

CHAPTER 2

THEORETICAL FRAMEWORK

This chapter will convey some theories related to writing and paraphrasing as stated in the systematic organization of the research in the previous chapter. To best understand the definition of writing and paraphrasing in general, this chapter will define the meaning and related theories of writing and paraphrasing, expose the strategies of paraphrasing, barriers to paraphrasing, and express the importance of paraphrasing. Relevant previous studies will be presented as literature reviews in this chapter as well.

2.1 Writing

Basically, writing is considered an activity of composing. Yet, as college students, they are expected to be able to produce a well-written academic paper as an assignment, prerequisite of applying for jobs, or requisite of graduation, for example, final term papers, journals, theses, or research papers. Geyte (2013, p. 9) describes academic writing as writing done by scholars (students or academics) for other scholars to read in the forms of journal articles, textbooks, dissertations, group project reports, etc.

According to an article on Monash University's website, academic writing at the university level is a type of writing produced in assessment tasks to analyze knowledge using formal, objective, and impersonal language. In a section of the University of Leeds' website, academic writing has some characteristics, namely planned and focused related to the subject comprehension; structured and coherent in connecting points and material; evidenced which means reliable and accurate; and formal in tone and style.

Based on The University of Sydney's website, there are four types of academic writing: 1) descriptive to convey information or provide facts, such as a summary of an article or experiment report; 2) analytical to analyze or examine something; 3) persuasive to provide the writer's viewpoints with some reliable evidence and facts supporting the research to convince the readers; and 4) critical which requires the points of view of the writer and other researchers. Outlined by Bailey (2015,

p. 3), academic writing has the most general rationale as follows: to report on the conducted research, to answer a question chosen by the writer, to criticize a subject of common interest and provide the writer's viewpoint, and to synthesize research done by other researchers with the same topic.

Information retrieved from the University of Nottingham's website states that communication with others and an attempt to obtain an action or concern from readers is the main rationale for writing; accordingly, students are assessed by the writings they produced while they are at university. Unfortunately, performing the capacity to integrate source material effectively and properly into written structure has been acknowledged by educators as students' major challenge in producing academic writing (Cumming, Lai & Cho, 2016).

When the writers are certain to attempt a contribution to a gap in the field of controlled knowledge, it can be a good motivation to write a paper or to publish the research (Wallwork, 2016, p. 5). The writer's competence to retrieve and apply relevant procedures, schemes, facts, and episodes through working memory, stated by Kellogg (as cited in Wirantaka, 2016), plays a major role in successful writing. Additionally, Wirantaka (2016) suggests that apart from following particular instructions and procedures, outlining ideas correlated with one another is necessary for successful writing.

As mentioned by McMahan, Funk, Day & Coleman (2017, p. 7), writing will be an argument and used to convince the readers to approve the ideas. In line with that, writing has some benefits, either for the writers or the readers, namely 1) it allows writers to think carefully and investigate what they need to deliver and further be processed to fulfill their satisfaction; 2) it makes the ideas conveyed more proper and successful; 3) it becomes a fixed archive of thoughts, actions, and decisions; and 4) it is more efficient for readers to absorb information than presented verbally (Reinking & Von Der Osten, 2017, p. 2).

Lindsay (2018) claims that there are three pillars of academic writing as follows: 1) clear, concise, and terse; 2) direct, literal, and explicit; and 3) logically consistent. To create long-winded sentences in academic writing is unnecessary. Moreover, it has to avoid redundancy, be accurate, concise, and effective in one package. Considering the diverse background and culture of the academics as the

audiences or readers, the published academic research papers must not be perplexing over the explicit idea stated. The papers must be revised if they could not be well interpreted to avoid misunderstanding. On the other hand, academic writing must deliver a logical argument in consistency.

Writing task performed by students as an assignment in college or university is included as academic writing (Irmadamayanti, 2018). Accordingly, academic writing is a type of writing produced by scholars or academics to deliver some ideas or thoughts by conducting research or a process of systematic inquiry to answer a question as a solution, including some steps involved in presenting or reporting it (Turabian, 2018, p. 5). "Writing is the process of selecting, combining, arranging and developing ideas in effective sentences, paragraphs, and often, longer units of discourse," (Leeming, as cited in Putra, 2018).

