CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the collected data from students' paraphrase in proposal writing and its analysis. The students' paraphrases are shown as research findings. Furthermore, the analyzed data is categorized based on the criteria of appropriateness paraphrase to determine its level. Finally, the most used techniques in paraphrasing are figured out based on the following findings and discussion.

A. Research Findings

In this part, the researcher will present the data related to the research question; (1) What are students' appropriateness levels of paraphrasing in proposal writing? (2) What techniques do students mostly use to paraphrase experts' argument to their proposal? Related to those research questions, the researcher aims to classify the students' appropriateness level in paraphrasing and find students' most common technique in paraphrasing.

There are 65 students from class A, B, and C which belong to Proposal Writing Class or it has been recently called as Academic Writing Class. However, only 20 students from those three classes who become the participants of this study. 20 students are from 3 different classes with different result of proposal writing grades. The paraphrases analyzed are only taken from certain parts in a proposal. They are background of study and definition of key terms. In addition, to answer the second research question an interview was conducted with all the 20 participants. The findings from students' paraphrases and interview are presented below. They are categorized based on the research questions.

1. Level of Appropriateness in Students' Paraphrases

As explained in previous chapter, students' paraphrasing level is determined by the checklist adapted from some sources. The checklist which the researcher uses as an instrument provides some criteria to complete, and the criteria completed will determine its level. There are seven criteria in the checklist; *attributed sources, sufficient synonym, sufficient syntactical shift, word form changed, all key terms retained, no*

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writers' reflection, and *not included to summary*. Furthermore, there are four levels of paraphrasing appropriateness. Those are *appropriate, somewhat appropriate, somewhat inappropriate,* and *inappropriate.*

The different completed criteria will determine different level of paraphrasing. If all the criteria or seven criteria completed by the writers, the level will be appropriate. Five to six criteria will be categorized as somewhat appropriate. Somewhat inappropriate level will be determined if the criteria completed are only three to four criteria. Then, the criteria completed less than three will determine the level of paraphrasing in an inappropriate one.

Shortly, based on the fact said that the appropriateness level reached by students in their paraphrases are four levels. Those are appropriate, somewhat appropriate, somewhat inappropriate, and inappropriate. For the details of the students result, see the table in *appendix 2.*

The table in appendix 2 shows that somewhat inappropriate is the most level met by the paraphrases. It shows that from forty paraphrases analyzed, there are nineteen paraphrases reached this level. On the other hand, the paraphrase that can be acknowledged as appropriate is only one paraphrase. Additionally, there are thirteen paraphrases are categorized as inappropriate. Another 7 paraphrases is categorized as somewhat appropriate level.

Additionally, before describing the result of the table in appendix 2, total score of the appropriateness level can be described by the following figure.

Percentage of Students' Paraphrasing Level

Figure 4.1 *Percentage of Appropriateness Level in Students'*
Paraphrases

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In this research, the researcher uses the appropriateness level by four levels. Those are the appropriate, somewhat appropriate, somewhat inappropriate, and inappropriate. Here are the details as following:

a. Appropriate Level

The appropriate level is the first level in paraphrasing appropriateness level. This level means the highest acceptable level in paraphrasing. It is categorized as the paraphrase which can be used in academic writing. Based on the finding of the study, this level is the rarest level reached by students' paraphrase. The table said that the score of paraphrase in this level is only one paraphrase. Presently, the figure above is shown that 2% of paraphrases included as appropriate level.

The example of paraphrase as appropriate level is as follow:

Original Text

Jigsaw is a cooperative learning technique with a three-decade track record of successfully increasing positive educational outcomes. Features of Jigsaw method make it suitable for enhancing two essential and related teaching goals that contribute to reading comprehension: developing students' metacognitive awareness, and learning the content while teaching it to peers in the small group.

Student's Paraphrase

Harmer stated that the term Jigsaw is defined as one of the techniques in teaching and learning process that has been improving the goal of education for last 30 years. To increase students' self-awareness and to learn material together with a couple are the two important goals that are appropriate to be developed though this technique.[92]

From the example above, the researcher found and assumed that student's paraphrase in this paragraph is appropriate. All the criteria are covered at this paraphrase. Further explanation about all the criteria are as follow:

a) Student mentioned the original author of the text above. It was proved by providing the Foote-note (Meng, Jing)

b) The text was redelivering by changing the words using sufficient synonym. Those are:

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[92] Meng, Jing., "Jigsaw Cooperative Learning in English Reading". *Journal of Language Teaching and Research.*. Vol. 1, No. 4, July 2010, 502.

- The word *increasing* replaced by *improving*
- The word *three-decades* replaced by *for 30 years*
- The word *outcomes* replaced by *goals*
- The word *cognitive* replaced by *knowledge*
- The word *content* replaced by *material*
- The word *suitable* replaced by *appropriate*

c) It changed the syntactical shift correctly. Particularly, it changed the active form into passive one.

Active

Features of Jigsaw method make it suitable for enhancing two essential and related teaching goals that contribute to reading comprehension: developing students' metacognitive awareness, and learning the content while teaching it to peers in the small group.

Passive

To increase students' knowledge and to learn material together with a group are the two important goals that are appropriate to be developed though this technique.

d) It changed the word class. The phrase *educational outcomes* changed to *goals of education.*

e) This text retained all the key points: *Jigsaw, Learning Process, Outcomes, Students' knowledge,* and *Peer*

f) This text did not reflect writer's argument.

g) This is not a summary. This can be assumed as not a summary because this text did not eliminate the details, example and supporting ideas of the original text. On the other hand, this text described the original text in different words specifically it did not omit details.

By completing all the criteria mentioned above, this text can be categorized as the appropriate paraphrase.

b. Somewhat Appropriate Level

Somewhat appropriate level is the second level that can be used academically in writing. This level means the criteria met by paraphrase should not less than 5 criteria. According to the data in table there are seven paraphrases that completed no less than five criteria. Besides, the figure shows that there are 17% of

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paraphrases which included in this level. The detail example of paraphrase in somewhat appropriate level is described below:

Original Text:

Peer feedback can be defined as 'a communication process through which learners enter into dialogues related to performance and standards'. The success of a writing instruction approach that incorporates peer feedback as one essential step in the writing process is related to students' perceptions of this type of strategy.

Student's Paraphrase:

Lui and Charles stated that peer feedback is a communication process as students included in the dialogue condition. In line with this statement, Laura gives more explanation about this topic. She said that learners' perception determines the success in writing instruction that incorporates peer feedback as one important step in writing skill.

