

An Analysis of Students' Quality in Paraphrasing Thesis

SKRIPSI

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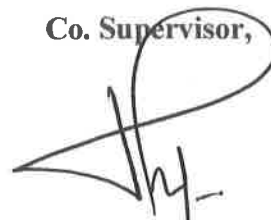
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ABSTRACT

The thesis entitle: “*An Analysis of Students’ Quality in Paraphrasing Thesis* ”

The focus of this study was to figure out the quality of the students in paraphrasing part of the thesis in English Department of IAIN Langsa. Paraphrasing is a linguistic term which means re-expressing a concept that is different from the same language but without changing its meaning. In this research, the researcher used qualitative descriptive research. The process of collecting data was done by applying the documentation and interview. In the documentation, a test was given to 30 students who have taken paraphrasing courses in writing from the English Department. Lecturers give part of the text in the thesis to students and students must paraphrase the text. While the interview was also conducted to 30 students who have taken paraphrasing courses in writing from the English Department.

Based on the research analysis of the documents as one of the research instrument, it was found that the students mostly used the changing synonym technique in paraphrasing the paragraph in the thesis. It was revealed that the changing synonym technique is the easiest technique rather than other techniques.

Furthermore, based on the result of interview, the researcher found that the students frequently used changing the synonym technique and even never to use the other techniques. Although it was the most frequently used by the students, the synonym of words that the students choose did not maintain the information or even the inappropriate one. Indeed, the students still difficult to paraphrase a sentence or a paragraph which meet the criteria.

Based on the result of the research, the researcher found out that most of the students are too often paraphrased a passage in the thesis by using the changing synonym techniques. In addition, based on the result of the students’ effort in using the techniques, it was revealed that the students are correct 35 times in using the paraphrasing techniques, then the students are incorrect 70 times in using the paraphrasing techniques. Hence, it can be concluded that most of the students have bad quality in paraphrasing a paragraph in the thesis.

According to the result of the research, the researcher suggested to the students of English Department of IAIN Langsa have to improve their ability in paraphrasing and English Writing in order to increase and stimulate them in learning English.

Keywords: *Paraphrasing, Thesis*

CHAPTER I

INTRODUCTION

A. Background of Study

In English Foreign Language, students are taught by four skills and generally called as the four language skills. They are listening, reading, speaking and writing. Indeed, These skills are understood as the ways in which language is used nowadays. The passive or receptive skills are reading and listening. Then, speaking and writing are commonly known as the active or productive skills.¹ It is said as passive or receptive skills because the participant needs to understand the speech and writing of other people only. Meanwhile, this is compared with active or productive skills that mean the person actively have to produce their own speech and writing.

Alexander mentioned that the most important of these skills are speaking and writing, instead of reading and listening.² In these days, writing has the important role in the English learning process. The learners are required not only mastered in speaking, listening, and reading but in writing. In the writing, the learners could elaborate about people, any facts and any ideas. Furthermore, the learner also could express his minds, and feeling in English writing. Indeed, that's why this skill is being the important skill in learning English as a second language.

¹ Jack Richards, *Longman Dictionary of Applied Linguistics* (Harlow: Longman House, 1985), 160.

²L.G. Alexander, *Practice and Progress*, (London: Longman Group Ltd, 1975), 8.

Furthermore, writing is an important media of communication in human daily life, especially in education and academic life. Jhon Langan stated that writing is done with a process.³ Indeed, it means that if the students write something, the students have already think first about what she or he is going to say. Indeed, the way to express a language in the form of words, symbols, or letters is called as writing.⁴ Thus, everyone could express what they have on their mind by using letters and words that can be understood by others.

In academic life of the students' university, thesis is being the most important writing in order of the students' requirement in graduation. Indeed, thesis is one of the most important concepts in college expository writing. According to Bella, she stated that thesis is a type of academic writing that the students usually used for their final activity in order to get a certain degree in the college education.⁵

Furthermore, to make a good thesis you should avoid plagiarism. As it is know that plagiarism is the process of taking the others' work, suggestions, or words and using it as it was yours. Whereas the person who does the work is called plagiarism. Plagiarism means taking work, ideas, or words of others, and using them as their own. Paraphrasing is one technique to avoid plagiarism. In taking information from others, English learners do the paraphrasing.⁶

³Jhon Langan, *College Writing Skill with Readings (Fifth Edition)*, (America: McGraw Hill Companies, 1985), 14.

