

**STUDENTS' PROBLEMS IN PARAPHRASING A CASE STUDY IN  
ACADEMIC WRITING CLASSES AT SEVENTH SEMESTER  
STUDENTS OF ENGLISH DEPARTMENT IN IAIN  
LANGSA**

**SKRIPSI**

**By:**

**Tuti Indriani  
1042013108**

**Degree (S1)  
Study Program : English Department  
Tarbiyah and Teacher  
Training Faculty**



**THE MINISTRY OF RELIGIOUS AFFAIR  
STATE INSTITUTE FOR ISLAMIC STUDIES  
ZAWIYAH COT KALA LANGSA  
2018 M / 1439 H**

## SURAT PERNYATAAN KARYA SENDIRI

Saya yang bertanda tangan dibawah ini menerangkan :

Nama : Tuti Indriani

Nim : 1042013108

Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan (FTIK)

Jurusan : Pendidikan Bahasa Inggris (PBI)

Alamat : Dusun Mawar, Desa Bukit Rata, kec.Kejuruan Muda.

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Langsa, 07 Desember 2017  
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TUTI INDRIANI  
Nim: 1042013108

**STATEMENT OF APPROVAL**

**STUDENTS' PROBLEMS IN PARAPHRASING A CASE STUDY IN  
ACADEMIC WRITING CLASSES AT SEVENTH SEMESTER  
STUDENTS OF ENGLISH DEPARTMENT IN IAIN  
LANGSA**

Submitted to Training and teacher Training Faculty IAIN Langsa as a Partical  
Fulillment of the requirment For the degree of *Sarjana Pendidikan* (S.Pd) In  
English education Department

**By**

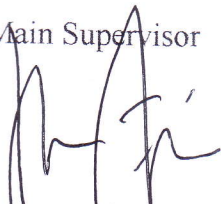
**Tuti Indriani**

**1042013108**

**English Education Department**

**Approved by**

Main Supervisor



Cut Intar Meutia, M.A.

NIR 19790529 200912 2 005

Co. Supervisor



Mauloeddin Afna, M.Pd.

**STATEMENT OF CERTIFICATION**

**STUDENTS' PROBLEMS IN PARAPHRASING A CASE STUDY IN  
ACADEMIC WRITING CLASSES AT SEVENTH SEMESTER  
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By:

Tuti Indriani

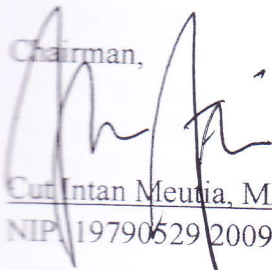
1042013108

Has been defended in Sidang Munaqasyah in front of the council of Thesis Examiners and has been accepted as a Partial Fulfillment of Requirements for *Sarjana Pendidikan* (S.Pd) in English Education of Tarbiyah and Teachers Training Faculty on :

Saturday, February 03<sup>rd</sup> 2018 M  
18<sup>th</sup> Jumadil Awal 1439 H

**Based of Examiners**

Chairman,

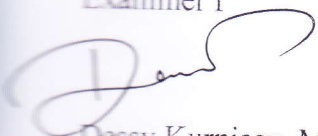
  
Cuti Intan Meutia, MA

NIP. 19790529 200912 2 005

Secretary

  
Mauloeddin Afna, M.Pd

Examiner I

  
Dessy Kurniasy, M.Hum


NIDN. 0112128204

Examiner II

  
Rahmi Fhonna, MA

NIP. 19821113 201503 2 004

Certified By:

  
The Dean of Tarbiyah and Teachers Training Faculty  
State Institute for Islamic Studies Langsa

  
Dr. Ahmad Fauzi, M.Ag

NIP. 19570501 198512 1 001

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May this research will be useful in the future for herself and people. The researcher hopes the readers could contribute developmental insight. May Allah bless us forever. Amin YaRabbalA'lamin.

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The Writer

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## ABSTRACT

**Tuti Indriani.** 2018. "Students' Problem in paraphrasing A Case Study at Academic Writing Classes at Sevent Semester of English Department in IAIN Langsa". The Student of English Department Tarbiyah and Teacher Training Faculty, State Institute for Islamic Studies (IAIN) Langsa

The title of the research is "Students' Problem in paraphrasing A Case Study at Academic Writing Classes at Sevent Semester of English Department in IAIN Langsa". Paraphrasing is one of the important technique in writing which helps students to avoid plagiarism. The paraphrase is mostly used in students' academic writing especially in writing proposal, but it sometimes can be challenging for them. The paraphrase is important in academic writing class especially in write research proposal. Students may create a poor paraphrase that can lead to a distortion of the original author's idea, concept or message and even alleged plagiarism. To avoid this, students must recognize the appropriate criteria in creating an acceptable paraphrase. Students tried to paraphrase correctly to showed they have engaged with and comprehend the idea from thier source material but in fact is is difficult for them to re-write the original source without change the original sentence and meaning. This study aimed to found the causes and effects of students problem in paraphrasing especially in academic writing class. This study is aimed to examine students' in paraphrasing. Purposefully, the paraphrase are analyzed based on the test and interview that researcher gave to students english department sevent-semester in academic writing classes at IAIN Langsa. In addition, the research aimed to found the causes of the students' problem in paraphrasing. Found the causes that made students difficult to created a good paraphrase. This research is conducted using qualitative descriptive method in a case study class. The population in this research was 56 students in academic writing class. In particular, 56 paraphrase from 56 participants were analyzed through a set of criteria which have been modified from some theoritical sources. The result form test showed that students' problem in paraphrasing. in test result based on the criteria found that students that attributes source 46%, used vocabulary changed 100%, word class changed 18%, grammar structure idea changed 5%, writer's opinion 11%, meaning clear 32% and copy some phrase 91%. The result from interview result shows that students that have some reasons why problem in paraphrase. The reasons about the lack of understanding meaning, lack of vocabulary, problem in tehique of paraphrasing, problem in lecturer explanation and students problem itself. Furthermore, students technique in creating a good

paraphrase is relative low since most of them do not know the way how to make a good paraphrase.

**Key words :** *Students' Problem and Paraphrasing.*

**Approved by:**

**Main Supervisor,**

**Cut Intan Meutia, MA**  
NIP. 19790529 200912 2 005

**Co. Supervisor,**

**Mauloeddin Afna, M.Pd**

**Chairman,**

**Cut Intan Meutia, MA**  
NIP. 19790529 200912 2 005

**Secretary**

**Mauloeddin Afna, M.Pd**

**Examiner I**

**Dessy Kurniasy, M.Hum**  
NIDN. 0112128204  
004

**Examiner II**

**Rahmi Fhonna, MA**  
NIP. 19821113 201503 2

**Certified By:**

**The Dean of Tarbiyah and Teachers Training Faculty  
State institute for Islamic Studies Langsa**

**Dr. Ahmad Fauzi, M.Ag**  
NIP. 19570501 198512 1 001

## CHAPTER I

### INTRODUCTION

This chapter discusses the introduction of the study that explain the reason of conducting this research, and the research questions that would bring this research to some cases. Objective of the study that present the purpose, Significances of the study and scope of study are also provided in this chapter

#### **A. Background of Study**

Writing is a media to communicate writers' idea to reader. Writing skill is defined as the ability to respond to a given stimulus according to some authority's definition of the correct respond.<sup>1</sup> Researcher believes that by writing people able to stimulate mind. As we know that in writing people should convey information in their mind text thus it makes mind work more often. Writing skill is one of the important skill in academic performance. Good writing skill can help people to communicate their ideas in the form of written document. Based on the researcher experiences, writing skill is really needed because it can improve creative thinking and creativity. Bizzell stated students' intellectual socialization may be accomplished not only by interacting with people but also by encountering the writing of others.<sup>2</sup> It is proven that students do not only need to have a good interaction with other, but also they have to able exchange ideas in the form of writing. Writing is very important part of university study. Students will write

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<sup>1</sup>Jyi-yeon Yi. *Defining Writing Ability for Classroom Writing Assessment in High Schools*. Pan-Pacific Association of Applied Linguistics 13, No.1 (2009): P.53

<sup>2</sup>P. Bizzell, "Composing processes: An Overview" In A.R Petrosky & D. Barthelomae (Eds) *The Teaching of Writing*, (Chigago: The National Society of The Study Education), P.65

assignment that many range from one paragraph to several pages long. And will write answer on test and exam that may be a few sentences long or a completed essay.<sup>3</sup>

In college or university we know about Academic Writing. Academic writing is related to undergraduate or graduate students in college or university level. According to Bailey, academic writing is assigned for someone who is studying or planning to study at universities and has to write essays and other assignments for exams or coursework.<sup>4</sup> Based on this statement, it can be conclude that academic writing is any kinds of writing which done as a partial fulfillment or requirements in a college or university. According to Robertson, Writing in academic contexts will be dealing between cognition, the content, the genre, writing strategies and the students' conception of the writing process.<sup>5</sup> Therefore, in academic writing students' critical thinking and analytical thinking are really needed because they must put their idea in the form of writing.