In the meantime, Pertiwi (2019) reports that academic writing shall include proper words and mentions as well some types of academic writing: 1) papers and general subject reports; 2) essays; 3) journals; 4) short-answer test responses; 5) technical reports (e.g., lab reports); and 6) theses and dissertation. Since Brown (as cited in Yulianti, Nuraeni & Parmawati, 2019), claims that writing means a process of establishing the ideas of students' knowledge, it is necessary for students to learn and improve their writing skills. When the writers create academic writing, some purposes shall be determined in advance as the rationale of publishing. To be successful in writing, the writers shall follow some rules in writing skills and provide reliable facts as well.

2.2 Paraphrasing

Writing for the academic purpose generally presents some information based on research results written in formal language. Several theories are usually collected to support academic writing. A researcher is possible to use the same theories as others, but in order to avoid similar research, it shall be delivered in a distinguishable manner. Therefore, to apply some theories, researchers or writers need a strategy to convey their ideas by paraphrasing.

Paraphrazein, the Greek word, is the origin word for paraphrase as stated by Mansell (1966, p. 193), which means to tell the same thing in other words. Katz &

Postal (as cited in Honeck, 1971, p. 368) mention that there are two rules of paraphrase as follows: 1) Transformations, without changing the meaning of the base; and 2) Substitution of synonyms for base words. Defined by an online application of the Oxford Dictionary of English, paraphrase as a verb is to express the meaning of (something written or spoken) using different words for clarity; and as a noun is a rewording of something spoken or written.

By doing paraphrasing, it enables the writers to establish academic skills and to show exceptional value (Geyte, 2013, p. 105). Further, Geyte (2013, p. 69, 114, 116) implies that paraphrasing is a way to express one's statement and to integrate the recognized ideas differently, but it is not merely replacing with other words and modifying the word order of the source text. In line with that, Bailey (2015, p. 28, 42, 238) confirms that paraphrasing uses different language while rewriting the original text, but the content has the same ideas.

Paraphrasing is claimed effective, as denoted by Bailey (2015, p. 47), when paraphrased version shows a dissimilar structure with the original sentence, contains dissimilar vocabulary, retains some common phrases stated in the original sentence, and the meaning remains the same. As cited in Cheung (2016), to paraphrase means to replicate the statement of others that we comprehend by using our own words (Kraybill), and particularly means to reword a sentence with the result that both sentences are equal semantically but distinct lexically and syntactically (McCarthy, Guess & McNamara).

Furthermore, Cheung (2016) concludes that writers shall comprehend the idea of the original text in order to keep the semantic completeness in the paraphrased version, and shall apply different syntactic and lexical resources to develop the paraphrase. Related to McMahan et al. (2017, p. 76), other than rewording the main idea with a similar number of original words more or less, a good version of paraphrasing will represent the author's idea, tone, and viewpoint. Hans (2017) infers that doing the paraphrase means applying the main information significantly with other words.

The scholars or academics are expected to produce academic writing as assignments or research papers, which requires writing skills, and has to follow and learn some strategies. On the other hand, they may improve their writing skills

through paraphrasing. As conveyed by Na & Mai (2017), paraphrasing is recognized as a cognitive skill involving higher-order thinking and high proficiency, and it is therefore considered as a significant skill in academic writing. In addition, as cited in Na & Mai (2017), Richards & Schmidt confirm that paraphrasing means to deliver the meaning of words or phrases by rewording them in order to make it more understandable, but Hirvela & Du argue that it is different from summarizing since the length of the sentence is not shortened.

Paradis and Jakobson (as cited in Chmiel, Lijewska, Szarkowska & Dutka, 2017), mention that paraphrasing is similar to intralingual translation or ‘rewording’ using the same language to express the idea with dissimilar words or phrasing. In advance of doing paraphrasing, it is necessary to comprehend the original text because paraphrasing means a transcendent skill to interpret and reconstruct an idea or concept in writing (Rogerson & McCarthy, 2017).