Students' paraphrase above is categorized to somewhat appropriate paraphrase since it covered less than seven criteria of good paraphrase. This paraphrase principally covered five criteria, those are: mentioning the author of the original text, using sufficient syntactical shift, retaining all key points, not a summary and no student's opinion. Further analyses are explained bellow:

a) This text mentioned the author of original tet by providing Foote-note (Lui and Charles)

b) This text has changed the grammatical structure correctly. This paraphrase used an active form while the original is passive one.

Passive

The success of a writing instruction approach that incorporates peer feedback as one essential step in the writing process is related to students' perceptions of this type of strategy.

Active

In line with this statement, Laura gives more explanation about this topic. She said that learners' perception determines the success in writing instruction that incorporates peer feedback as one important step in writing skill.

c) This text also using sufficient synonym. However only two words that were changed at this step Those words are below the word *learners* replaced by *students* and essential replaced by important. This shows that the word changed is not

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completely successful since the same words are retained a lot. In line with this, this can be called as a near copy.

d) Also the fourth category could not be reached in this paraphrase. This text did not even change the word category to another word class. Thus, it can be decided as incomplete one.

e) The fifth text is that the paraphrase was retaining all the key points. The main discussion of this topic were redelivering appropriately. Those are: *Peer Feedback*, *Communication*, *Dialogue,* and *Writing Skill*

f) This text is not a summary because it did not brief the whole point of the original one. On the other hand, it retains all the key points and describes it completely.

g) No student's argument also support this paraphrase to have one criteria reached.

From the analyses above, student's paraphrase will almost be appropriate; however it did not cover two other criteria. Therefore, the researcher categorizes this paraphrase as *somewhat appropriate* paraphrase.

c. **Somewhat Inappropriate Level**

Somewhat inappropriate level means that the paraphrase is nearly inappropriate. This level is categorized as the level which cannot be admitted as acceptable paraphrase in academic writing. This level also can be assumed as nearly plagiarism work. This level can be happen if the paraphrases only met less than 4 criteria. Based on the data of the finding, this level is reached by nineteen paraphrases or in data percentage is 48%. This means the students' paraphrases are relative low. The following is the example of somewhat inappropriate paraphrase.

<u>Original:</u>
Writing is the written products of thinking, drafting, and revising that require specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions coherently into a written text, how to revise text for clearer meaning and how to edit text for appropriate grammar and how to produce a final products.

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<u>Paraphrase:</u>
Nunan and Brown also states that writing is the written products of thinking, drafting, and revising that require specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions coherently into a written text, how to revise text for clearer meaning and how to edit text for appropriate grammar and how to produce a final products. [93]

The paraphrase above is classified as somewhat inappropriate paraphrase. This could be come about because this paraphrase only covered three criteria. Those criteria covered are mentioning the author of the text, not reflect the writer's opinion, and not a summary. More analyses are explained bellow:

a)   A first criterion covered is that this paraphrase gave the clear citation of the author (Nunan and Brwon). Also this was clearly giving Foote Note.

b)   Unfortunately, this paraphrase did not use any changes in term of grammatical structure. No changing active into passive or even positive into negative one.

Active and positive
Writing is the written products of thinking, drafting, and revising that require specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions coherently into a written text, how to revise text for clearer meaning and how to edit text for appropriate grammar and how to produce a final products.

Active and positive
Nunan and Brown also states that writing is the written products of thinking, drafting, and revising that require specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions coherently into a written text, how to revise text for clearer meaning and how to edit text for appropriate grammar and how to produce a final products.

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[93] Brown, H. Douglas. 2000. *Principles of Language Learning and Teaching 4th Edition.* New York: Addison Wesley Longman Inc.

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It is clear that nothing changed on its structure. Thus, this text cannot complete this criterion.

c) This text also did not use any change in term of using synonym. Although it retained all the key points, the researcher did not found the differences among the words. By meaning that this paraphrase is quite similar to original text. It is also absolutely called as a copy one.

Writing is the written products of thinking, drafting, and revising that require specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions coherently into a written text, how to revise text for clearer meaning and how to edit text for appropriate grammar and how to produce a final products.

Nunan and Brown also states that writing is the written products of thinking, drafting, and revising that require specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions coherently into a written text, how to revise text for clearer meaning and how to edit text for appropriate grammar and how to produce a final products.

d) As explained above, this text is retaining all the points and did not reduce any main topic of the text. However, this text also did not change any words.

e) Word classes were not altered in different types of category. The words were delivered in a same word category. The researcher found all the words unchangeable such as, *written products of thinking, drafting, and revising that require specialized skills on how to generate ideas, how to organize them coherently.*

f) This text is not to be a summary but this is paraphrase. Retaining all the key points and did not brief the main discussion of the text gives obviously clarification that this is a paraphrase.

g) One of the criteria covered is that this paraphrase did not include writer's argument.

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d. Inappropriate Level

Inappropriate level means that if the criteria met by paraphrase less than 3 criteria. This level is included as the paraphrase that cannot be used in academic writing since it is believed as one of the plagiarism works. The data in the table said that there are nineteen paraphrases which are categorized as inappropriate. In figure, it shows 48% of paraphrases. This clearly confirms that students' paraphrases are relative low. Below is the example of paraphrase in inappropriate level.

Original:
The difficulty of writing is due to the fact that a writer needs to have enough language and general intellectual skills to generate and organize ideas and put those ideas into coherent, logically ordered, intelligible sentences, paragraphs and essays.

Paraphrase
According to Simpson, the difficulty in writing is due to the fact that a writer needs to have enough language and general intellectual skills as my experience at college. This aims to generate and organize ideas and put those ideas into coherent, logically ordered paragraphs.[94]

Student's paraphrase above is inappropriate because it covered less than three criteria of the good criteria. Only two criteria completed in this paraphrase. Those are the text was attributed to the original author, and not a summary. Five criteria were not used so it gives strong evidence to call this as inappropriate one. Further analyses are below:

a) This text is attributed to the sources. The writer mentioned the expert who delivered the ideas and put it in Foote note.

b) The use of sufficient synonym did not appear in this paraphrase. All the words are the same as the original. Not even one word changed instead all the words belong to expert works.

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[94] Simpson.1998.Research in LanguageTeach
http://exchanges.state.gove/forum/vols/136/no2

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c) The researcher did not find any change in syntactical shift. It can be seen by comparing the original text and paraphrase one.