In educational world, academic writing has function to writing journal, thesis and something that has educations' value. Academic writing is the process of breaking down ideas and using deductive or inductive reasoning, formal voice and third person point of view. Writing in necessary should make a lot of assignment that requires writing skill. Zimmerman and Reisemberg stated that writing is a directed and self-sustained action requiring the management ability of

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<sup>3</sup> Dorothy e zemach, Lisa a rumisek, *Academic Writing From paragraph to essay*, (Macmillan,2003), P.1

<sup>4</sup>S. Bailey, *Academic Writing: A Practical Guide for Students*, (London: RoutledgeFalmer)

<sup>5</sup>S.I Robertson, *Academic essay writing as imitative problem solving: examples from distance learning*. (Assesment & evaluation in higher education. 263-274)

the writing, the targets of the writers, the data processes and the skill involved in composing. Meyers stated that writing is a process of determining and managing someone's opinion putting them on paper, and then revising them.<sup>6</sup> From these statements, the researcher can conclude that academic writing is a complex process because it involves some process started organizing someone's ideas putting them on the paper and then revising them. Thus, it makes writing not an easy thing that many people can do especially for beginner students. It is because when people write something, they should have good knowledge and they also should arrange their ideas on their writing.

The skill of Citing others writing ideas into own writing in academic writing is important in academic writing. The skill of citing others writing ideas also called Note Taking. Direct quoting, summarizing and paraphrasing are skills to citing other ideas into own writing in academic writing. Paraphrasing is one of the techniques in citing others ideas which needs to be accomplished by the students in using experts ideas to be able to conduct a writing product for academic purpose. Based on Kaplan University, Paraphrasing is putting someone else's idea entirely in your own words. You are borrowing the idea but not the words of another.<sup>7</sup> In simple definition Paraphrasing is when you borrow someone's idea, and when using that idea in your paper, you put it in your own words without changing the meaning.

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<sup>6</sup>Meyers, *Gateways to Academic Writing: Effective Sentence Paragraph and Essay*. (New York NY: Longman, 2003)

<sup>7</sup> Kaplan University Writing Center, 2014



Why paraphrasing important in academic writing? Paraphrasing is a way to understand a text. It's not only a writing strategy but a reading and thinking strategy. It takes critical reading and thinking to unpack a source's thoughts, language, or specialized terminology and put it into your own words. When the authors of *The Thinkers Guide to How to Write a Paragraph*, Paul and Elder said "when one can say what great minds have thought, one can think what great minds have said,"<sup>8</sup> they were talking about paraphrasing as a way to acquire the wisdom of the thinkers that came before us. Based on the explanation above, there are reasons why paraphrasing are important: to understand text, to support your idea, to integrated source material with your writing, cohesively.

Students try to paraphrase correctly to show that they have engaged with and understand the ideas from their source materials but In fact it is very difficult for them to re-write the original language, "change" the original sentence, structure with same meaning. Paraphrasing be a difficult thing for some students. This is because of the limit ability of students in changing the structure of words without changing the meaning. For this reason, plagiarism emerged in the world of education. Plagiarism is an act of taking another person's work without acknowledgment. According to Reitz in *Online Dictionary for Library and Information Science* *Plagiarism is "Copying or closely imitating take work of another writer, composer etc. without permission and with the intention of passing the result of as original work"*.<sup>9</sup>

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<sup>8</sup> Paul, R., and Elder, L. *The thinkers guide to how to write a paragraph: The art of substantive writing*. (Tomales, CA: The Foundation for Critical Thinking, 2003)

<sup>9</sup>Joan M. Reitz, *Online Dictionary for Library and Information Science*.  
[http://www.abcclio.com/ODLIS/odlis\\_p.aspx](http://www.abcclio.com/ODLIS/odlis_p.aspx)(access on 25 September 2017)

Plagiarism is like a habitual that almost all people doing in this world. however, students already know that doing plagiarism is bad and it also can give a bad effect in the future but some people still doing plagiarism for many reasons. They had so many reasons when doing plagiarism. Some of them may already know that plagiarism is about using someone's work or writing or idea and put it all in our work, so they are using paraphrase in their writing. But we cannot make sure that our work does not call plagiarism just because we use paraphrase in our work. Using paraphrase without putting a source is also call plagiarism. There are so many kind of plagiarism in academic writing. Not only verbatim plagiarism but also there is another kind of plagiarism that people should know to avoid plagiarism.

In this research, the researcher focuses on paraphrasing as one of the important technique to avoid plagiarism and what the causes of the students difficulties to paraphrase. This technique involves changing the text to make a different from the source but not change the meaning. Paraphrasing is important in academic writing. This is a vital technique in academic writing to avoid the risk of plagiarism.<sup>10</sup>As Jordan said that in order to conduct an acceptable paraphrasing there are several criteria to be comprehended. Firstly, paraphrasing must be taken from experts' ideas but it is re-write with different style. It means that a paraphrase should be written in the different structure of ideas, wording and sentence structure from the original as it keeps the especially ideas of the source text. Secondly, the paraphrasing should be integrated in the text. Next, it is places

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<sup>10</sup>stephen Bailey, *Academic writing: A handbook for international students 2 edition*, (London: Neywork: Routledge 2006), p. 29-31

in the text without quotation mark. The last, writers should mention the name of the author and the publication year in the brackets as a credit for the source.<sup>11</sup> IAIN Zawiyah Cot Kala Langsa in one of college that has a English Department. The students in English department at IAIN Zawiyah Cot Kala Langsa should be able to comprehend about paraphrasing. Therefore they are must to take academic writing class in seventh- semester, and in the end of the class they must submit their proposal. Based on the researcher's experiences, more half of the students in academic writing class difficulties in Paraphrase course. Many causes why the students problem in paraphrasing, and this is becomes the reason why the researcher chooses this topic.

Some researcher who has done the same research such us RungaroonInjai in his research "An Analysis of Paraphrasing Strategies Employed by Thai Efl Students: Case Study OfBurapha University". The findings of the study indicated that students used synonyms with the highest frequency (51.23%), followed by using varied sentence structures (20.57%) and changing word order (6.26%), respectively. Also, it was shown that the strategies of changing numbers and percentages, and separating long sentence to short sentences were rarely used, with proportion of 0.87 and 1.10 percent, respectively. The results revealed that the use of paraphrasing strategies at sentence and paragraph levels were similar. At both levels, students used synonyms at the highest frequency, followed by varied sentence structures. In terms of paraphrasing types, it has been clearly seen that students' paraphrased versions were "Near copy" with the highest percentage

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<sup>11</sup>R. Jordan, *Academic writing course: study skill in english, Third edition*, (oxford: Pearson Education, 2003). P.93-94

(54.32%), followed by “Minimal revision” (34.09%), and “Substantial revision” (6.93%).

In conclusion, based on the explanation above, the writer decided to conduct a research entitle “**Students’ Problems In Paraphrasing( A Case Study In Academic Writing Classes At Seventh Semester Students of English Department In Iain Zawiyah Cot Kala Langsa )”**

### **B. Research Question**

Based on the background of study the writer seeks to investigate and find out the students’ problem in paraphrasing. There are:

1. What are the students’ problems on paraphrasing in Academic Writing Class at English department of IAIN Langsa?
2. What are the effects of the students’ problems on paraphrasing in Academic Writing Class at English department of IAIN Langsa?

### **C. Purpose of Study**

The specific purpose of this study is:

1. To investigate the students’ problems on paraphrasing in Academic Writing Class at English department of IAIN Langsa.
2. To discover out the effects of the students’ problems on paraphrasing in Academic Writing Class at English department of IAIN Langsa.

#### **D. Significances of Study**

Theoretically, this study provides a reference on the study academic writing. Furthermore, this study will be preliminary inputs for other researchers to further study in the similar area of research with different interest. Practically, this study provide a general guidance by the experts to write a research proposal, especially in term of its elements and the results of this study are expectedly beneficial for English education department, especially students and lecturers. For students, the results provide information about the causes of problem in paraphrasing and to better understand the expectations of discourse community to which they will be initiated. For lecturers, the results can be used to help them understand better the Problems faced by the students so they can provide more meaningful feedback to their students and can provide students with better analytic tools for paraphrase course. Finally, For other researcher, this research will be additional information for other researcher who plans to do a research about the similar topic.

#### **E. Scope of Study**

The scope of this study focuses on students seventh- semester English department at IAIN Zawiyah Cot Kala Langsa in academic writing' class. The study used a qualitative method. It uses text descriptive analysis, written test and in-depth interview to investigate the students' problem in paraphrasing.

## CHAPTER II

### LITERATURE REVIEW

In this chapter discusses about all points in the literature review, they are : definition of paraphrasing, Criteria of Good Paraphrasing, Techniques of Paraphrasing, Process of paraphrasing, the importance of paraphrasing and the differences between paraphrasing, summary and quoting.

#### A. Definition of Paraphrasing

The definition of paraphrase has been defined by numerous scholars, educators, linguist and also researcher. As the researcher stated before that paraphrasing is one the important technique in academic writing which students need to use as they write someone's ideas, work and thought to support their argument.<sup>12</sup>Support the statement before, according to Alred, Brusaw, and Oliu define paraphrasing as restating or rewriting in your own words the essential ideas of another writer.<sup>13</sup> In other words, to paraphrase the information from the text it is very important for the writer to include the important information by use of their own words.