Ferlazzo & Sypniewski (2018, p. 165) straightforwardly interpret paraphrasing as altering something said or written by someone into own words which nearly have the same length as the source, which is in line with some criteria for paraphrasing suggested by Sowell (2018) as follows: has a similar meaning to the original, uses the writer’s own words, cites the source, and approximately has the same length as the source. Ji (2018) says that it has been demonstrated that the quality of paraphrasing is closely related to two main language components: lexical and syntactic skills.

By retaining the same idea and citing the original writer’s thoughts, Irmadamayanti (2018) argues that paraphrasing should distinguish between the source text and the paraphrased version, thus becoming a method for academic purposes. As retrieved from the University of Waterloo’s website, paraphrasing means obtaining the notion from the writing of the original author and restating it with other words concisely and understandably. In addition, to include research in writing, all disciplines apply paraphrasing.

When the authentic concept is represented in the paraphrased version, subsequent to the analyses of the grammatical structure and language features, it indicates the students’ competence in applying paraphrasing as a writing skill (Sarair, Astila & Nurviani, 2019). Therefore, when paraphrasing the author’s idea,

a citation is significant and the rationale for delivering the particular material in the paper should be expressed explicitly to the readers (Ardelia & Tiyas, 2019).

In the University of Waterloo's website, the reason for paraphrasing is described as to preserve the gist and details of the author's ideas by using other words. In addition to the prior statement, Krausen (as cited in Ardelia & Tiyas, 2019) proposes three points of the best time to paraphrase are when: 1) the precise words of the author are insignificant to quote related to the presented evidence; 2) intending to define some evidence comprehensively in writing projects, such as critiques; and 3) required to establish the balance within the writing.

Ramadhani (2019) assures that the original context shall not be enhanced with anything to avoid misinterpretation in the paraphrased version. Consequently, the writers who do the paraphrasing have to be responsible for the content. In general, a text is acknowledged as a paraphrased version when it is distinct lexically and syntactically, but remains consistent semantically (Hasanah & Fatimah, 2020), or in other words, it is simply as the rewriting text process to modify its form and expression while preserving the original meaning (Vrbanec & Mestrovic, 2020).

Several researchers observe paraphrasing as an academic writing feature that assists in reviewing the literature (Akbar, 2020). From Dusek's (2020) perspective, paraphrasing is a new approach in delivering key points of an authors' ideas that have been elaborated upon in the research by using other words as well as sentence structure to articulate the ideas. People apply paraphrasing every day to deliver the information they heard or read by rewording the original writers or speakers for explicitness or respecting their authorship (Stein, Kapllani, Mancoridis & Greenstadt, 2020).

In general, when something complex is attempted to convey, people incline to state repeatedly by using different words and expressions (Ramsden, 2021). Thus, as Thai (2021) says, people who paraphrase have to comprehend the material entirely rather than duplicate what they hear or read. Larson (as cited in Polat, Bajak & Zhumaeva, 2021), mentions that "paraphrasing is 'unpacking' the semantic structure of a word or restatement," with these conditions: fixed semantic components, no skewing between the grammar and the semantics, and accentuate the whole exact meaning explicitly.

Doing paraphrase must be in line with grammar because of theories stated by many researchers that paraphrasing means arranging our own sentence structure. Considering the aforementioned theories, paraphrasing in academic writing is an essential skill intended to describe the main idea from an original text by restructuring and converting the sentences into students' own words or statements with a proper citation in order to make the paraphrased version better to be comprehensible by the readers.

2.3 The Paraphrasing Strategies

To express the gist of a text through paraphrasing, it is necessary to comprehend its strategies to be successful and effective doing paraphrase. Many researchers propose proper strategies or techniques to apply paraphrasing. Geyte (2013, p. 115) shares six steps of paraphrasing technique: 1) Determine how the original idea fit into an essay; 2) Read the original text repeatedly to grasp its meaning; 3) Put the original text away; 4) Take notes of what is written on the original text by using other words; 5) Compare the notes with the original whether or not it has the same meaning and has used other words; and 6) Integrate the information into the essay to clarify and use grammatical sentences to link.