The difficulty of writing is due to the fact that a writer needs to have enough language and general intellectual skills to generate and organize ideas and put those ideas into coherent, logically ordered, intelligible sentences, paragraphs and essays.

According to Simpson, the difficulty in writing is due to the fact that a writer needs to have enough language and general intellectual skills as my experience at college. This aims to generate and organize ideas and put those ideas into coherent, logically ordered paragraphs.

Original text is delivered in an active form of the sentence the paraphrase is also delivered in the same way. Therefore, this can be called as insufficient syntactical shift.

d) All the key points also did not mention at this paraphrase. Researcher found three important words were eliminated. Those are the word *intelligible sentences,* and *sentence*. These three words are classified as the key pints that cannot be reduced by another writer to deliver the same ideas.

e) This paraphrase also did not use any changes of word classes. All the words and word classes are the same as original one.

f) The biggest worth of this paraphrase is that this paraphrase included the writer opinion. The researcher found the phrase "*my experience at college".*This is absolutely terrible for processing a paraphrase.

g) This text is assumed as a paraphrase not a summary since it did not brief the main discussion of the topic.

From the explanation above, five important criteria of paraphrase were ignored by the students. Therefore, the researcher classified this paraphrase as one of inappropriate paraphrase. Students should more consider and understand how to make a good paraphrase by completing all the criteria mentioned above.

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After presenting the data of students' level in paraphrasing, this research provides the finding data in specific. The level of students' paraphrasing has been determined according to the criteria of paraphrase appropriateness met by each paraphrase. Below the researcher will present the data analyses based on each criterion.

a. Attributed to Sources

The first criterion that every paraphrase must complete is mentioning the original sources. This criterion means writers mention the original author of the text. The data fining in this research is presented in the table below.

Table 4.1 Students' Paraphrases in Criteria (Attributed to Sources)

	Students' Paraphrases														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	√		√	√	√		√		√	√	√		√	√	√
Attributed to Sources	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
		√		√			√	√		√	√				√
	31	32	33	34	35	36	37	38	39	40					
		√	√	√	√	√	√	√							

Note: 1-40=*The number of students' paraphrases*

According to this table, the data shows that not all paraphrases have completed this criterion. However, only few of them were not meeting this criterion. The paraphrases which did not mention the sources are only thirteen from forty paraphrases. This can be assumed that this criterion is quite easy for being completed by students. The reason that some of paraphrases did not complete this criterion is whether they did not provide any sources or they are delivered in inadequate way. The examples of paraphrases that provide sources and no sources are as follow:

Paraphrase with Sources

- *According to Susan E. Israel, reading comprehension is the process which is active and complex within understanding printed page,*

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expanding and interpreting meaning, and using meaning as suitable to text type, purpose and situation.[95]

This paraphrase has mentioned the original author of the text (yellow bold), this provides additionally the sources using Foote-note (Susan E. Israel and Gerald G. Duffy (ed.), *Handbook of Research on Reading Comprehension*, (New York: Routledge, 2009), p. 32). Thus, this work can be assumed as paraphrases with acceptable sources.

Paraphrase with No Sources

-   *Writing is a form of communication to deliver though or to express feeling through written form. Writing also is a series of activities going on and involves several phases, the preparatory phase, and the content development and review, as well as revisions or improvements posts.*

-   *The difficulty in writing is due to the fact that a writer needs to have enough language and general intellectual skills to generate and organize ideas and put those ideas into coherent, logically ordered, intelligible sentences, paragraphs and essays.*

The two examples of sentences above are categorized to uncited paraphrase because the writers actually have done a good job to paraphrasing the sentence from the original source but they forgot to put a citation of the original source. Students neither mention the original author using E-note nor mention it using Foote-note. Therefore, not putting the source or the original sentence is also categorized as plagiarism even though the writer has done a perfect paraphrasing.

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[95]Susan E. Israel and Gerald G. Duffy (ed.), *Handbook of Research on Reading Comprehension*, (New York: Routledge, 2009), p. 32

b. **Sufficient Synonym**

Table 4.2 Students' Paraphrases in Criteria (Sufficient Synonym)

	Students' Paraphrases														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Sufficient Synonym					√				√				√		
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
				√							√				
	31	32	33	34	35	36	37	38	39	40					
			√	√											

Table 4.2 shows the data of criteria "sufficient synonym" met by each paraphrase. From this table, it can be seen that many paraphrases have used synonym insufficiently. There are only seven from forty paraphrases that successfully used this criterion while the rest are inadequate synonym. This can be assumed that students still have problem to complete this criterion. Researcher provides some examples of students' paraphrases which used sufficient and insufficient synonym described as follow:

Paraphrase with Sufficient Synonym

- *Harmer stated that the term Jigsaw is defined as one of the techniques in teaching and learning process that has been improving the goal of education for last 30 years. To increase students' self-awareness and to learn material together with a couple are the two important goals that are appropriate to be developed though this technique.*

From this sentence, the researcher concludes that it is a paraphrase which uses sufficient synonym. This is indicated by some words changed by writers. The words in this sentence are different from original words. The comparison between original sentence and student's sentence shows identical words with different word used but still in the same meaning.

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Original Sentence:

- *Jigsaw is a cooperative learning technique with ==a three-decade== track record of successfully ==increasing== positive educational outcomes. Features of Jigsaw method make it ==suitable== for enhancing two essential and related teaching goals that contribute to reading comprehension: developing students' ==metacognitive awareness==, and learning the content while teaching it to ==peers== in the small group.*

Student's Sentence:

- *Harmer stated that the term Jigsaw is defined as one of the techniques in teaching and learning process that has been ==improving== the goal of education for ==last 30 years==. To increase students' ==self-awareness== and to learn material together with ==a couple== are the two important goals that are ==appropriate== to be developed though this technique.*

The synonym that writers used did not change textual and contextual meaning of the sentence. Several words transformed are, for instance, the word *"a three-decade"* replaced by *"30 years"*, the word *"increasing"* replaced by *"improving"*, the word *"suitable"* replaced by *"appropriate"*, the word *"metacognitive"* replaced by *"self-awareness"*.

