

**PARAPHRASED TEXTS IN THE LITERATURE
REVIEW SECTION OF UNDERGRADUATE THESES
WRITTEN BY EFL STUDENTS AT ENGLISH
LANGUAGE EDUCATION PROGRAM OF
UNIVERSITAS NEGERI PADANG**

THESIS

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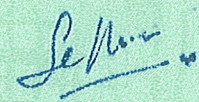
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ABSTRACT

This research was conducted to find out types of paraphrases and paraphrasing techniques in EFL students' paraphrased texts. It was content analysis and descriptive research. The data were obtained from 11 undergraduate theses written by students of the UNP English Language Education Program in the graduation period of March 2020 to March 2021. The total data found were 49 paraphrases which were analyzed by using Keck's (2006) Taxonomy of Paraphrase Types and Pieterick's Paraphrasing Techniques Framework in Injai (2015). Regarding the types of paraphrases, these texts were 55% Near Copy, 20% Minimal Revision, 20% Moderate Revision, and 4% Substantial Revision. Meanwhile, there are 10 types of paraphrasing techniques used by these texts (7 sub-techniques of Syntactic Paraphrasing and 3 sub-techniques of Semantic Paraphrasing). Moreover, the most frequently used paraphrasing techniques were "using synonyms, definitions, or antonyms" and "changing sentence structure". The finding of Near Copy as the most common type in the paraphrased texts indicated the quality of paraphrases produced by EFL students remains low and unacceptable in terms of plagiarism. While related to paraphrasing techniques, this study showed that the application of paraphrasing techniques among EFL students was still ineffective, suggesting the critical need for further mastery training of these techniques.

Keywords: *Academic writing, Plagiarism, Paraphrasing, Types, Techniques*

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ABSTRAK

Penelitian ini dilakukan untuk mengetahui tipe parafrase dan teknik parafrase dalam teks parafrase siswa EFL. Jenis penelitian ini adalah *content analysis* dan deskriptif. Data diperoleh dari 11 skripsi yang ditulis oleh mahasiswa Program Studi Pendidikan Bahasa Inggris Universitas Negeri Padang pada periode wisuda Maret 2020 sampai Maret 2021. Total data yang ditemukan adalah 49 parafrase yang selanjutnya dianalisis dengan menggunakan *Taxonomy of Paraphrase Types* oleh Keck (2006) dan *Paraphrasing Techniques Framework* oleh Pieterick dalam Injai (2015). Data yang ditemukan terkait tipe parafrase adalah 55% *Near Copy*, 20% *Minimal Revision*, 20% *Moderate Revision*, dan 4% *Substantial Revision*. Sementara itu, ada 10 jenis teknik parafrase yang ditemukan, yaitu 7 subteknik dari *Syntactic Paraphrasing* dan 3 subteknik dari *Semantic Paraphrasing*. Selain itu, teknik parafrase yang paling sering digunakan adalah "*using synonyms, definitions, or antonyms*" dan "*changing sentence structure*". Temuan *Near Copy* sebagai tipe parafrase yang paling umum menunjukkan kualitas parafrase yang dihasilkan oleh siswa EFL masih rendah dan tidak dapat diterima dalam hal plagiarisme. Sementara terkait dengan teknik parafrase, penelitian ini menunjukkan bahwa penerapan teknik parafrase di kalangan siswa EFL masih belum efektif. Hal ini menyebabkan dibutuhkannya pelatihan lebih lanjut untuk penguasaan teknik-teknik parafrase di kalangan siswa EFL.

Kata kunci: *Tulisan akademis, Plagiarisme, Parafrase, Tipe, Teknik*

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CHAPTER I

INTRODUCTION

A. Background of the Research

EFL students are said to be fluent in English when they have gone through and completed a process that makes them master four aspects of language skills. These skills cover four areas: reading; writing; listening; and speaking, and are categorized into two types: receptive skills and productive skills (Harmer, 2001, p.265). Receptive skills consist of reading and listening, while productive skills are writing and speaking. Most EFL students start learning by trying to understand and comprehend English through receptive skills. After gaining enough knowledge, they start producing language through speaking and writing.

Writing as well as other skills is very important to master in order to communicate well in English. However, expressing feelings and thoughts in written form involves a complex process requiring profound knowledge in morphology, syntax, semantics, pragmatics and discourse (Gillon, 2004 in The American Speech-Language-Hearing Association, n.d). Therefore, many has argued that writing is by far the most challenging skill, (Kencanaawati and Aina, 2016; Richard and Renandya, 2002; Tillema, 2012) so that mastery of writing becomes a benchmark for one's proficiency in language.