According to Merriam-Webster dictionary, a paraphrase (as a noun) is a restatement of a text, passage, or work, expressing the meaning of the original in other form by expressing, interpreting, or translating with latitude giving the meaning of passage in another language. Similarly, paraphrasing (as a verb) is the

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<sup>12</sup> Bazerman, C. *The informed writer: Using sources in the disciplines*, 5<sup>th</sup> edition. (Princeton, NJ: Houghton Mifflin Company, 1995) P. 58

<sup>13</sup> Alred G.J., Brusaw C.T., and Oliu W. E., *Handbook of Technical Writing*, 9th edition. (Boston: Bedford/ St. Martins', 2009.) P. 372

act or process of restating or rewording. In this statement, In the light of these definitions paraphrasing or “rewording of another writer’s text, explanation, argument, or narrative” is approximately equal in length as the original but different significantly in its lexis and syntax.<sup>14</sup> From the lexical meaning above paraphrasing can be known as the statements of a text or passage restated by the writers. Furthermore, Alice and Hogue on the book of academic writing define Paraphrasing is a writing skill in which you “rephrase” (rewrite) information from an outside source in your own words without changing its meaning. Because you include rewriting all or nearly all of the content of the original passage, a paraphrase is almost as long.<sup>15</sup>

Many universities, universities libraries, and university writing centers offer information about paraphrasing on their website such us University of Manitoba. On it website, paraphrasing means putting into your own words what you have read or heard from research sources.<sup>16</sup> It means that, although you are re-presenting the writer’s ideas using your own words, you need to reference the source form which gathered the material.

From all the explanation about paraphrasing the researcher can be concluded that paraphrasing as one of the techniques in academic writing needed to support writers’ statement in taking experts’ statements, in addition to strengthen this technique is aim to avoid unintentional plagiarism,

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<sup>14</sup> Merriam-Webster, *Students’ Writing Handbook* 5th edition, 2010. P. 284

<sup>15</sup> Alice, O. & Ann Hogue, *Writing Academic English* 3rd edition, (Young Publishing House, 2000) P. 127

<sup>16</sup>Universities Of Manitoba, *Academic learning Centre*.  
[www.umanitoba.ca/student/academiclearning](http://www.umanitoba.ca/student/academiclearning). (access on 25 September 2017)

## B. Criteria of Good Paraphrasing

In making a good paraphrase, there are some criteria that develop based on experts and books. Although some experts have different argument about a good criteria of paraphrasing, but the main criteria of good paraphrasing is actually still in the same means. For the example can be seen in the table 2.1. According Sorenson, the criteria of good paraphrasing are:

1. Reflects the paraphraser's own vocabulary.
2. Reduces the original only slightly. Usually by less than one-fourth.
3. Displays careful reading of the original.
4. Represents the original idea accurately and completely, without reflecting personal thinking.
5. Uses clear, effective sentences as well as good mechanics, usage and grammar.<sup>17</sup>

Table. 2.1. The Example of Paraphrasing<sup>18</sup>

Original Passage	Paraphrase Passage
Recent research has determined that humans tend to fall into one of four quadrants according to their learning styles. Quadrant one learners tend to be divergent thinkers and need	As learners, we fall into four groups. The first kind of learner needs to be caught up in an idea physically and personally. His personal involvement and concern

<sup>17</sup> Sharon Sorenson, *Webster's New World: Students Writing Handbook*, 5th edition (Canada: wiley Publishing, 2010), P. 284

<sup>18</sup> Sharon Sorenson, *Webster's New World*, P. 287



<p>personal and emotional involvement in order for learning to take place. As idea people, they function through social integration and strive to bring unity to diversity. Quadrant two learners are assimilators, needing systematic learning via a logical and intellectual approach. As analytic learners, they reflect on ideas to create concepts and models. Quadrant three learners tend to be convergent thinkers who are practical, problem-oriented people. Pragmatic decision makers, they restrict judgment to concrete things. Quadrant four learners are accommodators needing random patterns of learning. They aim to bring action to concepts and exercise authority through common vision, hesitating to make decisions affecting others.</p>	<p>for others make him seek harmony. He's emotional. The second kind of learner absorbs all the information around him, categorizes it, and reasons out the results. He will seek the data gathered to develop an ideal. He's systematic. The third kind of learner is opposite the first kind. He tends to be less emotional, more utilitarian. His thorough analysis results in a valid decision. He's practical. The fourth kind of learner needs numerous approaches to learning something new. As an opposite to the second kind of learner, he relies more on instinct than on logic. When decisions must be made, he doesn't like to interfere with others' lives. He's an accommodator.</p>
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Note the following criteria of the sample paraphrase:

- The paraphrase presents the same ideas as the original passage and is nearly the same length.
- Its vocabulary is quite different from that of the original. This change marks its most important function: to reduce technical or complicated writing to simpler, easier-to-understand prose. For instance, the technical term *quadrant* is omitted, as are words such as *divergent*, *convergent*, *assimilators*, *analytic learners*, and *pragmatic*.
- Complicated ideas are presented in simple sentences to make them easier to understand. In the original passage, *quadrant one learner* is defining by means of a sentence with a compound predicate. In the paraphrase, *first kind of learner* is defining by a simple sentence.
- The paraphrase and the original are nearly the same length, though the original includes nine sentences to the paraphrase's fifteen since the sentences in the paraphrase are much shorter than those in the original.
- Words are shorter in the paraphrase. While words tend to be three syllables in the original, those in the paraphrase tend to two syllables.
- The paraphrase shows careful reading and thorough understanding of the original. No plagiarism has crept in.
- Sentence structure, mechanics, usage, and grammar are accurate. Following these step-by-step procedures and heeding these

suggestions should enable you to create an equally successful paraphrase.<sup>19</sup>

In addition, According Alice and Hogue, good criteria of paraphrase all important ideas mentioned in the original passage but not in the same order.<sup>20</sup> They describe some criteria of good paraphrase and for the example can be seen in the table 2.2. The criteria of good paraphrasing as below:

1. Keep the length approximately the same as the original.
2. Do not stress any single point more than another.
3. Do not change the meaning by adding your own thoughts or views.
4. Do not use the original sentences structure.

Table. 2.2. Example of good paraphrase and poor paraphrase<sup>21</sup>

<b>Original passage</b>	<b>Good Paraphrase</b>	<b>Poor Paraphrase</b>
Language is the main means of communication between people. But so many different languages have developed that language has often been a barrier rather than an aid to understanding	Human communicate through language, because there are so many different languages, however, people around the world have a difficult time understanding one	Language is principal means of communication between people. However, because there are numerous languages, language itself has frequently been a barrier rather than an aid to

<sup>19</sup> Ibid, P. 288

<sup>20</sup> Alice, *Writing Academic English....*, P. 129

<sup>21</sup> Kispert, Robert. J, "*Universal Language*", World Book Online Reference Center. 2014

<p>among people. For many years, people have dreamed of setting up an international universal language which all people could speak and understand. The argument in favor of a universal language is simple and obvious. If all people spoke the same tongue, cultural and economic ties might be much closer, and good will might increase between countries (Kispert).</p>	<p>another. Some people have wished for a universal international language that speakers all over the world could understand. Their reasons are straight forward and clear. A universal language world builds cultural and economic bonds. It would also create better feelings among countries (Kispert).</p>	<p>understanding among the world population. For many years, people have envisioned a common universal language that people in the world could communicate it. The reason for having a universal language is clearly understandable. If the same tongue were spoken by all countries, they would undoubtedly become closer culturally and economically it would probably also create good will among nation.</p>
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In table 2.1 can see the different between good paraphrase and poor paraphrase. In good paraphrase, all of the criteria include such as use the original structure without change the meaning from original passage and in good paraphrase also include the source is cited. In addition, the poor paraphrase the source is not cited. Additionally, it can be plagiarism work because it is similar to

the original passage. The reason why become plagiarisms are because first sentences, only one word that change: *main* replaced *principal* and the second sentence only few words that change. Because only few words have change the text will be similar from the original.

Furthermore, Purdue University Online Writing Lab (OWL) also suggest the criteria of good paraphrase is the text must be comprehended from the original expert, and all key detail must be include.<sup>22</sup>Based on Campbell on his journal “*Writing with Others’ Words*” gives additional information that paraphrases must be involved syntactic changes of the original than near copy. It also contains the key point, in addition to have the detail sources.<sup>23</sup> In addition, based on Keck on his journal “*The Use of Paraphrasing in Summary writing: A Comparison of L1 and L2 Writer*” stated that to support argument throughparaphrase that written, must be mention the source that must be different from quoting and summary.<sup>24</sup> In the same line, Shirley on her study “*The Art of Paraphrase*” explained that to use paraphrasing technique, writers must not distort the meaning of the original text, key point should be retained, and using sufficient synonym.<sup>25</sup>

From all the explanation above, the researcher can be conclude that the criteria of good paraphrasing are:

1. Paraphrase must be different from quoting and summary.

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<sup>22</sup>Purdue OWL: *Quoting, Paraphrasing and Summarizing*.  
<http://owl.english.purdue.edu/owl/resource563/02>. (access on 25 september 2017)

<sup>23</sup>Cherry Campbell, *Writing with Others’ words:Native and Non-Native University Students’ Use of Information from a Background Reading Text in Academic Compositions*. (2006), P. 211

<sup>24</sup>Casey Keck, “ *The Use of Paraphrasing in Summary writing: A Comparison of L1 and L2 Writer*, *Journal of Second Language writing*”, Vol 15, no 4 (2006), P.261-278

<sup>25</sup>Sue Shirley, “*The Art of Paraphrase. Intructional Note*”, *Teaching english in the two-year college*, Vol 32 , no 2 (2004)

2. Paraphrase must be including the source of the text or the author of the text.
3. Paraphrase must retain the meaning of the text, by meaning that key details are mention, and it should not change the original meaning.
4. Paraphrasing text must be comprehended from the original text.
5. Paraphrasing text must change word order with sufficient use of synonym.
6. Paraphrase must be involved more syntactic change than near copy.