Paraphrase with Insufficient Synonym

- *Nunan and Brown also states that writing is the written products of thinking, enrolling, and revising that require specialized skills on how to engender ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions coherently into a written text, how to revise text for clearer meaning and how to edit text for appropriate grammar and how to produce a final invention.*

- *According to Simpson, the struggle in writing is due to the data that a writer needs to have enough language and general intellectual skills to generate and display ideas and put those ideas into coherent, logically ordered paragraphs.*

From these two students' work, the researcher categorized these paraphrases which used insufficient synonym. The writers actually have changed some words into different words, however, words transformed are out of contextual meaning. Additionally, these two paraphrases have few words changed. This indicates that this does not enough to complete this criterion. The following are the analyses:

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Original Sentence:

- *Writing is the written products of thinking, ==drafting==, and revising that require specialized skills on how to ==generate== ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions coherently into a written text, how to revise text for clearer meaning and how to edit text for appropriate grammar and how to produce a final ==product.==*

Student's Sentence:

- *Nunan and Brown also states that writing is the written products of thinking, ==enrolling==, and revising that require specialized skills on how to ==engender== ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions coherently into a written text, how to revise text for clearer meaning and how to edit text for appropriate grammar and how to produce a final ==invention.==*

The comparison between original sentence and student's sentence is indicated from the words changed. Students aimed to change some words differently; however, it appeared irrelevant. The irrelevant words are enrolling, engender, and invention. Although, those words nearly have the same meaning, those are out of context and purpose.

The second sentence is also assumed as paraphrase with insufficient synonym. The word "difficulty" is replaced by "struggle. This is not the real meant of the word delivered by the original author. The word "fact" is replaced by "data". Furthermore, the word "organize" is replaced by "display". These synonyms are strongly irrelevant with the purpose of the original text. The comparison between original and paraphrased sentence is described below.

Original Sentence:

- *The ==difficulty== of writing is due to the ==fact== that a writer needs to have enough language and general intellectual skills to generate and ==organize== ideas and put those ideas into coherent, logically ordered, intelligible sentences, paragraphs and essays.*

Student's Sentence:

- *According to Simpson, the ==struggle== in writing is due to the ==data== that a writer needs to have enough language and general intellectual skills to generate and ==display== ideas and put those ideas into coherent, logically ordered paragraphs.*

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c. **Sufficient Syntactical Shift**

Table 4.3 Students' Paraphrases in Criteria (Sufficient Syntactical Shift)

	Students' Paraphrases														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Sufficient Shift	√				√				√			√	√		
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
			√						√					√	
	31	32	33	34	35	36	37	38	39	40					
				√			√	√	√						

According to this table, the third criterion in paraphrasing "sufficient syntactical shift" has been accomplished by less than a half of paraphrases. From forty paraphrases, only twenty paraphrases have sufficient use of syntactical shift. Other twenty eight paraphrases did not meet this criterion either using insufficient syntactical shift or without changing syntactical shift. This data indicates that some students faced the problem in forming and changing sufficient structure of the sentence, and some did well this criterion. The syntactical shift used by the students is changing the structure of the sentence in active form into passive form. The examples of paraphrases which have sufficient and insufficient use of syntactical shift are described as follow:

- *In line with this statement, Laura gives said that learners' perception determines the success in writing instruction that incorporates peer feedback as one important step in writing skill.*

- *Communicative Language Teaching (CLT) is approach to language teaching that highlights interaction as both the means and the definitive aim of study.*

The first sentence is the example of student's paraphrase which changed the structure of the sentence. It has different form from the original sentence. The original is delivered in a passive form while

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student's sentence is delivered in an active form. The comparison of original and student's sentence is described below.

Original Sentence:

- *The success of a writing instruction approach that incorporates peer feedback as one essential step in the writing process is related to students' perceptions of this type of strategy.*

Student's Sentence:

- *In line with this statement, Laura gives said that learners' perception determines the success in writing instruction that incorporates peer feedback as one important step in writing skill.*

From the original sentence, it can be seen that this sentence uses the subject "*the success of writing instruction approach*" while student's sentence put it as an object. On the contrary, the object in original "*to students' perception of this type of strategy*" is put as a subject in student's sentence.

The second example is student's paraphrase that has no change in structure of the sentence. Student's sentence is as the same form as original sentence. There are no different changes in both sentences. This is indicated by the subject and object in student's sentence which is same as original sentence. The following is the comparison.

Original Sentence:

- *Communicative Language Teaching (CLT) is approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study.*

Student's Sentence:

- *Communicative Language Teaching is approach to language teaching that highlights interaction as both the means and the definitive aim of study.*

d. Word Class Changed

Table 4.4 Students' Paraphrases in Criteria (Word Form Changed)

	Students' Paraphrases														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Word Form				√	√								√		
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
				√											

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Word Form	Students' Paraphrases													
	31	32	33	34	35	36	37	38	39	40				
				√				√	√					

The table 4.4 shows that only few paraphrases met this criterion. From forty students' paraphrases, there are only seven paraphrases that changed the word class. On the other hand, thirty three paraphrases did not change its criterion. This result clarifies that most of the students constantly forgot this criterion; however, this criterion is essential to have a good paraphrase. The examples of students' paraphrase which changed word class and even no change are as follow.

- *Communicative Competence is defined as the competence aspect that let us convey our message interpretation and negotiate interpersonal meanings within specific situation.*

- *The practice of peer feedback can make students obtain more personal comments and gives reviewers the opportunity to practice and develop variety of language skills.*

The first student's sentence is the paraphrase which changes the word class. The word form is conveyed in different way. It means the category of words is changed into another category. In this sentence, the words transformed are the words "interpret" and "interpersonally". The word "interpret" of which category is a verb is changed into a noun "interpretation". Also the word "interpersonally" of which category is an adverb is changed into an adjective "interpersonal". These two words are categorized as acceptable word form change since those are still remaining the meaning of the original text. To make it clearer, see the comparison below.

Original Sentence:

- *Communicative Competence is the aspect of our competence that enables us to convey and interpret messages and negotiate meanings interpersonally within specific contexts.*

Student's Sentence:

- *Communicative Competence is defined as the competence aspect that let us convey our message interpretation and negotiate interpersonal meanings in specific situation.*

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For the second finding of student's sentence in this criterion, student did not even change the word in term of its category. It can be seen from the comparison below. The words in student's sentence are same as the original words. Although this sentence is changed by using synonym such as the word "allow", "individual", "as well as", and "different", the word category changes are unavailable. Therefore, the researcher points out that this paraphrase is categorized with no word class changed. See the comparison below!

Original Sentence:
- *The practice of peer feedback allows students to receive more individual comments as well as giving reviewers the opportunity to practice and develop different language skills*

Student's Sentence:
- *The practice of peer feedback can make students obtain more personal comments and gives reviewers the opportunity to practice and develop variety of language skills.*

e. Key Points Retained

The next criterion is that paraphrase must retain the key points from original sentence. This means all the changes in paraphrase cannot lose any key points. The finding of this criterion is described in the following table.

