happen due to the failure of students to understand the meaning intended by the original text. It is also said by Khairunnisa et al (2014) that students faced difficulties in changing words because they did not have adequate vocabulary. This vocabulary problem leads the students to not fully understanding the content of the text. Without knowing that paraphrasing is not merely about changing words, students did mistakes in paraphrasing.

Moreover, 88% students also had problem in lexical similarity dimension. Lexical similarity is a paraphrase variable that dealt with how lexically similar the paraphrase was to the target material. It was most likely accomplished by replacing words with synonyms and other parts of speech. Almost all students did not use different word in paraphrasing the text. Some of them used the same words and even used wrong choice of words. According to Kher and Yati (2018), the reasons students did this problem were because of lack of vocabulary dan lack of reading activities.

Furthermore, the students also failed in fulfilling syntactic similarity dimension. This dimension dealt with the students' ability in changing all sentences in the original text with correct grammar. Based on the data, 47% of students had difficulty in changing sentences in good structure. This may due to the fact that the students confused with the tenses used in the original text. Since the text used as the instrument of the research contained various tenses, seemed the students had trouble in identifying the text. Therefore, it lead to the grammatical error did by the students. Another reason could be related to their comprehension in changing active to passive voice. As one of the way to paraphrase text, the skill of changing voice should be mastered by the students since they also have passed advance grammar class.

In addition, the final dimension, paraphrase quality, related to the punctuation, coherent and cohesive. In this dimension, there were 30% students failed to reach good paraphrase quality. It is proved from the mistakes made by the students in paraphrasing. Some of the problems are incohesive and incoherent paragraph made. More students did mistakes in using comma, period, and capitalization in the middle of the sentence. There were also students who misspelled the words used. It could happen because the students did the paraphrasing test in rush. So they did not check their handwriting.

From the results, it was clearly seen that only few students succeeded in paraphrasing a text since they were able to modify the text with different diction without affecting the message. Meanwhile, many of them were unable to produce a good paraphrase result due to errors. This indicates that even though the students have already passed academic writing class do not guarantee they can perform good paraphrasing. It will clearly become a problem when they do research and write their own theses as final project before graduating from STBA. This inability may lead them to do plagiarism that should not happen.

CONCLUSION

Improving students' paraphrasing quality is essential for their academic success. By understanding the problems commonly encountered in paraphrasing, students can enhance their ability to effectively rephrase content while maintaining the original intent. With practice, commitment, and a focus on understanding, students can sharpen their paraphrasing skills and excel in their writing endeavors.

Paraphrasing is a vital skill that every student should aim to develop in order to address the issue of plagiarism and preserve academic integrity. By understanding the importance of paraphrasing, recognizing common challenges, and employing effective strategies, students can enhance the quality of their paraphrased work. Investing time and effort into improving paraphrasing skills ultimately leads to not only academic success but also the development of critical thinking abilities that are invaluable in various aspects of life.

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