Additionally, several studies (Eliwarti and Maarof, 2014; Nguyen, 2009; Nurhidayah, 2017) show that many EFL students lack proficiency in writing. It also happens in EFL students at the college level. Yet, writing skill is crucial for

them because at this level they are required to complete many tasks in the form of academic writing, such as essays, papers, theses, and so on.

Academic writing is in a different advanced level of difficulty compared to other types of writing. It must be reliable and be based on existing theories and research. However, the action of incorporating the sources is extremely susceptible to plagiarism if not done properly. Plagiarism is the practice of misrepresenting others' ideas, statements, or findings as one's own. In the academic community, plagiarism is strictly prohibited as it is considered as a copyright infringement. The academic ramifications of this problem are significant. It can result in a student being failed in a class, being expelled from college, and even being prosecuted for intellectual property theft.

Plagiarism can occur purposefully or inadvertently (Ayton, 2014; Roka, 2017). Deliberate plagiarism is indeed done with the intention of deceiving by stealing others' ideas and not acknowledging the owner of the original concept. Unintentional plagiarism, on the other hand, typically comes as a result of a lack of ability to incorporate other people's ideas appropriately and an unawareness of the similar writing exists. Therefore, writers must have an awareness of the importance of this problem and how to solve it.

One of the ways to solve this problem is by mastering some ways in integrating sources appropriately into one's own writing. The ways include quoting, summarizing, and paraphrasing. Firstly, quoting is copying the words from a source text and enclosing them in quotation marks in one's own writing (Ashford Writing Center, 2015). Secondly, summarizing is stating the main ideas

of a source text by creating a new text which is usually shorter than the original because it only provides an overview (Ashford Writing Center, 2015). Thirdly, paraphrasing is rewriting a text using different words with the aim of borrowing or elaborating its ideas (Literary Terms, 2015).

Of the methods mentioned above, paraphrasing is the most recommended way in incorporating sources (Hyland, 2001; Davies, Beaumont, & Pesina, 2011; Ragin, 2016). It is because paraphrasing has several advantages in academic writing. First, paraphrasing protects the writer from plagiarism because the source text is retold in a different way and in different words. This is in stark contrast to quoting where the author copied the same text from the source. This is also supported by the results of research from Keck (2014) which showed that EFL students were not dependent on the source text if they were accustomed to paraphrasing. Second, the details of the source text are preserved. This point is what differentiates paraphrasing from summarizing that leaves many points from the original text (Driscoll & Brizee, 2011). Third, the writer's comprehension of the original text can be demonstrated by paraphrase. Paraphrasing is not only a tool for integrating sources into one's own writing, but also a meaning-making process that can help develop written content.

Based on the importance of paraphrasing, a lot of research has been carried out to investigate this topic. Several studies (Badiozaman, 2014; Hayuningrum & Yulia, 2012; Na & Nhat Chi Mai, 2017) examined the difficulties and problems faced by EFL students in paraphrasing. The findings show that the dominant problems experienced by the students are inability to comprehend the original

material and linguistic challenges in composing sentences. In addition, other studies (Ansas & Sukyadi, 2019; Khristawan & Widiati, 2013; Thadphoothon, 2019) were conducted to learn about the views of paraphrasing among EFL students. Most of the students in the studies considered paraphrasing to be difficult even though their knowledge was sufficient enough about proper paraphrasing. Meanwhile, other researchers (Choi, 2012; Choy & Lee, 2012; Madhavi, 2013) focused on examining the effects of paraphrase practices on EFL students' ability in writing.

However, there are only limited studies, especially in the context of Indonesia, that examine what techniques students use in paraphrasing as well as types of paraphrases found on EFL students' paraphrased texts. Moreover, knowing the types of paraphrases can help in determining the acceptability in terms of plagiarism, and knowing the techniques used for each type of paraphrase can help in finding the most appropriate paraphrasing techniques to avoid plagiarism. Therefore, this research filled the gap of the existing studies by analyzing the types of paraphrases based on Keck's (2006) *Types of Paraphrases*, as well as the techniques used by EFL students based on Pieterick's *Paraphrasing Techniques* in Injai (2015). The paraphrased texts analyzed were those within the literature review section of students' undergraduate theses. This section contained a collection of information (theories or research findings) as the basis for conducting a research; thus, paraphrases could be found in it.