Table 4.5 Students' Paraphrases in Criteria (Key Points Retained)

	Students' Paraphrases														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	√				√				√		√				
Key Points	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
		√		√				√			√				
	32	33	31	35	36	37	38	39	40						
		√						√							

This table explains that there are many paraphrases which did not retain all the key points. Few paraphrases have successfully

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retain it, nevertheless, the rest pay no attention to its criterion. From twenty paraphrases analyzed, the researcher only found ten paraphrases which retain all the key points. The following sentences are the examples of students' sentence in this criterion.

- *Gillies and Ashman stated that English reading lessons can be combined with mutual learning in order to make students communicate with peers freely, develop their communication, reading concept, and reduce anxiety.*

- *Differently, Yang, Badger and Yu stated that like beneficial effects on the writing quality, peer feedback can develop students' critical thinking and social interaction.*

The first sentence is the paraphrase which successfully retained the key points of the sentence. This sentence did not reduce any key important words. Even though some words are delivered differently, the key words of the sentence are still accessible. So, the purpose of the text can be understood same as the message of original sentence. Whereas the second sentence is categorized as paraphrase which loses some key words of the sentence. To compare those, see the following finding!

Original Sentence:

- *Combining cooperative learning with English reading instruction creates student opportunities to interact with peers, increase peer communication and encourage reading-comprehensiondevelopment, and lower anxiety.*

Student's Sentence:

- *Gillies and Ashman stated that English reading lessons can be combined with mutual learning in order to make students communicate with peers freely, develop their communication, reading concept, and reduce anxiety.*

Even though the words "instruction", "opportunities", "comprehension", "development", and "lower" are changed, the main message of the sentence are still comprehended. Thus, researcher assumed this sentence as one of paraphrases that retain all key points.

Original Sentence:

- *As well as beneficial effects on the quality of writing, peer feedback has advantages such as developing critical thinking, learner autonomy and social interaction among students.*

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Student's Sentence:
- *Differently, Yang, Badger and Yu stated that like beneficial effects on the writing quality, peer feedback can develop students' critical thinking and social interaction.*

From this comparison, it can be seen that there are some key points in original sentence which are not delivered in student's sentence. Some words changed are still comprehensible; however, the information of "learner autonomy" is removed in a paraphrase. Therefore, this sentence is assumed as paraphrase with incomplete key points.

f. No an Opinion

This criterion determines whether the paraphrase has writers' opinion or not. The data finding in this criterion is in the table below.

Table 4.6 Students' Paraphrases in Criteria (Not Reflect an Opinion)

	Students' Paraphrases														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	√	√	√		√	√	√	√	√		√	√	√	√	√
No Opinion	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	31	32	33	34	35	36	37	38	39	40					
	√	√	√		√	√	√	√	√	√					

Based on table 4.7, the data shows that there are many paraphrases successfully met this criterion. Only a few paraphrases included students' opinion in the sentence. Specifically, only three from forty paraphrases included an opinion from students. The following sentence is the finding example that reflects student's opinion.
- *According to Simpson, the difficulty in writing is due to the fact that a writer needs to have enough language and general intellectual skills as my experience at college. This aims to generate and organize ideas and put those ideas into coherent, logically ordered paragraphs.*

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This sentence is well-paraphrased; however, the weakness of this sentence is to provide writer's opinion. It can be seen from the phrase "as my experience at college". This phrase conveys student's opinion within the text. Thus, this clearly indicates that this paraphrase cannot be appropriate

g. <u>Avoided Summary</u>

Avoided summary is the last criterion to determine the appropriateness of paraphrase. This criterion aims to determine whether the writers avoid the summary technique or not. The result of the analysis is illustrated according to the following table.

Table 4.7 Students' Paraphrases in Criteria (Avoided Summary)

	Students' Paraphrases														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	√	√	√	√	√	√	√	√	√	√	√		√	√	√
Not A Summary	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	√	√	√	√	√	√	√	√	√		√	√	√	√	√
	31	32	33	34	35	36	37	38	39	40					
	√	√	√	√	√	√	√	√	√	√					

From the table above, to complete this criterion is quite easy for students since they can differ between paraphrase and summary. Most of the paraphrases have avoided the summary technique, particularly only two from twenty texts were not avoiding summary. The examples of paraphrase which avoid summary can be seen in all previous examples while example of paraphrase which summarizes the original text is below.

<u>Student's Sentence:</u>

-    The multiphase strategy is designed to include sub strategies: Survey, Size-Up, and Sort-Out. Each strategy required that the students make a "pass" through the chapter for a particular purpose.

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Original Sentence:
- *The multiphase strategy was designed to include three sub strategies: Survey, Size-Up, and Sort-Out. Each strategy required that the students make a "pass" through the chapter for a particular purpose, ==because each sub strategy required that students perform a number of behaviors, they teach as a unit.==*

From the example above, it can be seen that some details are omitted from the summary that are included in the paraphrase: _because each sub strategy required that students perform a number of behaviors, they teach as a unit._ However, the meaning of the original has not been changed.

After showing the finding on each criterion, the researcher concludes the data generally. From seven criteria of appropriate paraphrase, there are some criteria that students mostly completed and uncompleted in their paraphrases. The data are shown based on the figure below:
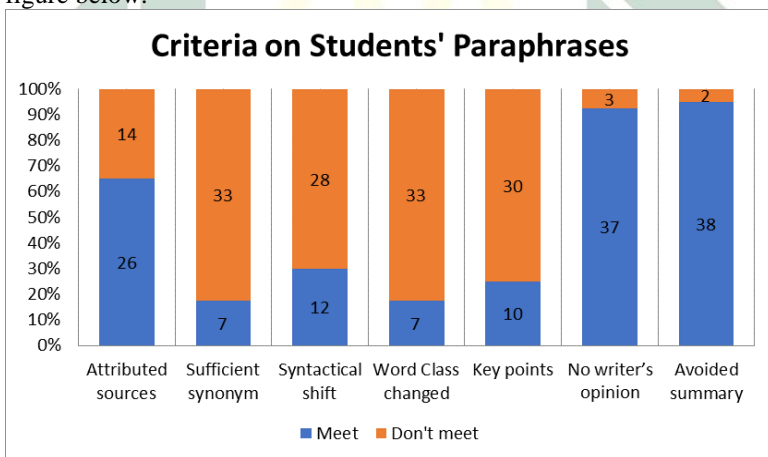

