

ANALYSIS OF PARAPHRASING STRATEGIES IN THESIS OF EXEMPLARY STUDENTS' ENGLISH EDUCATION STUDY PROGRAM UNIVERSITAS MUHAMMADIYAH KOTABUMI

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ABSTRACT: There are many strategies of avoiding plagiarism in academic writing, paraphrase is the most important one. Students often struggle hard with paraphrasing their citation properly and effectively. Furthermore, to address these challenges it is important for student to apply some strategies of paraphrase in their writing. The objectives of this research is to describe the paraphrasing strategies applied by students as well as the the most frequently strategies in thesis. This study uses qualitative research that examines 30 paraphrase from three thesis of first exemplary students English Education Study Program Universitas Muhammadiyah Kotabumi who graduated in 2021-2023. The category of paraphrasing strategies from Pietrick in Injai were used in this study as well as instruments for collecting data. The instrument used was document analysis. Data analysis was carried out in several stages; identifying data, finding the original source of data, analyzing the data, and interpreting the data. The findings show that there are three paraphrasing strategies applied in students theses. The three strategies were changing the structure and grammar of original text, changing the word of original text, and changing the structure of ideas. The researcher also found two combination strategies used by students, namely; changing the structure and grammar of original text and changing the word of original text, and also changing the word of original text and changing the structure of ideas. Then, of the five strategies, changing the word of original text is the most frequently strategies applied by students.

Keyword: *Paraphrase, Paraphrasing Strategies, Thesis*

ABSTRAK: Ada banyak strategi dalam penulisan akademik, parafrase adalah salah satu yang terpenting. Parafrase adalah strategi berharga dalam penulisan akademis untuk menghindari plagiarisme. Siswa sering kesulitan dalam memparafrasekan secara efektif. Selain itu, untuk mengatasi tantangan ini, penting bagi siswa untuk menerapkan beberapa strategi parafrase dalam tulisan mereka. Tujuan dari penelitian ini adalah untuk mendeskripsikan strategi parafrase yang diterapkan mahasiswa serta strategi yang paling sering digunakan dalam skripsi. Penelitian ini menggunakan penelitian kualitatif yang mengkaji 30 parafrase dari tiga tesis mahasiswa teladan pertama Program Studi Pendidikan Bahasa Inggris Universitas Muhammadiyah Kotabumi yang lulus pada tahun 2021-2023. Kategori strategi parafrase dari Pietrick in Injai digunakan dalam penelitian ini sekaligus sebagai instrumen pengumpulan data. Instrumen yang digunakan adalah analisis dokumen. Analisis data dilakukan dalam beberapa tahap; mengidentifikasi data, mencari sumber data asli, menganalisis data, dan menafsirkan data. Temuannya menunjukkan bahwa ada tiga strategi parafrase yang diterapkan dalam skripsi

mahasiswa, yaitu mengubah struktur dan tata bahasa teks asli, mengubah kata dalam teks asli, dan mengubah struktur gagasan. Peneliti juga menemukan bahwa siswa menggunakan strategi kombinasi; mengubah struktur dan tata bahasa teks asli dan mengubah kata teks asli, serta mengubah kata teks asli dan mengubah struktur gagasan. Kemudian, strategi yang paling sering digunakan siswa adalah mengubah kata pada teks asli. Dalam hal ini siswa mengubah kata tersebut menjadi sinonim.

Kata Kunci : Parafrase, Strategi Parafrase, Skripsi

I. INTRODUCTION

Writing is one of the four language skills along with speaking, listening, and reading. Writing is the process of examining thoughts and emotions on a specific subject (Akhter et al., 2020). Academic writing is the most complex tasks students encounter in university. Nowadays, final semester college students are given a final project to make a research. Form of research that students must carry out at the end of study is thesis. Thesis must be in accordance with writing ethics, avoiding plagiarism. This case is important for students to know this situation because basically every student needs other people's ideas to support their thesis. Therefore, when citing other's work, students should always clearly mention the source as appreciation for other people's work or ideas, this is an attempt to avoid plagiarism.

There are many strategies in academic writing, paraphrase is the important one. Before conducted research paper, the students in Universitas Muhammadiyah Kotabumi should check

the level of plagiarism in their paper, at least 35%. If the students have more 35% level of plagiarism, they should paraphrase the research paper. Paraphrase is important to avoid plagiarism and also make the research more valuable and accurate. Paraphrasing in a second or foreign language is generally considered more difficult than in a mother tongue (Keck, 2014). Students often struggle hard with paraphrasing effectively.

Paraphrasing is writing something in your own words while retaining the main concepts of an outside source. Howard *et al.*, (2010) clarify that paraphrasing is the process of rephrasing ideas using different words, adding a citation, and presenting the piece in a different way in writing. Regarding paraphrasing strategies, Pieterick in Injai (2015) categorized paraphrasing strategies into three to make easier for readers to understand how to do it, there were: Changing the structure of sentence and grammar of the original text, changing the word of original text, and changing the structure of the ideas.