### C. Techniques of Paraphrasing

Some experts have argue that the technique of paraphrasing. According to Bailey, the way to paraphrase others' words can be done by through three different ways, such as:

1. Changing vocabulary;
  - Study > research
  - Society > Civilization
  - Mud > deposits
2. Changing word class;
  - Egypt (n.) > Egyptian (adj.)
  - Agreeable (adj.) > Agreement (n.)
3. Changing word order;
  - Ancient Egypt collapsed > the collapse of Egyptian society began<sup>26</sup>

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<sup>26</sup> Stephen Bailey, *Academic Writing*, P. 94

In addition, Ashima and Hogue stated that there are some technique that using to write a paraphrase, as follow:

1. Using synonyms wherever possible
2. Changing active sentences to passive sentences or vice-versa
3. Changing direct quotations to indirect quotations.<sup>27</sup>

Furthermore, McGinley also declares that technique in paraphrasing are divide into three such as changing structure and grammar paraphrase (syntactic paraphrase), changing word paraphrase (semantic paraphrase) and changing structure (organization) of ideas.<sup>28</sup>The Hellenic Republic University of Crete divided the technique of paraphrasing into six, there are acknowledge source, changing vocabulary (synonym and keyword), varied sentence patterns (passive voice, gerund), change order of ideas, change word class 9noun to verb, verb to noun, adjective to adverb, adverb to adjective), break long sentences into short ones and making abstract ideas more concrete.<sup>29</sup>From all the information from the experts, the research can conclude that there are three technique in paraphrasing, as bellow:

### **1. Changing Structure and Grammar**

As Jordan said that a paraphrase can be firstly used by changing the word order of the sentence or the passage by starting at a different place: in the middle or from the end of the

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<sup>27</sup> Hogue and Oshima, *Writing Academic english: A Writing and Sentence Structure Workbook for International Students*. (Massachusetts: Addison-Wesley Publishing Company, 1983) P. 89

<sup>28</sup> Hogue and Oshima, *Writing Academic english*, P. 90

<sup>29</sup> *The Hellenic Republic University of Crete*

original.<sup>30</sup> This technique aims to make the text different from the original in line with the position of each word. Jordan specified this way into two different types, those are: changing an active into passive, and changing a negative one into a positive one. Besides, it might be also broken up long sentences, combined short ones, expanded phrases for clarity, or shorten them for conciseness.<sup>31</sup>

a. Active – Passive

First way which can be used to paraphrase is changing an active form into a passive one. This can be doing by put the subject of the original words to the object in paraphrase sentence.

- Original:

People who really need to drink have a high level of intake but a lower level of satisfaction than people who can take it or leave it

- Paraphrase:

A person who is addicted to alcohol consumes more but gets less pleasure than a person who drinks just to be sociable.<sup>32</sup>

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<sup>30</sup> R. Jordan, *Academic Writing Course*, P. 94

<sup>31</sup> Stephen Bailey, *Academic Writing*, P. 29

<sup>32</sup> *Doshisha University Academic Repository*, <http://library.doshisha.ac.jp/ir/en/>, (access on 25 September 2017)



## b. Positive – Negative

This technique means that the prolog is change into a negative in relation with lexical meaning. Not only does it change from the form of negative but also it can be doing by putting the negative meaning and on the contrary. While if only it is changes in a form the text will be brought in different meaning. Therefore, changing a form and lexical meaning is undeniably necessary.

- Original:

Americans consider someone who looks them in the eye to be honest. A person who looks down or looks away, in contrast, is suspected of being dishonest.

- Paraphrase:

For people from the US, not looking someone in the eye is an indication of not telling the truth, while meeting a person's eyes is a sign that they are telling the truth.<sup>33</sup>

## 2. Changing Word

The second main technique of paraphrase is changing the word. The technique can be used in two different ways such

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<sup>33</sup>*Doshisha University Academic Repository*, <http://library.doshisha.ac.jp/ir/en/>, (access on 25 September 2017)

as changing word order and changing the word class or part of speech. Using synonym is an important way to paraphrase through this technique. Writer would be easier to use such this technique because they would not lose the keypoints of the text.

a. Changing Word Order

- Original

Angier (2001) reported that *malaria kills* more than one million people *annually*, the overwhelming majority of them children in sub-Saharan Africa.

- Paraphrase

*Every year*, more than a million people are *killed by malaria*, and most of the victims are children who live in sub-Saharan Africa (Angier, 2001).<sup>34</sup>

b. Changing Word Class

- Original

*Medical professor* John Swanson says that *global changes* are infusing *the spread of* disease.

- Paraphrase

According to John Swanson, *a professor of medicine*, *changes across the globe* are causing diseases to spread.<sup>35</sup>

c. Using Synonym

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<sup>34</sup>The Hellenic Republic University of Crete

<sup>35</sup>The Hellenic Republic University of Crete

- Original

The U.S. government has an *enormous* debt.

- Paraphrase

The federal government has an *extremely* large debt.<sup>36</sup>

### 3. Changing Structure Idea

Changing the structure of an idea means writer could elaborate the text by rewriting the statement in context of the position.

- Original:

Statements that seem complimentary can go in one context may be inappropriate in another (1). For example, women in business are usually uncomfortable if male colleagues or superiors compliment them on their appearance (2): the comments suggest that the women are being treated as visual decoration rather than as contributing workers (3).

- Paraphrase:

Women may feel uneasy upon receiving ordinarily positive comments on their appearance from male coworkers or supervisors (2). To these women, the remarks carry an implied meaning: instead of being thought of as productive employees, they are actually being

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<sup>36</sup>Bailey, *Academic Writing*, P. 29

viewed as just a pretty part of the atmosphere (3). Depending on the situation, words or expressions which appear favorable may actually be unsuitable in a conversation (1).

#### **D. Process of Paraphrasing**

According to Oshima and Hogue, there are four steps in process of paraphrasing:

1. Reading the text carefully several times until understanding it fully.
2. Looking up any words which are not understood by finding synonym for them.
3. Writing a brief outline including the main idea (topic and controlling ideas), the main supporting points, and primary and secondary supporting details.
4. Writing the paraphrase by using different vocabulary and sentence structure; however, it is forbidden to omit any essential ideas and to change the meaning of the original source.<sup>37</sup>

In addition, Sorenson also divides the process of paraphrasing that have same meaning statement before. Based on Sorenson, the process of paraphrasing divides into four steps, as bellow:

1. Prewriting; Reading the material.
2. Writing; Drafting the first summary.

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<sup>37</sup> Hogue and Oshima, *Writing Academic english*, P. 91

3. Revising; checking for accurate content.
4. Proofreading; correcting the mechanics.<sup>38</sup>

### E. The differences between Paraphrasing, Summary and Quoting

In academic writing, citing other ideas have several types there are paraphrasing, summary and quoting. They have different purpose from each other. According to Grace Hauestein Library, there are differences between paraphrasing, summary and quoting. The differences between of them can be sees in table 2.3.