Geyte (2013, p. 115) suggests a simple way to memorize the aforementioned six steps by abbreviating them to FRANCIS or Fit, Read (Repeatedly), Away, Note (own words), Compare, and Integrate Sentences. Wallwork (2013, p. 117) assures that it is better to focus on the concept while paraphrasing, instead of the actual words of the author. Techniques for paraphrasing are claimed by Bailey (2015, p. 49) as well, namely changing word class, changing word order, and using synonyms. Further mentioned by Bailey (2015, p. 53) that a citation in the paraphrased version is significant to include referred to the author precisely.

Wallwork (2016, p. 196) confirms specific methods to paraphrase are by using synonyms for non-keyword, changing part of speech, changing nouns and pronouns from singular to plural and conversely, changing verb form, and reversing the order of presented information. In addition to the techniques previously stated, some crucial notes are mentioned as follows: technical words shall not be altered, the original author should be acknowledged, and do citation of the reference in the

paraphrased version. Practicing paraphrasing may increase students' awareness of the implications of the original language (Cheung, 2016).

Presented in Hagaman & Casey's (2016) journal, the think-read-ask-paraphrase or abbreviated as TRAP strategy is proposed as paraphrasing strategy that has the following steps: 1) Think before reading by previewing the title and the text; 2) Read a paragraph; 3) Ask oneself about what the main idea is and what the details are in order to transfer them to notes; and 4) Paraphrase by writing the main idea and details with other words (Mason, Reid & Hagaman; Schumaker, Denton & Deshler).

As cited in Masniyah (2017), Jackie Pieterick categorizes paraphrasing strategies into three types: syntactic paraphrase by changing structure and grammar, such as changing an active into a passive sentence, changing a positive into a negative sentence, shortening a long sentence, expanding phrases for clarity, and shortening phrases for conciseness; semantic paraphrase by changing words order or parts of speech; and changing structure (organization) of ideas. Furthermore, Masniyah (2017) reveals that applying paraphrasing strategies will improve students' competence in writing and comprehension of a text.

There are four measures to create a paraphrase referred to Oshima & Hogue (as cited in Hans, 2017), as follows: 1) reading the text repeatedly to comprehend it; 2) substituting the unfamiliar words with their synonym; 3) taking notes containing the main idea and supporting points, as well as the details; and 4) using dissimilar vocabulary and sentence structure in the paraphrased version without eliminating and altering the main idea of the source. Additionally, they apply three techniques in paraphrasing by using synonyms if possible, changing active to passive sentences or vice-versa, and changing direct to indirect quotations.

Concurring with the aforementioned techniques, as cited in Na & Mai (2017), paraphrasing can be applied by comprehending the source text in the first place (Wette) and subsequently opting the significant points of the source to transform and integrate them into the paraphrased version (Shi). Furthermore, Bailey (as cited in Na & Mai, 2017), particularly recommends synonyms, transforming word class or word order, or combining all prior techniques to do paraphrasing.

An approach developed by Keck to identify and analyze the paraphrased

version is adapted by Irmadamayanti (2018) in the research. Acknowledged as The Taxonomy of Paraphrase Types, the method is developed to classify the applied paraphrasing strategies by examining the number of words from the original excerpts used in the paraphrased version. The types in the taxonomy are classified into four categories: 1) Near Copy; 2) Minimal Revision; 3) Moderate Revision, and 4) Substantial Revision.

Irmadamayanti (2018) displays the Taxonomy of Paraphrase Types by Keck in a table and describes the lexical criteria and linguistic characteristics of each type as well, which are further explained that the Near Copy type is intended for 50% or more words contained within unique links, Minimal Revision type means 20–49% words contained within unique links, Moderate Revision type implies 1–19% words contained within unique links, and Substantial Revision type is when there is no unique links. The term of unique links and general links, as cited in Irmadamayanti (2018), are defined below:

Unique links were defined as individual lexical words (i.e., nouns, verbs, adjectives, or adverbs), or exactly copied strings of words used in the paraphrase that (a) also occurred in the original excerpt but, (b) occurred in no other place in the original text. General links were defined as lexical words used in the paraphrase that occurred in the original excerpt but that also occurred elsewhere in the original text. (Keck)

Referring to Leonhard (as cited in Rahmayani, 2018), there are some techniques to paraphrase by: 1) using synonyms; 2) changing the word form, such as verb and adjective to noun or vice versa; 3) changing direct quotation, which is recognized by the quotation marks, into indirect quotation; 4) changing active into passive sentence; 5) changing clause into phrase or vice versa; and 6) changing word order. Those techniques, according to Rahmayani (2018), are pivotal for students to paraphrase a text precisely.