⁴Utami Dewi, *How to Write*, (Medan: La-Tansa Press, 2011), 2.

⁵ Bella Aulia, *Thesis Writing Definition*, accessed on 20 September 2021 from <https://pakdosen.pengajar.co.id>.

⁶Bhagat, Rahul, *Learning Paraphrases From Text*, (University Of Southern California, 2009), 65.

If the students paraphrase the information, it means that the students will use their own words and use their own sentence with the same meaning. When you paraphrase information, you can switch to your own English. Paraphrasing is a linguistic term that has meaning to re-express a context that is different which is used the same language but without changing the meaning of the sentence. Paraphrasing is the author of a different type of emphasis on the original writer. The term paraphrase comes from English paraphrase, from Latin paraphrasis, from the Greek the phrase in which means "an additional way of expression". Paraphrasing is an act or activity to paraphrase.

As the students who learn English for the first time, they will be difficult in paraphrase because of lack vocabulary. In paraphrasing especially they have to master more vocabulary to paraphrase a sentence or paragraph. Some of them also find it difficult in this case, some even do not understand how to paraphrase a sentence.

Even not only in the early semester, it turns out that the advanced semester also there are still some difficulties in terms of paraphrasing a text. And now researchers want to raise this title because researchers want to know the extent of the development of student quality in paraphrasing a sentence or text.

The researcher will observe the students of the English Department of IAIN Langsa who has already given the material about paraphrasing, especially about how to paraphrase a text in the thesis. Hence, based on the descriptions above, the researcher is interested to analyze this thesis entitled "**An Analysis of Students' Quality In Paraphrasing Thesis**".

B. Problem of Study

Based on the description of background of study above, the problem of this study is: "How is the students' quality in paraphrasing a thesis in English Department of IAIN Langsa?"

C. Objective of Study

Based on the statement of the problem mentioned above, this research is conducted to: figure out the students' quality in paraphrasing a thesis in English Department of IAIN Langsa.

D. Significance of Study

The results of the study are expected to be meaningful for:

a. For the lecturer

This research is supposed for the lecturer to evaluate the students' method in learning about writing skill. In addition, it is expected for the lecturer to combine their teaching class with another method in order to stimulate the students.

b. For the student

For the students, paraphrasing is one of ways to make a good and valuable writing.. Furthermore, it is expected for the student to find out their own strategies to comprehend about how to produce a good writing.

c. For the researcher

This study is supposed to the researcher in order to extend the researcher's knowledge about the students' quality in paraphrasing a thesis in English Department of IAIN Langsa.

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CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher is going to analyze the students' quality in paraphrasing the thesis. The data collected from the students of English department at IAIN Langsa as the research object of this research. Thus, the data collected were analyzed into kinds of instrument, namely document and interview.

A. Findings

The researcher has finished the research procedures such as document and interview. This part presents the students' quality in paraphrasing the thesis used by 30 students as the research objects who paraphrased a paragraph of the thesis. Indeed, The document is obtained from some of the test that the English lecturer has been given for the English department student which was taken from some thesis. Each student gets a different paragraph to paraphrase. Students must expect paragraphs that have been distributed by the lecturer concerned.

The findings of research were based on the results of data analysis. The data analysis consisted of two sections; the data analysis of document and interview.

1. The Analysis of The Data Collected from The Document

The data from the documents used to know the students' quality in paraphrasing thesis and the students' paraphrasing frequently used techniques. Here are the students' result of paraphrasing techniques analyzed by researcher.

