THE PARAPHRASING SKILL OF ENGLISH STUDENTS AT UNIVERSITY OF SERAMBI MEKKAH BANDA ACEH

[1]Riska Amalia; [2]Septia Irnanda; [3] Cut Mulia Zuhra

1,2,3) 123English Education Department, The University of Serambi Mekkah, Banda Aceh, Indonesia

Article Info	ABSTRACT
Email Corresponding Author: *riskaamaliaajha1998@gmail.com* **Keyword:** *Paraphrasing, Essay, Paraphrasing strategies*	Paraphrasing is the rephrasing of an utterance from one level or type of language into another utterance without changing the meaning. There are many cases of plagiarism that occur in other people's written works, one of which is scientific writing in the form of theses and other written works. The problem in this research is How do students work on paraphrasing texts and What difficulties are experienced by students when they are paraphrasing texts. This research aims to determine the paraphrasing skills of English students at Serambi Mekkah University, Banda Aceh. This research was conducted by applying quantitative research methods. Data was taken in the form of an essay. An essay is a piece of literature that presents the author's perspective on a specific issue. Essays are personal since they are written in accordance with the writer's writing style However, they are also subjective and incorporate the author's facts and opinions. Essay writing must also be logical and simple for readers to grasp and the essay in this research contains sentences that must be paraphrased by students of the English Department at Serambi Mekkah University and sent via Google Form which will be sent by the researcher to participants, namely students majoring in English education at Serambi Mekkah University. The conclusion of this research is that this research is about the ability to write paraphrasing in students majoring in English education and the place where this research was taken was at the Serambi Mekkah University and the method in this research was quantitative and the data taken was in the form of essays in which there were sentences that had to be written. Paraphrasing by students majoring in English education at Serambi Mekkah University, essays will be sent via Google form which will be given by researchers to participants and this research is very useful so that students can understand how to paraphrase properly and correctly and can apply it in writing activities so that they don't plagiarism occurs and can apply it in writing activities to avoid plagiarism and know what mistakes occur in writing paraphrasing

INTRODUCTION

Paraphrasing is an important skill English students need to learn. By paraphrasing, students can express someone else's ideas while still maintaining the main

ideas of the original source through their own words (Murphy, 2009) This of course needs to be studied because they need to know how to rephrase a sentence using simpler language without changing the meaning of the language.

Paraphrasing means changing the wording of a text so that it is significantly different from the original source, without changing the meaning. Effective paraphrasing is a key academic skill needed to avoid the risk of plagiarism, it demonstrates your understanding of a source. This unit focuses on techniques for paraphrasing as part of the note-making and summarising process (Bailey, 2011). It is very clear that paraphrasing is the re-expression of a text into different words without reducing the original meaning. Or it can be said as expressing the same message between the author and you in different languages.

In academic field, paraphrasing is an important skill to be mastered by the students because it helps them to get through many research papers, thesis, projects and other assignments in a smooth and organized manner. Many subjects need thorough study and producing own notes. In this case the students have to go through hours of labor to get the relevant knowledge and then reproduce it at various levels. In this case paraphrasing is of core importance so that they can regenerate authentic work and also must not quote the work of the original author to avoid repetition. Students also get the help of professionals of essay paraphrasing, assignment writers and other professional paraphrasing sites in order to get their work done in a more fruitful and reliable way without the chances of any mistakes.

Learners at Serambi Mekkah University Banda Aceh have learned how to do paraphrasing in essay writing. Student especially Department of English Language Education student of Faculty of Education and Teacher Training at Serambi Mekkah University should be able to compare and update the criteria of paraphrasing in writing proposal or thesis. Unfortunately most of students still encounter problem or difficulties in doing paraphrase.. Students need to understand that parahrasing show that the writer has clearly understood the ideas in other text and is acknowledging the sources

METHOD

The study is undertaken by applying a Quantitative method research. (Leedy & Ormrod 2001). State that "Quantitative research involves the collection of data so that

information can be quantified and subjected to statistical treatment in order to support or refute alternative knowledge claims" Furthermore, Williams, (2011) remark that quantitative research starts with a statement of a problem, generating of hypothesis or research question, reviewing related literature, and a quantitative analysis of data. The quantitative data will be taken from the essay. This study will be conducted at the University of Serambi Mekkah, especially the Faculty of Teacher Training and English Department.

Table. 1 Research Design

No.	Aspects	Criteria	Scores
1.	Content	• Relevant to topic.	4
		• Mostly relevant to topic but lacks detail.	3
		• Inadequate development of topic.	2
		• Not relevant to topic.	1
2.	Organization	• Ideas clearly stated and supported, well organized (generic structure), cohesive.	4
		• Loosely organized but main ideas stand out, not well organized (generic structure).	3
		• Ideas confused or even no main ideas, badorganization (generic structure).	2
		• Does not communicate, no organization (generic structure).	1
3.	Vocabulary	• Effective word / idiom choice and usage.	4
		• Occasional errors of word / idiom form, choice and usage.	3
		• Frequent errors of word / idiom form, choice and usage.	2
		• Little knowledge of English vocabulary, idioms and word form.	1
4.	Language Use	• Few errors of agreement, tense, number, word order, articles, pronouns or prepositions.	4

|			
		• Several errors of agreement, tense, number, word order, articles, pronouns or prepositions.	3
		• Frequent errors of agreement, tense, number, word order, articles, pronouns or preposition.	2
		• Dominated by errors.	1
5.	Mechanics	• Few errors of spelling, punctuation, capitalizationand paragraphing.	4
		• Occasional errors of spelling, punctuation, capitalization, and paragraphing.	3
		• Frequent errors of spelling, punctuation, capitalization and paragraphing.	2
		• Dominated by errors.	1

RESEARCH FINDINGS

This chapter includes talks about the data that was gathered throughout the research as well as the research findings. The devices used to collect the data were essays.