As retrieved from The Sheridan Libraries of Johns Hopkins University's website, there are six key steps to paraphrase: 1) Reread the original passage to comprehend its meaning; 2) Write the paraphrased version on a note by setting the original aside; 3) Connect by writing some words below the paraphrased version as a reminder to envision taking the material; 4) Check the paraphrased version with the original to confirm that the entire gist is conveyed; 5) Quote the unique term or phraseology taken from the source; and 6) Cite the source of the material included in the paper to give a credit.

In paraphrasing, morphological, lexical, and syntactic changes are used as strategies as cited in Mori (2019). Morphological changes can be applied by transforming verb to adjective, adjective to noun, adjective to adverb, noun to verb, noun serving as an adjective to noun, or modal. Lexical changes are applied when using the same polarity (synonym), addition, subtraction, or changing synthetic to analytic. Meanwhile, syntactic changes are used in replacing active with passive or with adverb clause, or clause reordering.

Furthermore, some paraphrasing techniques are grouped as follows: synonym, word order, active to passive, direct copy, varied structure, expanding, part of speech, condensing, combining, separating, positive to negative, change numbers, change structure of ideas, and other strategies (Sarair et al., 2019; Pertiwi, 2019). Further conveyed by Androutsopoulos & Malakasiotis (as cited in Sarair et al., 2019), that apart from maintaining the original meaning of the source text, paraphrasing is feasible to substitute the grammatical sentences.

In several studies, applying synonyms for paraphrasing is informed as one of the most favoured strategies used by EFL learners (Thienthong, 2019) and the students frequently use this technique without changing the sentence structure since it is effortless (Ismail, Sunubi, Halidin, Amzah, Nanning & Kaharuddin, 2020). Using synonym simply means substituting the word or phrase with other words that has similar meaning. Nevertheless, retaining the same meaning or the main idea of the source text needs a comprehension skill.

An alternative method is introduced as well by Anderson (as cited in Ismail et al., 2020), that to improve the paraphrasing skill is by adopting the native speakers' way of paraphrasing since many studies reveal that they generally produce proper paraphrase. Moreover, familiarizing academic terms can assist the students to discover the appropriate words for transforming the words of the original text and to master vocabulary in academic writing as well. In consequence, successful paraphrasing can be acknowledged by the vocabulary and grammatical structure transformation in the paraphrased version and by maintaining the gist of the original sentence (McCarthy et al., as cited in Thai, 2021).

Based on the aforementioned theories, some researchers have discovered that paraphrasing has many strategies that can be employed appropriately. In line with

that, the most commonly paraphrasing strategies applied are as follows: using synonyms, changing structure and grammar by converting active to passive sentences or positive to negative sentences, condensing a long sentence to a shorter one, expanding phrases for clarity, or combining sentences.

2.4 Barriers to Paraphrasing

Despite the paraphrasing strategies suggested by some researchers, many students encounter barriers to paraphrasing. Hyytinen, Löfström & Lindblom-Ylänne (2016) mention five types of paraphrasing problems: 1) “copy without source” (copy a small part without a citation); 2) “copy with source” (show a citation as if it is paraphrased, yet the material is copied verbatim); 3) “poor paraphrasing” (simply minimal or no processing of the materials even though the citation is proper); 4) “patchwork paraphrasing” (poor paraphrases or duplicate directly, but relevant processing of the materials is possibly found); and 5) “conclusion disguised as one’s own” (paraphrasing the conclusion without a citation which implies it as own analysis).

In Na & Mai’s (2017) research, some difficulties in paraphrasing were detected, such as lack of vocabulary, incapable to comprehend or interpret the source text, limited knowledge of lexical and syntactic, incompetent to substitute words, and being uncertain in maintaining the main idea. The previous condition is similar to Putra’s (2018) research result that the students had problems to paraphrase in changing active to passive sentences and direct to indirect quotation, finding the synonym, and lack of grammar and vocabulary.