Tabel. 2.3 Differences between paraphrasing, summary and quoting<sup>39</sup>

<b>PARAPHRASING</b>	<b>SUMMARY</b>	<b>QUOTING</b>
<b>Difference</b>	<b>Difference</b>	<b>Difference</b>
<ul style="list-style-type: none"> <li>❖ Matches the source in terms of meaning.</li> <li>❖ You use your own word.</li> <li>❖ Approximately the same length, though often shorter than the</li> </ul>	<ul style="list-style-type: none"> <li>❖ Sums up the central point of the source.</li> <li>❖ You use your own words.</li> <li>❖ Much shorter than the source.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Matches the source word for word.</li> <li>❖ You use the source's words.</li> <li>❖ Exact same length as the source, unless you follow the rules for adding or deleting material</li> </ul>

<sup>38</sup> Sharon Sorenson, *Webster's New World*, P. 285-286

<sup>39</sup> Grace Hauenstein Library, Aquinas College

source.		from a quote.
<b>Purpose</b>	<b>Purpose</b>	<b>Purpose</b>
<ul style="list-style-type: none"> <li>❖ To get down the meaning of someone else's words when:               <ol style="list-style-type: none"> <li>1. Their exact words are not important.</li> <li>2. Their exact words are not appropriate (style too dense or too simple for example) or useful (what they emphasize is different from what you want to emphasize).</li> </ol> </li> <li>❖ To shorten a section from the source that is too</li> </ul>	<ul style="list-style-type: none"> <li>❖ To get down the gist of someone else's work.</li> <li>❖ To avoid unnecessary details when the main point is all you need.</li> <li>❖ To show that you understand what the source is saying.</li> <li>❖ To refresh the reader's memory if they have read the source.</li> <li>❖ To give your audience a general introduction to the source.</li> </ul>	<ul style="list-style-type: none"> <li>❖ To provide credibility for what you are saying (you support your point by quoting an authority).</li> <li>❖ To get someone's exact words (when HOW someone said something is as important as WHAT they said).</li> </ul>

<p>long the quote.</p> <ul style="list-style-type: none"> <li>❖ To demonstrate comprehension (independent assignment).</li> </ul>		
<b>How to</b>	<b>How to</b>	<b>How to</b>
<ul style="list-style-type: none"> <li>❖ Carefully read the section of the source you are going to paraphrase. Put it away and write down in your own words what the source is saying. Then go back and check to see if you missed anything.</li> <li>❖ Cite it just like a quote.</li> <li>❖ Appears on works cited page.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Carefully read the section of the source you are going to summary. Put it away and write down the main point of the source. Do not be a slave to the source's organization-you decide what the main points are.</li> <li>❖ First sentences: “(John Doe)’s essay (‘wild gift’) states that...”</li> </ul>	<ul style="list-style-type: none"> <li>❖ Copy the source's words exactly.</li> <li>❖ There are special rules for capitalization and punctuation within quotes. See writing lab for handouts or a tutor for help.</li> <li>❖ Cite it according to whatever style your instruction requires (e.g. MLA)</li> </ul>

## CHAPTER III

### RESEARCH METHOD

This chapter discusses about: Research design, Research Setting, Subject of the research, data collection technique and Data analysing technique.

#### A. Research Design

In this study the researcher wanted to found the students' problem in paraphrasing, the researcher used qualitative as the approach of the research and descriptive qualitative as the design of the research. According to Amirul Hadi stated that qualitative is the interpretive approach generally used words (qualitative data) rather than numbers or concepts that can be quantified (quantitative data), rich description of phenomena can be produced.<sup>21</sup> Furthermore According to Donal Ary Descriptive research is studies are designed to obtain information concerning the current status phenomena. In qualitative research, there is little or no statistic.<sup>22</sup>

This research included the type of case study used descriptive qualitative method. Case study has the characteristics as stated by the experts as a study that is conducted intensively, detailed and depth toward an organization, institution or certain phenomenon.<sup>23</sup>

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<sup>21</sup> Amirul Hadi, *Metodologi Penelitian Pendidikan*, (Bandung: Pustaka Setia, 2005) p.13-14

<sup>22</sup> Donal Ary, *Introduction To Research In Education* (USA: Wadsworth Group A Division Of Thompson Learning Inc, 2002), P.426

<sup>23</sup> Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik* (Jakarta: PT. Rineka Cipta, 2006), P. 31-32.



Correlating to the explanation, this research was a case study because of its characteristics. This study attempts to explore certain information about a phenomenon or case of a subject. The case of this research was students' problems in paraphrasing and the subject was the students seventh-semester of English Department at IAIN Zawiyah Cot Kala Langsain academic writing class.

As stated above that this research used qualitative descriptive because it is appropriate to the objectives of the research which focused on students' problems in paraphrasing. The results of the research emphasize more toward the data interpretation found in the field.

## **B. Research Setting**

The research was conducted at IAIN Zawiyah Cot Kala Langsa in Academic Writing Class which located on Jln. Meurandeh, Kota Langsa, Proinsi Aceh, Telp (0641) 23129 Fax (0641) 425139.

## **C. Subject of the Research**

Research subject was a person who is the objects of research being investigated.<sup>24</sup> The objects of this research are students' problems in paraphrasing. Based on the objects above, the subject of this research is the students seventh-semester who learning academic writing course, thus the population are them, and to establish the respondents the researcher used purposive sampling.

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<sup>24</sup>Cristin Daymon and Immi Holly, *Qualitative Research Method in Public and Marketing Communication*, ( Yogyakarta: PP Bentang Pustaka, 2008 ) p. 28

According to CristineDaymon and ImmiHolloway purposive sampling is the sample who are choosen freely based on the purpose ofresearch.<sup>25</sup>

#### **D. Data Collecting Technique**

According to SuharsimiArikunto, in collecting data the researcher usesome instruments of the research, such us; Interview, Questionnaire, Documentation and Observation, thus in collecting data the researcher chooses two instruments, they are :Test and Interview

##### **1. Test**

Test is a set of stimulus which is given by someone to get an answer for collecting sata in score or numeric.<sup>26</sup>In this research, reseacher used writing test as the first instrument. The instrument used in this research was a test that investigated the students' problem in paraphrasing. there are three types in collecting data, namely : fact, opinion and competency. Because this research is to analyze students' problem in paraphrasing, reseacher should use test to collecting data. The important aspec in test is doing the validity and reavility of the question. There are two kinds of test :

- a. Oral test, the researcher gave some question orally about the aspect that the reseacher to find out. Because it was an oral teste, it required oral answer.
- b. Writen test, it is not different from the oral test, but in this research the students must write down the points or question about all of

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<sup>25</sup>Ibid, 373

<sup>26</sup>Amirul Hadi,*Metodologi Penelitian*.....P.139.

conditions which known by reseacrher. The answer should present in writing type. This test is devided into two types :

- 1) Essay test, thetest where the respondent should give their answer in essay or description.
- 2) Objective test, the test has some answer and the responder should choose one of them. Objective test is devided into five, namely: True-false Test, Multiple choice item test, matching choice item Test Completion item test, and short item test.<sup>27</sup>

For this research, the reseacher used writen test and the type is essay test. The reseacher choose this type because the reseacher wont to know what are the students' sevent-semester in academic writing classes have problem in paraphrasing. the instruction of this test is the reseacher gave two sentences and give instruction for students to paraphrasing the sentences. The sentences would be gave to students is two sentences based on the criteria of good paraphrase and the type of the technique of paraphrasing.To assesse the results of students' paraphrasing the reseacher used Paraphrase Rubric that included all the points of paraphrasing. The Paraphrase Rubric can be Seen in Table 3.1.

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<sup>27</sup>Ibid.....139

Table. 3.1 Paraphrase Rubric

Points	Description
4	<p style="text-align: center;"><b>Excellent Paraphrase</b></p> <ul style="list-style-type: none"> <li>• The main idea is clearly stated in the first sentence.</li> <li>• All key details are included.</li> <li>• Uses own wording - avoids copying phrases and sentences from the text.</li> <li>• Has detailed sentences that link to main idea in logical order.</li> <li>• No spelling or grammar errors.</li> <li>• Correctly written works cited section.</li> </ul>
3	<p style="text-align: center;"><b>Satisfactory Paraphrase</b></p> <ul style="list-style-type: none"> <li>• The main idea is stated in the first sentence.</li> <li>• Most important details are included.</li> <li>• Uses mostly original language. Avoids copying phrases and sentences.</li> <li>• Detail sentences are logically linked.</li> <li>• Few mechanical errors.</li> <li>• Correctly written works cited section.</li> </ul>
2	<p style="text-align: center;"><b>Below Average Paraphrase</b></p> <ul style="list-style-type: none"> <li>• The main idea is vague and hard to locate.</li> <li>• Some important details may be missing.</li> <li>• Copies some phrases and sentences.</li> <li>• Detail sentences lack logical organization.</li> <li>• Has mechanical errors.</li> <li>• Incorrectly written works cited section.</li> </ul>
1	<p style="text-align: center;"><b>Ineffective Paraphrase</b></p> <ul style="list-style-type: none"> <li>• The main idea is unclear.</li> <li>• Details are sketchy.</li> <li>• Disorganized details, randomly presented.</li> <li>• Many copied phrases and sentences.</li> <li>• Many mechanical errors.</li> <li>• Incorrect, incomplete or absent works cited section.</li> </ul>

## 2. Interview

Interview is a method of data collection with the question and answer unilateral and done in a systematic and based on the research objectives. In general, two or more people to be physically present in the process of question and answer.<sup>28</sup> Meanwhile, according to Moleong "interview is a conversation with a purpose. The conversation was conducted by the two parties, namely the interview (interviewer) is asking and the interviewee (interviewee) that provides an answer to that question."<sup>29</sup> Referring of opinion on interviews conducted by the researcher and the respondents in this research. The prescribed period and at the line with the agreement between the researcher and the respondent.