Essays are one of the data collecting methods utilized in this study, and their purpose is to find out what challenges students have when they try to paraphrase. Thirty questions about paraphrase were given to the students in the essay. An essay was used to determine the students' level of difficulty paraphrasing English sentences. On June 26, 2024, the test was conducted. The essay was manually examined using the rubric, as previously mentioned in the chapter. In this study, 15 students made up the sample. Following data collection, the writer conducts an analysis of the data to determine the proportion of students' paraphrasing proficiency. Next, the data is processed using the percentage method to create a frequency distribution table. In order to get the information required for this study, the writer gives the student the questionnaire instrument.

Furthermore, according to the survey, 85% of students think about paraphrasing at the sentence level. On the other hand, 10% of them demonstrate that they typically paraphrase by rearranging the words. Next, students can choose to paraphrase at the phrase and paragraph levels, which comprise 10% and 15% of the total, respectively. In

addition, research findings show that most students prefer to paraphrase the source text in their own language, while some of them tend to paraphrase the source text with synonyms. Apart from that, to obtain data regarding student paraphrasing in learning to paraphrase, Figure 4.2 shows that there are several components that students face when paraphrasing. Therefore, the results of the questionnaire can be depicted as in the following figure

Percentage of Students in Paraphrasing
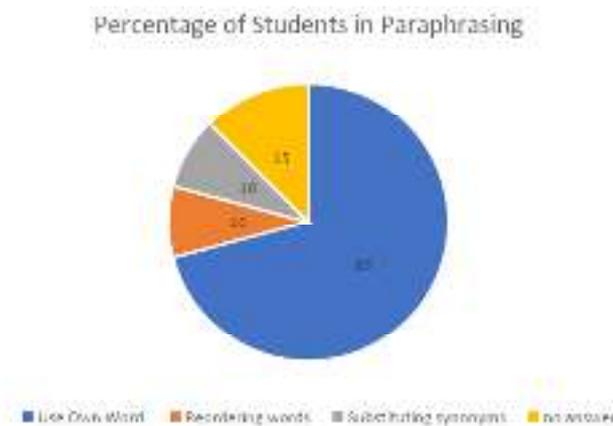
DISCUSSION

From the discussion in the previous chapter it is clear that using Paraphrasing strategies can improve students' writing abilities. Students' scores on the writing test before being treated with the Paraphrase strategy were low. This is different from students' mastery after using the Paraphrasing strategy in learning writing skills. This can be found in student essays. The use of paraphrasing strategies in learning activities contributes to students' ability to write texts. This can improve students' understanding of the text. This strategy can increase student understanding and student cooperation

CONCLUSION

Based on the conclusion above, the researcher proposes the following suggestions:

1. The use of paraphrasing strategy in teaching the writing ability of the students
2. The use of effective techniques in applying the paraphrasing strategy.
3. The procedure of paraphrasing strategy should be more attractive to the students

REFERENCES

Portsmouth, NH: Heinemann. Bailey, S. (2011). Academic Writing: A handbook for international students (3rd ed.). London: Routledge.

Badiozaman, I. F. A. (2014). Paraphrasing challenges faced by Malaysian ESL students. Issues in Language Studies, 3(2).

Deborah, P. (2006). Longman preparation course for the TOEFL test: iBT. Pearson Education.

Hirvela, A., & Du, Q. (2013). "Why am I paraphrasing?": Undergraduate ESL writers' engagement with source-based academic writing and reading. Journal of English for Academic Purposes, 12(2), 87-98.

Hood, S. (2008). Summary writing in academic contexts: Implicating meaning in processes of change. Linguistics and education, 19(4), 351-365.

https://quizizz.com/admin/quiz/5de9f0c614e4fd001bb122b0/paraphrasing-exercise

https://quizizz.com/admin/quiz/5e95f318fd7584001e01afef/paraphrasing

Leedy, P. D., & Ormrod, J. E. (2001). Practical research: planning and design, Merrill prentice hall. New Jersey.

Murphy, A. (2009). General guide for academic writing and presentation of written assignments. Dublin: Dublin Institue of Technology.

Nugraha, I. (2018). An analysis of difficulties in writing essay at Second Grade of Education College of STKIP. English Education and Applied Linguistics Journal (EEAL Journal), 1(1).

Irmadamayanti. (2017). An Analysis of paraphrasing experienced by English students in academic writing. Banda Aceh: UIN Ar-Raniry.

Oshima, A., & Hogue, A. (1998). Writing Academic English, Thrid Edition. New York: Addition Wesley Longman.

Purdue University Online Writing Lab. (2013, February 15). Quoting, paraphrasing and summarizing. Retrieved from: http://owl.english.purdue.edu/owl/resource/563/01/

Williams, F. I., & Hoell, R. C. (2011). Understanding And Quantifying The Impact Of Freeman And Medoffs What Do Unions Do? A Quarter Of A Century Later. Journal of Business & Economics Research (JBER), 9(9), 13-28.