From Irmadamayanti’s (2018) research, comprehending the original text became the barrier to paraphrasing and it resulted in the tendency to apply Near Copy type. However, the major barrier found in the research was restating the main idea of the source with own words and inserting citation. Subsequently, changing the syntax and structures was found as the second barrier and only few students found replacing words with the synonym as the barrier to paraphrasing. The difficulties in paraphrasing shown by Rahmayani (2018) were culture, to find the main idea, to change word order, lack of vocabulary, lack of paraphrasing knowledge, and lack of understanding paraphrasing criteria.

The paraphrasing result can be grouped either as good paraphrasing or poor paraphrasing. Dung (as cited in Rahmayani, 2018) mentions some characteristics in good paraphrasing, such as presenting the gist of the source text in different order, attempting to retain the same length more or less between the paraphrased version and the source, unnecessary to emphasize more at one point than another, shall retain the main idea without enhancing own opinion, and the change of sentence structure is acceptable.

Meanwhile, the criteria for good and poor paraphrasing are delivered by Fisk and Hurts (as cited in Rahmayani, 2018) as well. The comparison of good and poor paraphrasing displayed in a table, further expressed that good paraphrasing should retain the main idea of the source, alter the word order and be logic, have obvious purpose of the paraphrased version, put a citation as a credit. On the contrary, poor paraphrasing is highly identical with the source, illogical, incoherent in delivering the meaning, and no citation.

According to Mori (2019), paraphrasing was an issue for students since they had some barriers while applying it, such as defining an appropriate paraphrase and manipulating the language in the source text to make it acceptable. Those barriers are the result in a lack of knowledge in lexical and morpho-syntactic changes. Concurrently, Regala-Flores & Lopez (2019) categorized types of difficulties in summarizing and paraphrasing: vocabulary, reading comprehension, language proficiency, and documentation skills.

Based on the analysis of Ismail et al. (2020), the students encountered some obstacles in paraphrasing since they had difficulties substituting the words with the proper synonyms, reorganizing the sentence structure in a new form to maintain the whole information properly, and were not familiar with new terms. As they had less practice in paraphrasing, they had limited knowledge of how to create a good paraphrase. Additionally, the fact that the students were lack of vocabulary, inconvenient class while studying, and the lecturer's method of teaching did not increase the students' concern to learn English were the other barriers they had.

Akbar (2020) concluded that insufficient linguistics competence, less practice, and real experience in applying the paraphrasing skill affected one's effort in the textual borrowing activity or paraphrasing (Liao & Tseng, 2010), and additionally,

being incompetent to comprehend the original text could influence to the quality of paraphrasing (Howard et al., 2011). Furthermore, Akbar (2020) identified that the paraphrased version could be stated as poor paraphrasing when the students practically duplicate the entire clause from the source.

2.5 The Importance of Paraphrasing

Preventing repetition as well as avoiding vague words or phrases in the writing can be accomplished by paraphrasing (Wallwork, 2016, p. 187) and therefore the paraphrased version will be more compendious (Cheung, 2016). As cited in Hans (2017), paraphrasing can enhance the reading comprehension skill by performing the material comprehension with own analysis and argument (Clark). Paraphrasing strategies have the added benefit of more closely matching students' writing styles and show that they comprehend the expression of the author (Pears & Shields, as cited in Hans, 2017).

Referring to Hans (2017), paraphrasing strategy can improve the students' reading comprehension and writing success since the strategy helps them to be competent to express the essential meanings of the source text with their own words and style. In compliance with the previous theory, Masniyah (2017) proved that by giving treatment to the students in the research. The students were at a low level of writing score prior to paraphrasing strategies learning. The result was verified by their post-test scores that showed significant improvement.

To comprehend paraphrasing strategies is one of the critical skills for academic writing achievement since it is a beneficial strategy for students in reading and writing and as effective formative assessment tool for teachers (Ferlazzo & Sypnieski, 2018, p. 165). The paraphrasing task is promising to be a valid writing test (Ji, 2018) and hence the teachers should assist the students with guidance and practice to improve their competence in paraphrasing by considering the students' proficiency level (Irmadamayanti, 2018).