Based on the phenomenon and previous research above, there are several previous studies that discuss paraphrasing. Therefore, the researcher is interested to find out Paraphrasing Strategy in Thesis of First Exemplary Students of English Education Study Program at Universitas Muhammadiyah Kotabumi who graduated in 2021 until 2023.

II. RESEARCH METHOD

This research use a qualitative research to collect and analysis the data. Sugiyono (2015, p. 8) said that the method of qualitative is called as naturalistic method in research because research is carried out naturally and the data collected is also more qualitative. Based on T. Rahayu *et al.*, (2019) qualitative research is understanding and investigating the individual or collective meanings of social or human issues.

Data Resource

In this study the data was taken from students paraphrase in thesis of first exemplary students of English Education Study Program Universitas Muhammadiyah Kotabumi who graduated in 2021-2023. The researcher selected three thesis of first exemplary students of Universitas Muhammadiyah Kotabumi.

They are JR (thesis 1) graduated in 2021, WR (thesis 2) graduated in 2022, and AM (thesis 3) graduated in 2023.

Research Instrument

In this study, to find out student paraphrasing strategies in thesis, the instruments used by researcher is document analysis. According to Ary *et al* (2010) document analysis focuses on analyzing and interpretin recorded material to learn about human behavior. The material may be in public record, textbook, letters, film, or other documents. In this study, the researcher used students paraphrase in thesis document as the data.

Data Collecting Technique

In data collection there are several ways that can be used in qualitative research. The researcher collected the data in student paraphrase on exemplary students' thesis. The number of thesis were three. The researcher only focused on analyzing the literature review section, which consists primarily of paraphrases on thesis. In order to compare the paraphrase and the sources choosen, the researcher should find the sources that students used to create their thesis. Then after collecting the students' paraphrase in thesis, the next step is compare the paraphrase with the original sources and the researcher analyzed the

results of the data to find out the paraphrasing strategies in students thesis.

Testing Validity of the Data

In this study, as evidence of credibility the researcher used the consensus method by means of peer debriefing. Bungin (2015, p. 61) stated that peer debriefing is an activity to provide suggestion or criticism in a discussion from the start of data processing activities to obtain research results. In this study, the researcher showed the credibility of their research result through discussion with Dr. Li Sigit Suharjono as peer debriefer for peer debriefing because he is a lecturer and advisor of the researcher who knows about the topic in this research and he is follow this research from beginning to the end, so he can help the researcher to ensure or verify the results of the data in this research is credible.

Data Analysis

Rahman dan Muktadir (2021), state that data analysis is the process of systematically searching and compiling interview texts, field notes, and research materials collected to increase understanding and enable presentations that can be known by others. The researcher select the data that is only needed by the researcher and describe the data by explaining the specific description of

student strategies in paraphrasing. The researcher will analyze the data and make conclusion using the theory by Pieterick in Injai (2015) and conducted the data analysis procedure as follow:

- a. Reading and identifying the citations that are in the paraphrase category.
- b. Finding the original source and comparing the selected paraphrase with the original source.
- c. Analyzing the selected paraphrasing based on strategies of forming paraphrase by Pieterick in Injai (2015).
 1. Changing the structure of sentence and grammar of the original text (syn)
 2. Changing the word of original text (smt)
 3. Changing structure of the ideas (org)
- c. Categorizing students paraphrase based on the paraphrasing strategies;
- d. Displaying and interpreting the data. After that, the researcher got the result and conclusion of the study.

III. RESEARCH RESULT

After the researcher read and selected the data, the researcher presented the results of the research in this chapter. These results are obtained from the data that had been analyzed (document analysis). This data came from the paraphrase analyzed in first exemplary students thesis of Universitas Muhammadiyah Kotabumi

graduated in 2021-2023. In the paraphrase analyzed, each paraphrase was analyzed and selected based on the strategies found in each paraphrase.

Then in selecting the research data, the researcher focus on literatute review section. In this study, student paraphrasing strategy are divided into 3 (three) types, namely changing the structure of sentence and grammar of the original text; changing the word of original text; and changing structure of the ideas according to Pieterick in Injai (2015) theory as the theoretical basis in analyzed the strategies to obtain answers to the research questions. For that, the researcher described several descriptions of the research results as follow:

Students Paraphrasing Strategies

From the identification of all thesis, the researcher found 77 citation, 47 of which were direct citation, while the 30 were paraphrase. Thesis 1 contained 10 direct citation and 7 paraphrase, thesis 2 contained 20 direct citation and 12 paraphrase and thesis 3 contained 17 direct citation and 11 paraphrase. Then, the number of paraphrase of the entire thesis is 30. Then in condensing data, the researcher has found that there are 3 strategies used in student thesis. The strategies used are changing the structure and grammar of original text, changing the word of original

text, and changing the structure of ideas. The researcher also found that students used more than one strategies in their paraphrase there are changing the structure and grammar of original text and changing the word of original text and also changing the word of original text and changing the structure of ideas.