B. Identification of the Problem

Owing to its importance in academic writing especially in avoiding plagiarism, paraphrasing has become one of the indispensable topics to be discussed. Many studies have been conducted to examine various aspects of paraphrasing, but only few have been done to analyze the types of paraphrases as well as the techniques used by EFL students in their academic writings. Knowing the types of paraphrases can help in determining the acceptability in terms of plagiarism, and knowing the techniques used for each type of paraphrase can help in categorizing most appropriate techniques that are used to avoid plagiarism.

Thus, this research filled in the gap of the previous studies. It investigated both paraphrasing types and techniques found in EFL students' paraphrases.

C. Limitation of the Problem

The present research investigated the types and techniques of paraphrase used in the literature review section of the undergraduate theses written by EFL students from the English Language Education Program of UNP. This part was chosen because it contained many statements that refer to various sources, thus paraphrases were surely found in this section. The data were obtained from eleven undergraduate theses from the graduation period of March 2020 to March 2021.

D. Research Questions

The research questions are:

1. What are the types of paraphrases used by EFL students in the literature review section of their undergraduate theses?

2. What are the paraphrasing techniques used by EFL students in the literature review section of their undergraduate theses?

E. Purpose of the Research

The purposes of this research are:

1. to find out the types of paraphrase used by EFL students in the literature review section of their undergraduate theses;
2. to find out the paraphrasing techniques used by EFL students in the literature review section of their undergraduate theses.

F. Significance of the Research

This research was conducted with the expectation of having several advantages for the academic community of the English Department of UNP in particular, and for future researchers in general. Through this research, paraphrase types and techniques used by EFL students in their undergraduate theses were studied. The findings were projected to be beneficial for the academic community of English Department of UNP in promoting paraphrasing learning. Furthermore, this research was also projected to be a basis or an additional reference for future researchers who are interested in investigating related issues.

G. Definition of Key Terms

1. Literature review: a section of a thesis containing a description of theories, findings and other research materials obtained from reference sources related to the topic of the research being undertaken.

2. Paraphrasing: restating the meaning of a text using different words by including all of the details and acknowledging the source.
3. Types of Paraphrase: the types of paraphrases formulated by Keck (2006), namely Near Copy, Minimal Revision, Moderate Revision, and Substantial Revision.
4. Paraphrasing Techniques: paraphrasing techniques proposed by Pieterick in Injai (2015) which consist of three major parts (syntactic paraphrase, semantic paraphrase, and organization paraphrase). Each part contains detailed techniques used in paraphrasing.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study examined 49 paraphrased texts found in the literature review section of 11 undergraduate theses written by graduates of the English Language Education Program from the graduation period of March 2020 to March 2021 at Universitas Negeri Padang. Based on the types of paraphrases, these texts were 55% Near Copy, 20% Minimal Revision, 20% Moderate Revision, and 4% Substantial Revision. Meanwhile, there are 10 types of paraphrasing techniques used by these texts (7 sub-techniques of syntactic paraphrasing and 3 sub-techniques of semantic paraphrasing). The syntactic paraphrasing techniques were "changing sentence structure" (37%), "shortening phrases for conciseness" (31%), "changing active to passive or vice versa" (16%), "expanding phrases for clarity" (14%), "combining sentences" (4%), "separating long sentences to short sentences" (4%), and "changing positive to negative or vice versa" (2%). The semantic paraphrasing techniques were "using synonyms, definitions, or antonyms" (57%), "changing word order" (24%), and "changing parts of speech" (20%).

Based on the findings and discussion, the majority of paraphrased texts found in this study were the Near Copy type which was considered unacceptable in terms of plagiarism. Moreover, the most frequently used paraphrasing techniques were "using synonyms, definitions, or antonyms" and "changing sentence structure". It was also found that the graduates who wrote acceptable

paraphrases (Moderate Revision and Substantial Revision) made more frequent use of "changing active to passive or vice versa" and "expanding phrases for clarity", and were more adept at optimizing the use of the technique "using synonyms, definitions, or antonyms" than the graduates with unacceptable and vague paraphrased texts (Near Copy and Minimal Revision respectively).

B. Suggestion

Based on this research, some suggestions are put forward as follows:

- a. For the educators
 - to further emphasize to students the importance of avoiding plagiarism in academic writing
 - to provide adequate knowledge about paraphrasing
 - to teach various paraphrasing techniques with emphasis on optimizing usage
- b. For the students
 - to avoid copying some or all parts of the source text when paraphrasing
 - to improve vocabulary mastery and reading comprehension
 - to learn more about paraphrasing and plagiarism
- c. For future research
 - to study the grammatical errors in students' paraphrased texts
 - to study the suitability of in-text citations in paraphrases with those in the bibliography
 - to study the suitability of the meaning between paraphrased texts and source texts