The aforementioned statement is in line with what Ismail et al. (2020) convey that acquiring complete knowledge of paraphrasing should involve the educators to teach the students how to create good paraphrasing by familiarizing its strategies with practices. Bad paraphrasing occurs when writers paraphrase or cite the source

improperly and is considered plagiarism. Paraphrasing indicates critical thinking and engagement with the text and a deeper understanding of the original passage because it denotes the readers' comprehension by expressing the original idea with their language that can develop credibility (Dusek, 2020). Therefore, acquiring the knowledge of paraphrasing and learning its strategies are significant to produce academic writing.

2.6 Previous Related Studies

Many researchers define some theories in paraphrasing and the importance of applying them. By learning how to conduct a good paraphrase, students may encounter some barriers or difficulties to paraphrasing. The more advanced level of education, the more writing skills are required to make a well-written academic paper or assignment. Consequently, it is vital to comprehend paraphrasing strategies, which is beneficial for students particularly in improving writing skills, to produce an academic research paper.

Related research had been conducted by Masniyah in 2017 as partial fulfillment of the requirement for Sarjana Pendidikan degree. The researcher employed the quasi-experimental design, exactly nonequivalent control group design as research method by using pre-test and post-test design in experimental and controlled class. The purpose of the study was to discover how paraphrasing strategies could enhance the students' writing ability. This research was held at SMAN 1 Tinambung, West Sulawesi with the participant of 2nd-year students.

Among the population of 9 classes, which consisted of 270 students, 2 classes were taken and divided into two groups: experimental class and controlled class, which consisted of 20 students per class. Both classes were given a pretest to know their prior competence in writing. Subsequently, the experimental class was taught about paraphrasing strategy as a treatment, while the controlled class was not. After the treatment, both classes were given a posttest.

The posttest result indicated that the paraphrasing strategy was effective to improve the students' writing skills. The experimental class reached a higher score than the controlled class after the treatment was delivered since the students were successful to recognize the main idea and the significant details prior to rewriting

them with their own words. The analysis result showed that in the experimental class there were 2 students who reached an excellent score (10%), 7 students reached a good score (35%), 9 students reached an adequate score (45%), and 2 students reached inadequate and failing score in the posttest (10%).

The other research was analyzed by Irmadamayanti in 2018 as partial fulfillment of the requirement for Sarjana Degree in Teacher Education. The research applied mixed-method research by conducting the writing task and a questionnaire. The aim of the study was to identify the students' strategies in paraphrasing and to investigate the obstacles they encountered. The research was conducted at UIN Ar-Raniry Banda Aceh and the entire 6th-semester students of the English Department who had studied Academic Writing were the participants, consisting of 29 students selected by using random sampling.

The researcher suggests that paraphrasing can be applied to restate others' work to own writing by citing the sources or references. As revealed by the researcher, the students considered using four types of paraphrasing based on the writing task analysis. Sequentially, the types of paraphrasing strategies most applied were Minimal Revision (32%), Near Copy (28%), Medium Revision (22%), and Substantial Revision (18%).

The students were incompetent to comprehend the original text (51%). Other problems were changing syntax and structure (14%), finding the keywords and key points (14%), and both (14%). Another 7% found that assigning the proper vocabulary was difficult. In sequence, the major difficulties in paraphrasing were restating the main idea with own words and citing the source (58%), changing syntax and structures (27%), substituting synonyms (12%), and reordering words (3%).

Another research was organized by Intan Pertiwi in 2019 as partial fulfillment of the requirements for the attainment of the degree Sarjana Pendidikan. The method was qualitative descriptive research with the purposive sampling technique by giving paraphrasing tasks and an interview to 26 senior students of the English Program of IAIN Parepare. The participants, who had studied paraphrasing, were selected by their Writing 4 level score. The objectives were to have information on whether or not the paraphrased version was appropriate, to discover paraphrasing

techniques frequently applied, and to encounter the obstacles while paraphrasing.

The researcher concluded that the students used “synonyms” 848 times (96%) as the strategy frequently applied. The second most applied strategy was “changing transition”, applied 78 times (81%). Consecutively, the participants applied “expand phrases for clarity” 53 times (65%), “change word order” 50 times (69%), “shorten phrases for conciseness” 40 times (46%), “change part of speech” 39 times (61%), “change active to passive voice or vice versa” 12 times (23%), “change positive to negative or vice versa” 10 times (31%), “change structure of idea” 8 times (15%), “combine two sentences” 4 times (11%), and “change clause to phrase or vice versa” 3 times (11%).