Furthermore for the interview in terms of implementation, distinguished by:

- a. Free interviews (in guided interview), in which the interviewer asks independent anything, but also considering what data will be collected.
- b. Guided interviews (guided interview), the interviews were conducted by interviewers with a complete and detailed list of questions such as those referred to in a structured interview.
- c. Free interviews guided the combination of free interviews and guided interviews<sup>30</sup>

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<sup>28</sup>Lexy j. moleong, *Metodologi penelitian kualitatif*, (bandung: PT Remaja rosda karya, 2002),p.112

<sup>29</sup>Ibid., p186

<sup>30</sup>Suharsimi arikunto, *prosedur ...*, p.132

Interview method is indispensable and influential in the process of collecting data in the study, the researchers first prepare materials that will be presented that includes an outline of what will be asked, or prepare structured interview guide. Then do the interview in accordance with the, desired. Here researchers are actively asking questions and provoke discussion toward a particular problem to the data source in order to obtain answers to existing problems so as obtain research data.

In the interview researchers used Free interviews, The researchers took a series of questions and also ask things related to the explanations that have been presented. Sources of data in this study were students which the data collected through face-to-face interaction between the interviewer and the respondent.

The researcher here was researcher herself and respondents were students. The content And procedure of the interviews are organized in advance based on the data gained from the text analysis.

#### **E. Data Analyzing Technique**

After the processing of collecting the data is done with the editing process, by recheck the data obtained the data, whether the data is good enough and can be quickly prepared for the next process. A systematic and consistent that the data obtained, contained in a draft concept was made into a primary basis in providing analysis.

According to Patton explained that data analysis is the process of arranging the order of the data, organize into a pattern, category, and description

of the basic unit.<sup>31</sup> Meanwhile, according to Taylor defined data analysis as a process of detailing a formal effort to find a theme and formulate a hypothesis (idea) as suggested and as an attempt to provide assistance and theme of the hypothesis. If assessed, essentially the first definition will more focused organizing data while the second emphasizes the intent and purpose of the data analysis. Thus, these definitions can be synthesized into: organizing data analysis process and sort the data into patterns, categories and basic units of description that match the theme and can be formulated as a working hypothesis based on the data.<sup>32</sup>

The data were analyzed through qualitative data analysis on the basis of the research questions, where the analyzing is done when the collecting data on going and finishing.<sup>33</sup> In Analyzing the data the researcher used Miles and Huberman Method; Data reduction - Data Display – Conclusion.

### **1. Data Reduction**

According to Sugiyono Reduction the data means embracing, choosing and focusing the output of the data into several significant parts.<sup>34</sup> As known in collecting the data absolutely the researcher will find a number of the data, thus the researcher need to reduction the data based on the category.

### **2. Data Display**

Display the data is done after reduction the data. In qualitative research, display the data can be done by using chart, flowchart, statement or others.

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<sup>31</sup>Lexy j. moleong, *Metodologi ...*, p.103

<sup>32</sup>Taylor *design action research* USA: Wadsworth Group A Division Of Thompson Learning Inc 1975. p. 79

<sup>33</sup>Sugiyono, *Metode...*, p 246

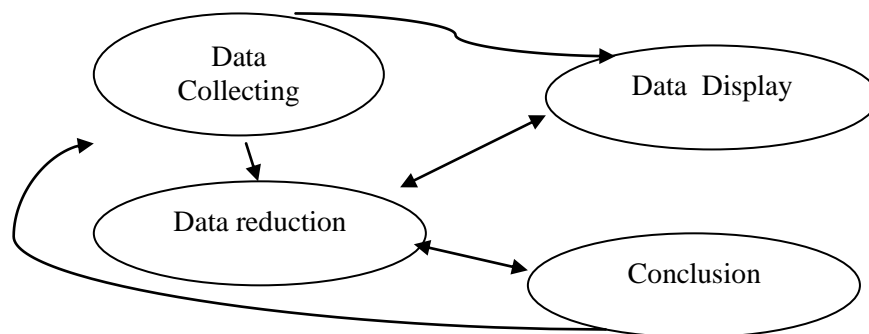
<sup>34</sup>Ibid. P 247

However Miles and Huberman stated that “*The most frequent form of display the ata for qualitative research data in the past has been narrative text.*”<sup>35</sup> The Purpose of the Data display is to understand what is happening and to do something-further analysis or caution on that understanding.<sup>36</sup>

### 3. Conclusion

The last step in analyzing the data based on the Miles and Huberman method is conclusion. The Initial conclusion is still provisional, it might change if found the evidences that crippling the data. The picture 3.1 bellow shows the steps in analyzing the data simply according the Miles and Huberman method.<sup>37</sup>

Picture 3.1 The steps in analyzing



As discussed in data collection section, there were two sources of data in this study, namely :Test and interview. In collecting and analyzing each source of

<sup>35</sup>Sugiyono, *Metode...*, p 249

<sup>36</sup>Ibid. P 249

<sup>37</sup>Ibid, p 247



the data, the researcher has own technique. The followings were the steps of technique in analyze for each source of data.

### **1. Test**

In analyzing the data by the test the researcher are analyze in two :*First*, the researcher gaved the question, *Second*, the reseacher ananalyzed the data based on the answer and theory, *Finally*, the data would be percentage and categories by using data analysis.

### **2. Interview**

The data from interview are analyzed in four steps;*First*, the interviews were transcribed or converted in to written form. *Second*, the transcribed were given back to the respondents to check whether it has reflected what they meant to provide data for analysis. *Third*, the transcripts were conducted into briefer statements in which the main sense of what is said is rephrased in a few words. *Finally*, the data would be percentage and categorized by using data analysis with regard to the research questions.

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

This chapter discusses about: Research finding of test and interview and also the discussion of the research. This chapter presents the collected data from test and interview.

#### A. Research Finding

In this part, the researcher would present the data related to the research question; (1) What are the students' problem on paraphrasing in academic writing class at English Department of IAIN Langsa? (2) What are the effect of the students' problem on paraphrasing in academic writing class at English Department of IAIN Langsa?. Related to these research questions, the researcher aimed to classify the problem in paraphrasing and found the effect of the problems in paraphrasing.

There were 57 students from academic writing classes at IAIN Langsa in unit 1, 2 and 3. All students become participants of this study. In unit 1 there were 21 students, unit 2 there were 16 students and unit 3 there were 20 students. Each class has been done the test with the same question. From the result of test the researcher finding the answer from first research question. In addition, to answer the second research question an interview was conducted with 5 of the 57 participant.



According to this table, the data mentioned that not all students' paraphrase have completed this criteria. However only 26 participants of 56 participants that adding the source of their paraphrase. Based on the table the researcher can be assumed that half of the students made mistake did not mentioned the source to their paraphrase. It is become the fatal mistake, because if in paraphrase did not mention the source original, the paraphrase would call plagiarism. The reason that some of paraphrase did not completed tis criteria is whether they did not provide any source or they are delivered in inadequate way.

b. Vocabulary Changed

The next criterion of good paraphrase is vocabulary change. The researcher explained that in good paraphrase has to change some vocabulary from the original source. The data finding of students result is presented in the table below :

Table 4.2 students' paraphrase result vocabulary changed

	Students' Paraphrase														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Vocabulary Changed	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	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	41	42	43	44	45
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	46	47	48	49	50	51	52	53	54	55	56				
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				

According to this table, the researcher assumed that all of the students have used this technique. Thus, the researcher can conclude that students did not have a problem in this technique.

c. Word Class Changed

Table 4.3 students' paraphrase result Word class changed

		Students' Paraphrase														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Word Class Changed				✓				✓		✓						
	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	41	42	43	44	45	
							✓				✓					
	46	47	48	49	50	51	52	53	54	55	56					
						✓				✓						

According to this table, the data mentioned that not all students' paraphrase have completed this criteria. However, only 10 participants of 56 participants that used changing word class. Based on the table the researcher can be assumed that only few students used changing word class technique in their paraphrase. On the other hand, 46 participants did not use this criterion of their paraphrase. The students assumed that they always use changing vocabulary technique but did not change the word class of the vocabulary that they changed.

## d. Grammar Structure idea changed

Table 4.4 students' paraphrase result Grammar Structure idea changed

	Students' Paraphrase														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Grammar					✓			✓							
Structure	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
idea									✓						
changed	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45
	46	47	48	49	50	51	52	53	54	55	56				

According to this table, the data mentioned that not all students' paraphrase have completed this criteria. However, only 3 participants 56 of participants that used grammar structure idea changed. Based on this table students have problem in changing grammar structure idea in their paraphrase. In their task, students only followed the grammar structure idea from original passage. In their paraphrase students did not changed the grammar structure idea. The idea always in the first sentences.

## e. Writer's Opinion

According the definition of paraphrase itself, paraphrase is re-write the original source by own word. So the writer's opinion is important in paraphrase.

Writer's opinion means that students used their word in their paraphrase result.

The data finding in this criterion is in the table below.

Table 4.5 students' paraphrase result Writer's opinion

	Students' Paraphrase														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Writer's 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	41	42	43	44	45
												✓	✓		✓
	46	47	48	49	50	51	52	53	54	55	56				
	✓	✓			✓										

According to this table, the data mentioned that not all students' paraphrase have completed this criteria. However, only 6 participant 56 of participants that used writer's opinion. On the other hand, the writer's opinion is important to make a good paraphrase. Based on the result, the students have problem in this situation. Many students were hard to used their own word to re-write the original passage into paraphrase. They always changed some word into new word or vocabulary changed in their paraphrase.