Criteria on Students' Paraphrases

Figure. 4.2 Criteria on Students' Paraphrases

Based on the figure 4.2, the most common criteria that each paraphrase met is avoided summary. From forty paraphrases, thirty eight paraphrases avoided summary writing technique. This criterion becomes the fewest criteria that each paraphrase did not meet specifically only two paraphrases which did not meet this criterion. Then, the second

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most common criterion met by each paraphrase is no students' opinion. In analyzing the data, researcher only found three paraphrases which reflected students' opinion. These two results indicate that students did not face problem in these two criteria. The criterion "attributed to sources" becomes the third most completed criterion. There are twenty six paraphrases have used this criterion while only fourteen paraphrases did not provide any sources in students' sentences. On the other hand, using sufficient synonym and changing the word classes are the fewest criteria that could meet in students' paraphrases. In these both criteria, there are only seven paraphrases which met these criteria while the thirty three paraphrases did not meet these criteria. This data bring assumption that students feel difficult to complete these criteria. The criterion "word class changed" also becomes the second fewest criteria students complete in their paraphrases since this criterion is only successfully met in ten paraphrases. Differently, thirty paraphrases did not change the word classes. The data of this finding also makes this criterion assumed as a challenging criterion to complete. Furthermore, the criteria which less met in students' paraphrases is using sufficient syntactical shift. There are only twelve paraphrases which have been changed in its structure of the sentence while twenty eight paraphrases did not appear in students' paraphrases.

2. **Students' Paraphrasing Techniques**

From the finding breakdown above, it can be concluded that most students' paraphrases that the researcher analyzed were almost inappropriate. The problems emerged then; did the students understand how to paraphrase well? What is paraphrase according to them? What techniques do they use to paraphrase? And why do they use those techniques to paraphrase? These questions underlie the researcher to find out the data finding confirmation through interview. Therefore, the researcher had conducted the interview toward twenty students to answer those questions. The interview had been conducted along 10th of April until 05th of Mei 2017.

The result of the interview will be presented below based on questions in the interview guideline.

a. **Students' perceptive on paraphrasing**

In general, the students had a clear understanding of paraphrase in writing and its function. They also admitted that they had been

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taught several ways to make paraphrase well. The following explanation is the students' response within this question.

The key words of paraphrase definition are actually the word change and sources. Most respondent had answered the question appropriately since they explained it with those key words. On the other hand, the students' responses with yellow highlight are the inappropriate answer for defining a paraphrase. From this finding, it indicates that students actually had understood the term paraphrase; however the following finding within a second and third question of the interview most students did not recognize to all the techniques required.

b. Students' preferred techniques

When the students were asked to define the term "paraphrase", then the researcher asked the following question along with them dealt with the techniques in paraphrasing. In these questions, the researcher did not give any clues regarding to technique of paraphrasing in line with the theories. This is aimed to gain the real information from students who had learnt about paraphrase in writing class. The result of students' responses is described in the following figure.
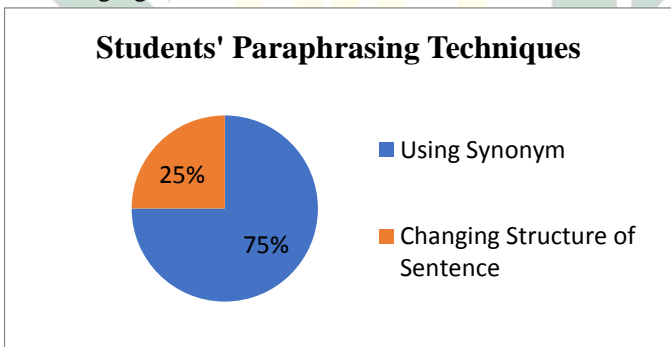

Figure 4.3, Students' Paraphrasing Techniques

In figure 4.11, it can be concluded that there were only two techniques of paraphrase that students knew and used. They recognized changing the word with synonym and changing the structure of the sentence. This data finding also shows that the students mostly used paraphrasing technique in changing a word with synonym. From twenty respondents, there were fifteen students

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whose response is preferred to use this technique. This took place approximately (75%) of students preferred this technique in their parapharses. On the other hand, only five students from twenty students who prefered changing the structure of grammar as their technique. This means only (25%) of students used this technique. This data finding underlies the researcher to find the reason why they used those particluar techniques to support their idea. Therefore, the following finding will describe about students' reason in choosing the techniques.

c. Reasons for those techniques

After the students were asked about the techniques they preferred to use, the researcher also interviewed them to know the reason why they tend to choose those particular techniques. The data finding in this question will be presented in each technique students had used.

1) Changing Word (Synonym)

This technique is the most common technique known by students in proposal writing class. As presented in the data above, this technique was used by fifteen students. This shows that there is big reason behind this finding. The reason why students prefer this is as follow:

a) *Automatic change of synonym in the computer*

The advance of technology makes students have this reason. This means that student can change the word by only click right on the word they want to choose, then click synonym. This becomes the biggest reason in this technique since they believe this is easy for them. From fifteen students who prefer to use synonym in paraphrasing, there were nine respondents gave this reason.

b) *Only know this technique*

On the other hand, student used this technique is mostly because they did not recognize other techniques. When they were aksed about this question, they only respond that this is the only technique that student knew like they feel confused. There were four respondents who said this reason.

c) *Vocabulary*

The last reason is that students tend to use this technique because they believe in their vocabulary mastering. Different from the previous reason, students in this reason tend to

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directly change the word without see the dictionary or use the computer. Furthermore, the data shows that only two respondents gave this reason.

2) <u>Changing Structure of Sentence</u>
Based on the data presented, there were only five students who used changing a structure of sentence. Then, the researcher wants to find the reason of using this technique which will be presented below.

   a) *Lack of vocabulary*
   The first reason is that students tended to use this technique because they admitted they have lack of vocabulary. The respondents who choose this technique actually know the technique to use synonym; however, they feel synonym more complex since it can change the massage of the sentence. From the data found by the researcher, there were three respondents answered by this reason.

   b) *Just change the form without knowing the meaning*
   Another reason in this technique is that the students can change the sentence even though they did not know the meaning of the text. They also acknowledged that this is the last option if they hardly know the meaning of the text.

B. Discussion

In order to have the same interpretation between the reader and the researcher toward the finding of the research, this part discusses those findings by reflecting on some theories related to each following problems. The result of the research was known concretely after doing an analysis of the data. The presented data and the explanation above draw the categorization of students' appropriate level in paraphrasing and the most common technique of paraphrasing made by the students. Thus, the discussion will be elaborated based on the findings of each research question.