Regarding the taxonomy of paraphrase types, the Near Copy and Minimal Revision types were generally applied while the Moderate Revision and Substantial Revision types were the least applied. All students produced poor paraphrasing since they did not restructure the sentence to retain the gist properly, whether or not they included a citation. Difficulty to discover the proper synonym, confusion on how to restructure the sentence and how to paraphrase, inexperienced with new terms became the barriers to paraphrasing. Lack of vocabulary, less practice and knowledge of paraphrasing strategies, inconvenient classroom, and the failure of teaching method became the other difficulties encountered by the students.

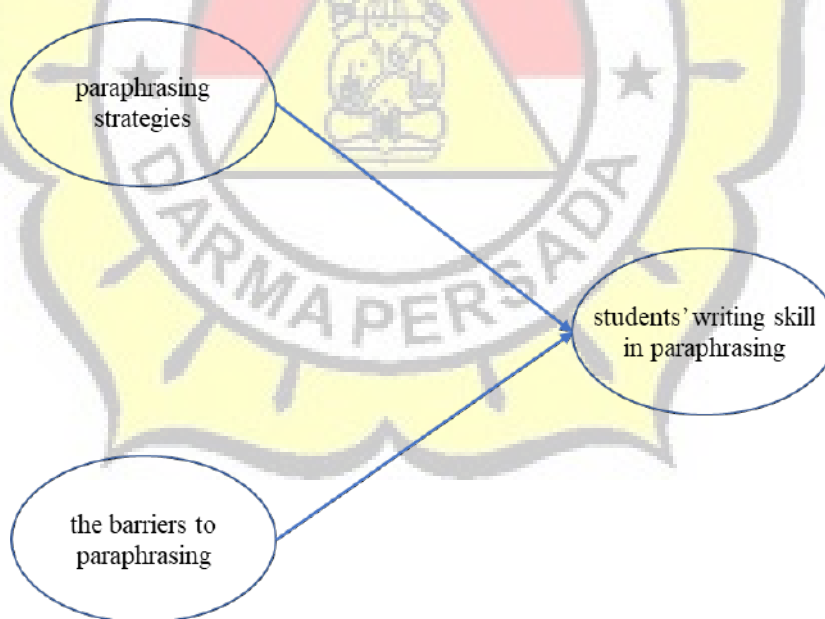
All researchers informed that it is necessary for the students to learn more about paraphrasing strategies concurring with practicing, improving, and mastering the skill as well as comprehending whether or not the paraphrased version is acceptable. Additionally, the researchers recommend that the educators have to be more attentive to paraphrasing and be creative in lecturing the paraphrasing strategies since it is considered as one of the academic writing skills.

The two of the aforementioned previous related studies indicate similarity in the formulation of the problems about investigating the paraphrasing strategies frequently used by the participants and discovering the obstacles while paraphrasing. Meanwhile, the dissimilarities among all previous related studies are found in the formulation of the problems, as follows: to verify that paraphrasing is a beneficial skill in academic writing and to identify whether or not the paraphrased versions of the participants are acceptable.

Other than analyzing the paraphrasing strategies frequently applied and identifying the barriers to paraphrasing encountered by the 5th-semester of diploma students of English Language and Culture Department of Darma Persada University, the present research will focus as well on how to overcome the barriers. Therefore, this research is conducted as a development of all previous related studies and will try to discover how the obstacles in doing paraphrase can be solved.

2.7 The Theoretical Framework of Research

Based on some theories of paraphrasing and previous related studies, the variables relevant to this research are paraphrasing strategies and the barriers to paraphrasing. The paraphrasing strategies are some techniques used to paraphrase an original text, while the barriers to paraphrasing are the problems experienced by the students while paraphrasing. By discovering the students' barriers and analyzing the paraphrasing strategies applied, it will assist in examining the students' writing skills in paraphrasing as shown in the following framework.



Source: Irmadamayanti (2018), processed

Figure 2.1 Theoretical Framework of Research