#### f. Meaning Clear

According the definition of paraphrase, the meaning from the original passage is did not changed. It means that when the students tried to paraphrase the

essential meaning is must be clearly and not changed. The finding data of this criterion would be presented in the table below.

Table 4.6 students' paraphrase result meaning clear

	Students' Paraphrase														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Meaning clear														✓	✓
	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	41	42	43	44	45
	✓		✓	✓	✓		✓								✓
	46	47	48	49	50	51	52	53	54	55	56				
	✓					✓	✓	✓							

According to this table, the data mentioned that not all students' paraphrase have completed this criteria. However, only 18 participant 56 of participants that the meaning clearly when paraphrase. Eventhought the student used changed vocabulary in their paraphrase but the meaning of their paraphrase is vague or unclear or different from the original passage. In this case, the students' paraphrase is wrong because the meaning in paraphrase itself must be clearly and not changed. In this fact, students have problem when they tried to paraphrase.



## g. Copy Some Phrase

Table 4.7 students' paraphrase result copy some phrase

	Students' Paraphrase														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Do not some phrase	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	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	41	42	43	44	45
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	
	46	47	48	49	50	51	52	53	54	55	56				
			✓	✓		✓	✓	✓	✓	✓	✓				

According to this table, the data mentioned that more half students' paraphrase have used this criteria in their paraphrase. According to the table only 5 participants of 56 participants did not copy some phrase in paraphrase. Based on this table, students are copy some phrase in their paraphrase. In this situation, their paraphrase is not called good paraphrase.

By the test result explanation above, the researcher tried to conclude that the students have problem in paraphrasing. it can see at the diagram bellow ;

The last to explanation the chart above there researcher used the table below;

Figure 1. The students' problem percentage in test result

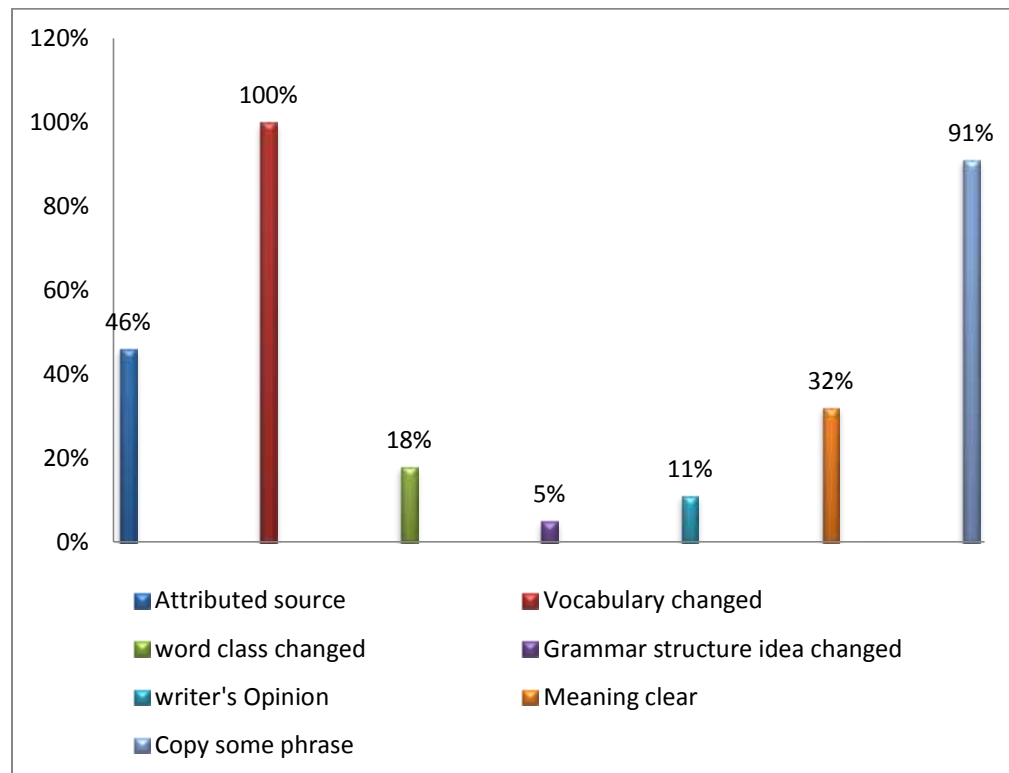


Table. 4.8 The students' problem percentage in test result

No	Criteria	Participant	Percentage
1	AttributedSource	26	$\frac{26}{56} \times 100 = 46\%$
2	Vocabulary changed	56	$\frac{56}{56} \times 100 = 100\%$
3	Word class changed	10	$\frac{10}{56} \times 100 = 18\%$
4	Grammar structure Idea changed	3	$\frac{3}{56} \times 100 = 5\%$
5	Writer's opinion	6	$\frac{6}{56} \times 100 = 11\%$

6	Meaning clear	18	$\frac{18}{56} \times 100 = 32\%$
7	Copy some phrase	51	$\frac{51}{56} \times 100 = 91\%$

## 2. Interview Result

The researcher did the interview with five students that have problem in paraphrasing (the sample taken by purposive sampling from 59 participants). In this interview the researcher asked seven questions. Here the result of interview will be described:

### a. Do you know paraphrasing?

StudentA : “yes, I know”

StudentB : “of course”

StudentC : “yeah, I know paraphrasing”

StudentD : “yes”

StudentE : “I know”

Based on the answered, the researcher concluded that the students know about paraphrasing.

### b. In your opinion what is the definition of paraphrasing ?

StudentA : “based on my opinion, paraphrasing is change the original sentence into own word”

StudentB : “paraphrasing is the technique that important in writing, to changes passage become the new passage become the new passage without changing meaning”

StudentC : “paraphrasing is change paragraph into new paragraph without changing meaning”

Student D : “in my opinion, paraphrasing is change the original sentence into become new sentence using own word without changing meaning”

Student E : “I think paraphrasing is change the sentence used own word without changing meaning and do not forget to adding the source”

Based on the answered, the researcher concluded that the students know about the meaning of paraphrasing.

c. Are you having difficult when paraphrase the sentence?

Student A : “sometimes I feel difficult to paraphrase sentence”

Student B : “yes”

Student C : “always difficult, because paraphrasing is hard to do”

Student D : “if the original sentence using academic vocabulary”

Student E : “yes”

Based on the answered, the researcher concluded that students feel difficulties to do paraphrasing, because they are think paraphrasing is hard to do.

d. What are the types of paraphrasing the technique that ever you use ?

Student A : “changing vocabulary,, like synonym”

Student B : “always use change vocabulary”

Student C : “the technique..... i never think the technique”

Student D : “just changing some vocabulary”

Student E : “changing vocabulary”

Based on the answered, the researcher concluded that 4 students ever using changing vocabulary in their paraphrasing. and 1 student never think the technique in his paraphrasing.

e. Do you get high score when paraphrasing the sentence ?

Student A : “(laugh) never”

Student B : “maybe 50 is my high score”

Student C : “never get high score”

Student D : “no, I do not”

Student E : “I hope sometime I get high score in paraphrasing at  
academic writing class”

Based on the answered, the researcher concluded that the students never get high score in paraphrasing.

f. What are the causes of your problem in paraphrasing?

Student A : “first, I have lack of vocabulary. Second. I have problem  
to change grammar. Last, paraphrasing is hard to do and  
I never practice at home”

Student B : “I know what is paraphrasing but when I try to paraphrase it is become hard to do, because I do not know the meaning of the sentence. Thus, it is become hard to paraphrasing in own word. But I am lazy to try practice at home”

Student C : “I have limited vocabulary, especially in academic vocabulary. So, when a I try to paraphrase it become difficult because I am lazy to try paraphrasing at home”

Students D : “sometimes the lecturer explanation is unclear it is become the problem in paraphrasing itself is hard to do, even though the definition of paraphrasing is change the original sentence into own word without changing the essential meaning. But in fact when I try to paraphrase is different from the essential meaning. In addition I lazy to practice paraphrasing at home”

Student E : “I always get low score in writing. It is become my first cause why I am problem in paraphrasing. Paraphrasingitself is the technique that use in academic writing to re-write the sentence without changing the meaning by own word. In paraphrasing I have problem to re-write because my limited vocabulary and also I have problem to translate the meaning of sentence. So it is become paraphrasing is hard to do. In vocabulary class

before I learn the vocabulary that use in conversation or daily life but in paraphrasing use academic writing”

Based on the answered, the researcher concluded that students problem in practice paraphrasing. the problem that their face are students lack of vocabulary, problem in translate the sentence, problem in re-write without changing meaning and problem in lecturer explanation.

g. What are the effects of your problem in paraphrasing?

Student A : “I get low score in paraphrasing”

Student B : “of course I get low score”

Student C : “I never get high score”

Student D : “the first I never get high score in paraphrasing and also makes me difficult to write research proposal”

Student E : “Because the paraphrasing is technique in taking note, and taking note is important in academic writing that use to write research proposal, so it is makes me difficult to write researcher proposal and also get lower score”

Based on the answered, the researcher concluded that the effects of problem in paraphrasing are students always get lower score and never get higher score. In addition the students problem to write research proposal because they are have problem in practice the paraphrasing.