The researcher found 3 paraphrasing strategies used in thesis 1 there are; changing the structure of sentence and grammar of the original text; changing the word of original text; and changing the structure of ideas. In thesis 2 the researcher found three types of paraphrasing strategies used in this thesis there are changing the structure of sentence and grammar of the original text and changing the word of original text. Then, in thesis 3 The researcher found 2 paraphrasing strategies used in this thesis there are; changing the structure of sentence and grammar of the original text and changing the word of original text

The Most Frequently Strategies

There are many strategies used by students in their thesis. In this study, the students used three strategies; changing the structure and grammar of original text, changing the word of original text, and changing the stucture of ideas. Students also used combine strategies in their parahrase. The strategies were changing

the structure and grammar of original text and changing the word of original text and also changing the word of original text and changing the structure of ideas. From all strategies of paraphrase used by students, the researcher found that the most used frequently strategy by students was *changing the word of original text*. In this case, students changing the word into the synonym forms. This strategy of paraphrase was found in all paraphrases in students thesis.

DISCUSSIONS

In the three theses analyzed in this study, the researcher obtained two findings. Firstly, the researcher found 5 (five) strategies of paraphrase. These strategies were changing the sentence structure and grammar of the original text, changing the word of original text, changing structure of the ideas, changing the structure of sentence and grammar of the original text and changing the word of original text and also changing the word of original text and changing the structure of the ideas. The 3 (three) strategies in line with Pieterick in Injai (2015) who identified 3 (three) strategies; changing the sentence structure and grammar of the original text, changing the word of original text, and changing structure of the ideas.

The researcher found the same three strategies in students paraphrase.

In addition, the researcher also found 2 (two) different strategies and these strategies were not found in Pieterick in Injai (2015). However, the two strategies; changing the structure of sentence and grammar of the original text and changing the word of original text and also changing the word of original text and changing the structure of the ideas were discussed in Pratama & Prawesti (2022) where the students used combined strategies in their paraphrase.

In thesis one the researcher found that students used all strategies by Pieterick in Injai (2015). These strategies were changing the sentence structure and grammar of the original text, changing the word of original text, and changing structure of the ideas. Meanwhile, the researcher also found different strategies from Pieterick in Injai (2015). These strategies were combined strategies; changing the sentence structure and grammar of the original text and changing the word of original text as describe in Pratama & Prawesti (2022).

In thesis two the researcher found that students students only used two of three strategies by Pieterick in Injai (2015). These strategies were changing the sentence structure and grammar of the original text and changing the word of

original text. Students not used one strategies, these strategies were changing structure of the ideas. Meanwhile, the students used different strategies; changing the word of original text and changing structure of the ideas as described in Pratama & Prawesti (2022).

In thesis three the researcher found that students only used two of the three strategies by Pieterick in Injai (2015). These strategies were changing the sentence structure and grammar of the original text and changing the word of original text. In this thesis students not used one of strategies; changing structure of the ideas.

Secondly, from all strategies of paraphrase used by students, the researcher found that the most used frequently strategy by students was *changing the word of original text*. In this case, students changing the word into the synonym forms. This strategy of paraphrase was found in all paraphrases in students thesis.

IV. CONCLUSION

From the results of the study, the researcher found paraphrasing strategies used in students thesis. The researcher obtained 5 (five) strategies used in paraphrase. The 3 (three) strategies found in Pietrick in Injai (2015) were changing

the structure of sentence and grammar of the original text, changing the word of original text and changing structure of the ideas. Meanwhile, the 2 (two) strategies found in Pratama & Prawesti (2022) were changing the structure of sentence and grammar of the original text and changing the word of original text and changing the word of original text and changing the structure of the ideas. The most common strategies found by researcher were changing the word of original text. In this case, students changing the word into synonym form.

Suggestion

In line with the findings and conclusions in this study, the researcher would propose her suggestions to the following parties:

1. For English Students

This paraphrasing strategies can be used and very useful in writing, we can combined some of strategies to avoiding plagiarism and help us to develop our own thoughts of an opinion.

2. For English Lecturers

For english lecturers especially in writing, this study can give the information about students paraphrasing strategies. There are many strategies that can be used by students. The lecturer can provide another strategies to make a paraphrase by students more valuable.

3. For Next Researchers
- Since this research on this study only the strategies of paraphrasing, ignoring any errors in the paraphrase it self, it is a good idea that the next researcher conducted study on errors of paraphrasing not in terms of it's surface structure but whether in terms of the strategies themselves.

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