1. Students' Paraphrasing Appropriateness Levels in Proposal Writing

As the main objectives of the study, analyzing students' appropriateness level in their paraphrases the researcher aims to correlate the finding in this case to some theories. Based on the

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first research problem, the finding proved that most of students' paraphrases are categorized as somewhat inappropriate and inappropriate level. This finding brings the assumption that most of the paraphrases cannot be used in their proposal writing since those paraphrases are categorized as a plagiarism work. This statement is supported by some theories which affirm these two levels are as a plagiarism. Jordan said that the paraphrases that have not completed all the requirements in paraphrasing criteria will not be used in academic writing.[96] This means that the paraphrases are as same as plagiarism. Moreover, Shirley in his study concluded that inappropriate and nearly inappropriate is assumed to one of the types in plagiarism.[97] Therefore, it can be concluded that students in proposal writing class faced the problem in modifying others' writing in their own writing, specifically in a use of paraphrase.

The data found in this research question is based on the result of analysis from the criteria of paraphrasing appropriateness. Each criterion found in students' paraphrases will be discussed as follow.

a. **Attributed to Sources**

This first criterion means that every sentence or text taken from others must include the sources within the sentence or text. To include the sources, the writers must mention the author of the original text. Most of students' paraphrases have successfully met with this first criterion. Although some of them did not include the sources in their paraphrase, it is only a few number of paraphrases found.

According to this finding, an attributed to sources can be categorized as appropriate because students' paraphrase provided the source link of the original text. Moreover, they mentioned the author of original text within their paraphrase. In line with this statement, Bailey defines the paraphrase with correct sources is by providing the citation within the

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[96] R. Jordan. *Academic Writing Course,* 94

[97] Shirley,*"The Art of Paraphrase. Instructional Note"*p. 186

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paraphrase.[98] On the other hand, the reason that some paraphrases which did not successfully meet this criterion is because they neither provided any sources nor put the correct sources. Not putting a correct source means the citation within the paraphrase is not suitable to the requirements. And the most common problem with students' paraphrases in this criterion is that students did not include any sources. As Shirley claimed that not providing the sources within the text taken from others' is categorized as a direct copy. A direct copy also can be assumed as one of the plagiarism works.[99] In short, although students' paraphrases in this part have successfully met to this criterion, a few of them was still delivering inappropriate way. Therefore, students still need to pay attention deeply to this criterion.

b. <u>Sufficient Use of Synonym</u>

The second criterion of paraphrase appropriateness is sufficient use of synonym. This criterion means that the paraphrases which are changed by changing the word should use the synonym appropriately. To make synonym be used sufficiently, the word changed must have some criteria to complete. As Bailey stated that writer trying to copy other's writing can change the words using synonym, and to make it satisfy the synonym must be clear; similar meaning and not out of the context.[100]

According to the finding in this criterion, the data shows that only a few paraphrases that successfully completed this criterion. There are so many paraphrases which used synonym insufficiently. Researcher found few of paraphrases used sufficient synonym, some of which did not change the words using synonym, and most of them were using insufficient synonym. This fact gives the bad result on students' paraphrases because the paraphrases which have inappropriate synonym could be assumed as bad paraphrases.

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[98] Stephen Bailey, *Academic Writing: A Handbook for International Students Second Edition*. (New York: Routledge, 2006), p. 9

[99] Shirley, *"The Art of Paraphrase. Instructional Note"* p. 186-187

[100] Bailey, *Academic Writing*, p. 10

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As Purdue Online Writing stated that paraphrases which have insufficient synonym will deliver different interpretation of the original text, it may also causes misunderstanding from the readers. For that reason, students must have more understanding on this criterion, so that they can make their paraphrases can be used appropriately, and the paraphrases will be categorized as a good paraphrase.

c. <u>**Sufficient Syntactical Shift**</u>

After discussing two criteria above, sufficient syntactical shift will be the next criterion discussed in this part. This criterion means that the paraphrases must change the grammatical structure sufficiently. The texts transformed into new sentences can be changed using this criterion. Sufficient syntactical shift can be appropriate if the sentences are changed by changing an active form into passive or positive into negative. To make active become passive, students must change the position of the subject and object of the sentences. In addition, to make the positive sentence become negative sentence, students must change the word available which interpreted as positive can be changed to negative meaning.

However, the result of the finding in this part shows that very few paraphrases have changed sufficient syntactical shift. Based on the data found, students tended to ignore this criterion. Most of students did not change the structure of the sentence both in active-passive or positive-negative. And some of paraphrase changed its structure, but it delivered insufficiently. Most of the mistakes in changing the structure is that the words which were aimed to be stated in a negative sentence had used inappropriate words. According to Jordan, changing the negative into positive or even positive into negative must change the words using antonym but still retaining the message of the text, for example "not difficult" changed by "straightforward".[101] From this fact, it can be concluded that students mostly ignore to change the sentence structure and have no much understanding in using sufficient

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[101] R. Jordan. *Academic Writing Course,* 94

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antonym. Consequently, students' paraphrase will be categorized as bad paraphrase.

d. Word Classes Changed

Another criterion of paraphrase appropriateness is word class changed. This criterion means that one of the requirements of appropriate paraphrases is to change the words in its category. The words which are changed the category will make the words become other categories such as noun, verb, adjective, and adverb but the meaning is still retained. To make a perfect paraphrase, changing the word category is required within students' paraphrase. In line with this statement, Keck argued that a perfect and acceptable paraphrase can be accomplished if it completed all the criteria; one of them is to change the category of the words.[102] So, it clearly confirms that this is one of the important criteria in paraphrasing.

Based on the finding in this criterion, only a few number of paraphrases that students had successfully completed this criterion. The data found also shows that students mostly paid no heed to change the word category while some of them changed inappropriately. An inappropriate use of word classes is found that students tended to change the words in different category but they are not available in dictionary. This fact brings the conclusion that students were not aware to make their paraphrase by changing the word classes. Moreover, they have less information on this criterion.

e. Key Points Retained

The fifth criterion of paraphrase appropriateness is retaining all key points. This criterion means that every paraphrase must retain all the important words within students' paraphrases. Although paraphrase is a text which has been modified by having several changes, the important points of each sentence cannot be reduced. According to Jordan[103]

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[102] Keck, *"The Use of Paraphrase in Summary Writing"*. p. 270
[103] R. Jordan. *Academic Writing Course,* 94

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and Bailey[104], writers may use several changes to paraphrase, but the meaning of the original text must be stated. This argument explains that the important words or the main topic of each sentence must appear in students' paraphrases.