According to the interviews result, the researcher concluded the problem that faced to students in paraphrasing. There are some lists of the problem in

paraphrasing which effect to the students especially focuses in criteria of good paraphrasing. The problems are:

1) Lack of Understanding the meaning

Based on the interview, the researcher found the fact actually when the students were practice to write paraphrase they did not understand clearly the meaning of the sentence. Thus it made them felt hard in paraphrasing. This is evident from the 5 students' statement.

2) Lack of Vocabulary

Lack of the vocabulary is one of the students problem in paraphrasing. It proven by the statement of 2 of 5 respondents said that because their lack vocabulary, they hard in paraphrasing.

3) Problem in technique of paraphrasing

In technique of paraphrasing there are problems that faced by the students. 4 from 5 respondents said they are always used technique changing vocabulary and one respondent said never think about the technique of paraphrasing. in fact that, paraphrasing have some technique there are changing vocabulary, changing word class and changing word order. But in reality, the students always used changing vocabulary, because based on their experience changing vocabulary is the easily technique that used in paraphrasing.

4) Problem in lecturer explanation

When the researcher had done the research by used interview, the researcher found that fact actually when the students paraphrase the



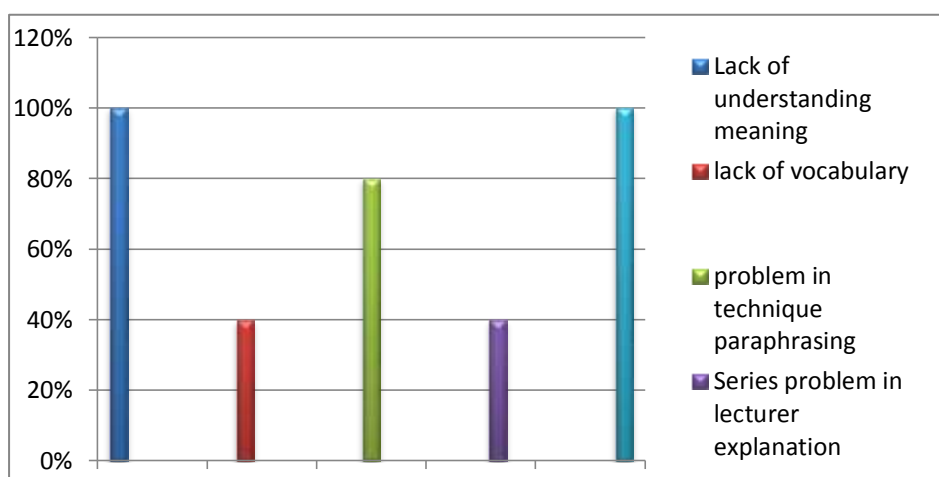
sentence the student also faced problem with lecturer explanation about paraphrasing. There are shared that the lecturer's explanation unclear, because of it they are problem in paraphrasing. The researcher found the 2 respondents problem in lecturer explanation.

#### 5) Students problem it self

By the interview, the researcher assume that the main problem faced by the students when they paraphrase the sentence was the students itself, it is because they lazy to practice. This is evident from analysis of the students' interview conducted by the researcher. Researcher found that there are problem in paraphrase because themselves are lazy to practice at home. The researcher found four respondents faced in itself.

Same as the test result, the researcher tried to deliver the interview result by used percentage of the problems intensity.

**Figure 2. The Problems Percentage In Interview Result**



The last, to explain the chart above, the reseacher used the bellow as the explanation seen at Table 4.9

Table 4.9The problem percentage of interview result

<b>Problem</b>	<b>Respondent</b>	<b>Percentage</b>
Lack of understanding meaning	5	$\frac{5}{5} \times 100 = 100\%$
Lack of vocabulary	2	$\frac{2}{5} \times 100 = 40\%$
Problem in technique paraphrasing	4	$\frac{4}{5} \times 100 = 80\%$
Problem in lecturer explanation	2	$\frac{2}{5} \times 100 = 40\%$
Students problem it self	5	$\frac{5}{5} \times 100 = 100\%$

## **B. The discussion**

In order to have the same interpretation between the reader and the researcher toward the finding of the research, this part discusses those finding by reflecting on some theorities related to each following problems. The result of the rsearch was known concretely after doing an analysis of the data. Defeniton of paraphrasing as stated by Alred, Brusaw and Oliu is paraphrasing as restating or

rewriting in your own words the essential ideas of another writer.<sup>21</sup> *Students' Problem in Paraphrasing*, as stated by Rungoro on Injai in his research, when students were to paraphrase the sentence they faced several problems which proved that the students faced problems in paraphrasing. The problems were the attributed source, sufficient synonym, sufficient syntactical shift, word class changed, key point, writer opinion, technique of paraphrasing and problems about students themselves. Based on the several problems mentioned the research investigates that the causes of students getting the problem in paraphrasing and the effect of students' problems in paraphrasing.

#### 1. The causes of students' problems in paraphrasing.

As explained in chapter two, the techniques of doing paraphrasing are three different ways but the meaning of paraphrasing is re-write without changing the meaning. In this study, the researcher found that each student used a different technique. The techniques in paraphrasing are without changing the essential meaning, using own words and adding the source. Whereas, the focus of students' problems is how to re-write the original passage by their words without changing the essential meaning and problems about the students themselves.

Looking at the results of this research, the researcher got some similarities that actually the students faced problems in paraphrasing. The technique that was used in paraphrasing, the essential meaning that did not change in students' paraphrasing, source that must be added in paraphrasing because if the source is not added it

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<sup>38</sup> Alfred G.J., Brusaw C.T., and Oliu W. E., *Handbook of Technical Writing*, 9th edition. (Boston: Bedford/ St. Martins', 2009.) P. 372

called plagiarism. Some students tried to paraphrase based on the good criteria of paraphrase. On the other hand, in fact students have problem in paraphrase itself. In addition, students not only problem in paraphrase itself, but also have problem in their selves. Lack of the vocabulary and lack of understanding meaning also become problem for students when they tried to paraphrase. The lecturer explanation that unclearly made them problem when paraphrase.

## 2. The effect of students problem in paraphrasing

The problem of students in paraphrase made the effect of students themselves. After the researcher found the causes of students' problem in paraphrasing, the researcher found the effect of students faced in paraphrase especially in academic writing class. The first, because of students problem in paraphrase it is made effect for their selves. the effect is they never get high score in paraphrase. in academic writing class, paraphrase become the sub-main point that important that students comprehend. When the students problem in paraphrase, it is made the students always get lower score. The last is the effect of students problem in paraphrasing is students difficult and problem in writing research proposal. based on the interview result, the students feel difficult to written the proposal because they are problem in paraphrase.

By the explanation above, the researcher concluded that students faced problem in every point or criteria of paraphrase. The technique of paraphrasing included changing vocabulary, changing word class and changing grammar structure idea. The clearly meaning and writer's opinion also become faced

problem in paraphrase. Thus, the reseacher suggested to several person : for the students to read and practice more how to made good paraphrase the students should understand well the component of good paraphrase, so that the students will not faced any problem when the process runs, and for the lecturer should give clear information to the students about paraphrase.

## CHAPTER V

### CONCLUSION AND SUGGESTION

The contents of this chapter are about the conclusion of the present study related to the research question in the chapter before and the recommendation for the other researcher and practioners. After did conduct the research, did analyzed, anddid present the result the researcher'sconclusion and recommendation are.

#### **A. Conclusion**

The conclusion of this research is about the students' problem in paraphrasing. the researcher list the result from students' problem in several based on test are below : (1) Attributed Source, (2) Vocabulary changed, (3) Word class changed, (4) Grammar structure idea changed, (5) Writer's opinion, (6) Meaning clear, (6) Copy some phrase. In doing the research the researcher found the students' problem in paraphrasing, and the problem are: (1) Lack of the understanding meaning, (2) Lack of vocabulary, (3) Problem in technique of paraphrasing,(4) Problem in lecturer explanation, (5) Students problem itself. The effect of students Problem in paraphrasing are the students always get low score in paraphrasing and difficult to write research proposal.

#### **B. Suggestion**

##### 1. The lecturer

Regarding to the good writing in academic writing, english teacher should consider which part of source language can help or facilitate students and which element of source language can lead students to

construct wrong paraphrase. as the result, this might guide them to plan easier steps, lessons and material to make students learn and understand be better. Considering the results this research, it is suggested that the lecturer should give clear information to the students about paraphrasing. the lecturer should allocate much more time in teaching the students in the class and also make the learning runs effectively.

## 2. The students' English Department

This research can be used as a solution and helps student understand their problems in paraphrasing. it is suggests to the students to read and practice more how to make a good paraphrase, so that the students will not face any problem when the process runs. Besides that, they should diligent also to attend the class pay any attentions to the lecturers' explanation.

## 3. The Future Reseacher

Finally, since this study has a lot of weakness, it would be glad if futher researches are conducting a better research. Therefore, for the next researcher, completing the research by analyzing with the different measurement will be uch interesting. Futhermore, finding the way to solve the problems in students' paraphrase is also remarkable to help english teacher guiding them to have qualified writing especially in proposal and thesis.

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