

## **CHAPTER 5**

### **CONCLUSION**

Producing academic writing is essential in formal education or a higher level. Therefore, knowledge of writing becomes significant and paraphrasing is one of the writing skills required. In terms of rewording and citing a source text properly, the writers need some strategies for paraphrasing to confirm that there is no plagiarism. Even though the original text has been altered using the writers' own words, the gist of the source shall remain the same, and the paraphrased version becomes understandable by the readers.

The Darma Persada University has been the location of research with the 5th-semester Diploma students of the English Language and Culture Department, who have become the research objects. The total number of students is 20, consisting of 12 females and 8 males. This research was conducted within one semester, from September 2021 to January 2022. The aims of the research are to investigate the difficulties in paraphrasing, including what measures to take as solutions to overcome them. Another objective of this research is to identify the paraphrasing strategies used by the respondents in general.

By approaching mixed-method research, this study implements both quantitative and qualitative research methods with Explanatory Sequential Mixed Methods design. The instruments employed to collect the data are a questionnaire and a writing task. The questionnaire is delivered for data collection in pre-research and research, while the writing task is intended for data collection in research. An interview with the students and a lecturer is conducted as well to obtain information about paraphrasing in pre-research.

According to the respondents' profiles, 14 students (70%) have previously taken an academic writing class. The result also denotes that almost all students (90%) know about paraphrasing and know how to cite a source (80%), and only 11 students (55%) know the strategies for paraphrasing. Most of the students have studied paraphrasing for less than a year (65%) and only 50% of them apply paraphrasing at the sentence level, while the others are sequentially at the paragraph (30%), word (15%), and phrase (5%) level. However, the majority of the students

(70%) agree that paraphrasing is significant.

The Likert Scale and SPSS are implemented for data collection in the quantitative research method by using the questionnaire as the instrument. The analysis results in the application section reveal that most of the students prefer using their own words and changing text/sentence structures as their paraphrasing strategies since both strategies obtain the highest mean value of 3.90 with the standard deviation of 0.912 and 0.968 sequentially. This value is categorized as a high or good value related to the classification of the descriptive analysis result.

In the barrier section, finding the appropriate vocabulary is an obstacle encountered by most of the students with the highest mean value of 3.80 and the standard deviation of 0.768. Other than that, the students also feel incompetent to use their own words in paraphrasing, which has reached the highest mean value of 3.75 and the standard deviation of 1.020. This result is indeed contradictory with the strategy of paraphrasing they tend to use, based on the analysis of the application section.

Despite the students' difficulties while paraphrasing, they claim that paraphrasing is one of the important skills to produce academic writing. This construct has reached the highest mean value of 4.05 and the standard deviation of 0.759. Therefore, they argue that having more comprehensive learning about paraphrasing skills and expecting the lecturers or educators can teach paraphrasing strategies to create good paraphrasing are the best solutions to overcome their barriers to paraphrasing. Both constructs have reached the highest mean value of 3.95 and the standard deviation of 0.826 and 0.887 in sequence.

Referring to the analysis result of the students' paraphrasing barriers, this research is furthered by delivering the writing task. The qualitative research method is used to analyze the writing task to discover the paraphrasing strategies most frequently used by the students. Two methods have been approached to investigate the strategies of paraphrasing applied by the students. There are eight students recruited through Focus Group Discussion (FGD) to perform the writing task consisting of three uncorrelated paragraphs.

Keck's taxonomy of paraphrase types is used to determine the linguistic criteria from the writing task's analysis result. It is revealed that the paraphrase type most

frequently used by the students is Minimal Revision (54%), which contains 20–49% words of unique links in the paraphrased version. Near Copy type with the criteria of 50% or more words contained within unique links, has reached the second high percentage (38%). In addition, Moderate Revision type, with 1–19% words of unique links, shows the least percentage of 8%. Nevertheless, the Substantial Revision type is not applied by the students entirely.

Nine strategies of paraphrasing classified by Jackie Pieterick are used as well as another method to confirm the strategies generally applied by the students while paraphrasing. The analysis result proves that using synonyms, which occur 326 times and equal 61%, becomes the most applied strategy in paraphrasing. Meanwhile, this strategy is not selected by the majority of the students related to the analysis result of the questionnaire using the quantitative research method.

Even though the paraphrasing strategy of using synonyms does not represent the majority of the students' selection based on the analysis result of the questionnaire, the difficulty and incompetency experienced by the students have become their obstacle while paraphrasing. They probably try to use their own words in paraphrasing, yet they do not succeed in applying that strategy due to a lack of vocabulary. This circumstance creates a problem for paraphrasing the source text since they also have to maintain the main idea.

As a consequence, the students have to take into consideration the other strategies. Whether or not the students realize it, synonyms are used instead as their strategy in paraphrasing the paragraphs in their writing task because it is practical to apply. Using the students' own words as a strategy is also carried out by them while paraphrasing the writing task, which ranks third for the most used strategy. Regarding Minimal Revision, as the most applied paraphrasing type, means that the students try to avoid using the same word or sentence from the original text. Unfortunately, the students fail when they use their own words.

Occasionally, the students' choice of words in the paraphrased versions is less precise and uncorrelated contextually with the source. Some synonyms may have similar meanings considering the same parts of speech, but their substitutions in the paraphrased versions can be improper because they can change the gist of the original sentence. Therefore, it is essential to acquire and improve knowledge of

writing skills, particularly learning the strategies of paraphrasing. Moreover, academic writing requires a formal tone and thus should master the vocabulary.

The analysis results of this research depict whether or not the students comprehend the strategies in paraphrasing. It is obvious from the conclusion that the students have less knowledge of paraphrasing strategies. They may understand the basic meaning of paraphrasing, but the analysis result has proven that the majority of the students do not know how to create a good paraphrasing. This shall be a concern for the lecturers or educators to teach the strategies of paraphrasing comprehensively since the students have to produce academic writing, either as an assignment or research paper.

The students need to improve their writing skills and ability to paraphrase. They have to consider learning paraphrasing by practicing frequently and obtaining information related to paraphrasing from various references, such as books, journals, or seminars. Thus, the students will be able to paraphrase properly. Otherwise, they can create plagiarism, which should be avoided since it is prohibited. This research also looks forward to increasing the readers' knowledge of paraphrasing and its strategies.

Future research should be organized by implementing new methods to investigate an effective way to learn the strategies of paraphrasing by minimizing the barriers to paraphrasing. An awareness of spelling and grammar also needs to be observed by both the educators and the students in order to prevent inaccuracy. Therefore, a comprehensive and in-depth research is expected to be conducted due to the importance of paraphrasing in terms of producing academic writing.