However, the data of the finding shows that most of the paraphrases in students' proposal writing did not retain all the points of the text, while there are only a few paraphrases which met this criterion. Most of paraphrase could not successfully retain the meaning because the students changed the words using insufficient synonym. If the synonym used is not appropriate, it will clearly change the message of the sentence. Moreover, if the sentences loose the original message, it means the key points are removed. Alice said that changing the words with sufficient synonym will determine the key points of each sentence.[105] For that reason, this criterion could not meet in students' paraphrase is mostly caused by students' changes in some words. To sum up, this criterion can be successfully completed by changing appropriate words, and students must have more awareness to the changes of the words they used.

f. <u>**No Students' Opinion**</u>

Reflecting students' opinion within the paraphrases must be avoided to make the clear information. This criterion is aimed to measure whether the paraphrase include additional information or not. Adding some information out of the author's statement from original text will make the message of the text become unclear.

Based on the finding in this criterion, the data shows the positive results on students' paraphrase. This means that there were many paraphrases which did not reflect students' opinion within their paraphrases. On the contrary, paraphrases with students' opinion only appear in a very few paraphrases. This clearly confirms that students did not face any problem in completing this criterion.

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[104] Bailey, *Academic Writing*, p. 10

[105] Alice, *Writing Academic English*, p. 131

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g. **Avoided Summary**

The last criterion of paraphrase appropriateness is that all the paraphrase must avoid the summary technique. As explained before, this criterion is purposed to determine it is a summary or a paraphrase since both of techniques are quite different. The paraphrase which is nearly a summary can be seen from the changes on the whole sentence. This means that summary writing may remove some sentences and information of the text. On the other hand, paraphrase must retain the information and cannot remove any sentence.

According to the finding, students mostly had avoided summary technique. Their paraphrases tended to retain the whole sentence and information available; however, two paraphrases remove several sentences within their paraphrase. Students who cannot avoid a summary should be more aware on distinguishing between paraphrase and summary. In short, students' paraphrases in proposal writing did not have big problem in this criterion, but they are still required to advance their understanding of this matter.

2. **Students' Paraphrasing Technique in Proposal Writing**

The second research question aims to find paraphrasing techniques students mostly used. As explained in finding, to get the data researcher conducted an interview section with twenty participants. To get the answer of this research question, researcher also providing some headings of questions to lead students understand with the question given. The questions within an interview are about students' understanding in paraphrases, students' preference technique in paraphrasing, and students' reason to choose those particular techniques. Therefore, the discussion of this finding will be presented based on each question.

a. **Students' Perspective on Paraphrase**

The first result shown in this finding is about students' understanding on paraphrasing in general. Such this question is provided to get students' response whether they had understood paraphrases or not. Furthermore, after getting the responses of this question,

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it will be correlated to the next questions within interview guideline.

In accordance with the data found, students' response in defining the term paraphrase gives the positive result. This means that many students have understood in defining a paraphrase; however, a few of students are still getting a challenge to answer this question. Many of them had stated that paraphrasing is the term to redeliver others' writing in our own writing with some changes and put the sources. This response is a perfect answer since they define it using the words "changes" and "sources". It clearly means that this definition is a correct one. As Alice said that paraphrase is the way you take someone ideas, use some changes to make it your writing, and mention the sources.[106] On the other hand, a few students tended to define it as the technique to copy someone writing without mentioning the term changes and sources. This fact briefly gives the conclusion that most of students in this class had recognized this topic.

b. Students' Preferred Techniques and Their Reason

As explained in literature review of this research, the techniques of doing paraphrase are three different ways. First is by changing a word. Second is by changing the structure of the sentence. Third is by changing the ideas. Some experts also have argued to the criteria of each technique that can be assumed as the correct one. As the data of students' response from the first question should actually make students have recognized several techniques in paraphrasing. However, based on the data collected and analyzed in findings, the third technique, changing ideas, is not a familiar technique in students' mind. Students only have known and preferred changing words particularly in using synonym and preferred to use changing structure of the sentence. The preferred techniques are explained further as follow:

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[106] Alice, *Writing Academic English*, p. 131

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1) Changing Word
   - Using synonym

   Alice explained that using synonym is one of the ways to restate someone ideas. This technique can be correct if the words changed is still related each other. The correct contextual usage also needs to be covered by writer who uses synonym.[107] As the presented data, students who tend to use this technique are about 75% students. This means the frequency of students in choosing a technique is more likely to this one. Reasons for choosing this way are commonly due to the dictionary available. In addition, students now can use electronic dictionary so it absolutely makes them easier.

   Unfortunately, there are many of whom using this in inappropriate way. The synonyms they choose are mostly out of context from the intended meaning of the text. Many synonyms are not contextually meaningful. For example, student means to use word duplication to change the word repetition. But that is not a correct one because the meaning is too far from the original. Same as the word unreservedly which is aimed to change the word freely. While the word counteractive means to change the word remedial. This actually has the same meaning but the context is not suitable. This analysis is same as the expert explanation of this issue. Bailey and Jordan stated on both their book that synonym can be acknowledged as the good one since it has the near meaning of the word, and appropriate contextual use.

   - Changing Word Classes

   Changing word classes means that word is changed based on the category of the words. Sharon said that restate the text by changing word classes is the easiest way to use; however, writer should consider to the changes since there are variety of word class changing.[108] Even though it is believed as the easiest way, the result from this study is different. No students tend to use this technique less. The

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[107]Alice, *Writing Academic English*, p. 131

[108]Sharon (2010). *Webster's New World: Students Writing Handbook*, *Fifth Edition*. p. 72

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reason is that they are not familiar with the changing of word in its category. Another reason is they feel more complex if they should look for the correct one in dictionary since it took their time.

2) Changing structure of the sentence

While the second technique they preferred to use is changing structure of the sentence. There are 25% students who used this technique in paraphrasing. Many experts stated that using this technique is quite easy and understandable. Jordan said that to use this way writer can use two ways, those are changing active into passive and negative into positive. He also said active-passive is the easiest way. Based on the result of students' paraphrases, changing active-passive is more available than negative-positive. However, there are some who conducted this way in inappropriate one. The most common mistake they made is using insufficient subject and object. Students who preferred this technique have some reasons such as lack of vocabulary, and direct changes. For this reason, it means that this technique is quite useful for students who have less understanding in textual meaning.

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