Table 4.1 Student' Result of Paraphrasing Techniques

No.	Participants	Kinds of Paraphrasing Techniques				
		Changing Word Order	Synonym	Changing The Part of Speech	Transition	Positive versus Negative
1	P1	1	2	0	1	0
2	P2	0	1	0	1	0
3	P3	1	2	2	0	1
4	P4	0	1	0	0	0
5	P5	1	2	0	1	0
6	P6	0	2	1	1	0
7	P7	0	1	2	1	1
8	P8	1	0	0	0	0
9	P9	0	2	1	0	0
10	P10	1	2	1	0	0
11	P11	2	1	1	1	0
12	P12	0	0	1	1	0
13	P13	2	2	0	0	1
14	P14	0	3	0	0	0
15	P15	1	1	0	0	0
16	P16	1	3	1	0	0
17	P17	2	1	1	0	0
18	P18	0	2	0	1	0
19	P19	1	2	1	0	0
20	P20	1	3	1	1	0
21	P21	0	1	0	1	0
22	P22	2	3	2	0	1
23	P23	1	2	0	0	0
24	P24	1	2	0	1	0
25	P25	0	1	1	0	0
26	P26	0	2	1	0	0
27	P27	1	0	0	0	0
28	P28	0	1	0	0	0
29	P29	1	2	1	0	0
30	P30	2	1	0	1	0
Total		23	48	18	12	4

The table 4.1 above showed that the paraphrasing technique which is most frequently used by students is changing synonym of word. The techniques sequenced is provided below :

1. Changing Synonym, used 48 times by 90% respondents
2. Changing Word Order, used 23 times by 60% respondents
3. Changing Part of Speech, used 18 times by 50% respondents
4. Changing Transition, used 12 times by 40% respondents
5. Changing Positive versus Negative, used 4 times by 13% respondents

The following paraphrasing is some examples of all the paraphrasing produced by the respondents. Here, the researcher took a paragraph from each thesis.

The symbols on paraphrasing below are as code which means that :

Sy. : Synonym

W. ord : Changing Word Order

P.o.S : Changing Part of Speech

Trans. : Transition

Pst. Vs Ng. : Changing Positive into Negative (vice versa)

Respondent 1

The First Paragraph

Original: Written discourse or text should be interconnected with one sentence to a different sentence to seek out concepts or ideas given within the discourse. Harmony and cohesion between one sentence with other sentences in text or discourse is that the main issue that determines whether the discourse can be understood or not. If the discourse is cohesive, the discourse will be easily understood and coherent.

Paraphrase: To seek out concepts or idea given within the discourse
should be interconnected with one different sentence. ^{W ord} The main issue that
determines whether the discourse can be understood or not is between harmony
^{W ord} and cohesion one sentence in text or discourse. The discourse will be easily
^{W ord} understood and coherent if the discourse is cohesive.

The student paraphrased this paragraph by a techniques of paraphrasing, which is changing the word order. The first, second, and third sentence of this paragraph were paraphrased by changing the word order. The student wrote down the second main clause of the original source as the first main clause. Otherwise, she wrote down the first main clause of the original source as the second main clause. Thus, the student who was respondent 1 paraphrased this paragraph only used the changing the word order technique.

Respondent 2

The Second Paragraph

Original: Internal language structure is an object of micro linguistics that involves system of sound, word formation, sentence structure and etc. The study of the rules governing the way words combined to form sentences in a language is called syntax. From the definition above, syntax is the one of linguistics studies about structure language that can make word became phrase, clause, and sentence.

Paraphrase: One of the object of micro linguistics is internal language.

W ord

It consists by many elements, such as sound, word formation, sentence structure, Sy.

and etc. The study of the rules of constructing the word to form sentence in a Sy.

language is known as Syntax. Based on that definition, syntax is one of linguistic Sy.

branch which discuss about making the word become phrase, clause, and Sy.

P. o S.

sentence.

The respondent paraphrased this second paragraph by using several paraphrasing techniques; which are changing the word order, synonym, and part of speech. Indeed, the first sentence of the paragraph was paraphrased by changing the word order. She wrote down the second main clause of the original source as the first main clause. Otherwise, she wrote down the first main clause of the original source as the second main clause. Next, she paraphrased the second and third sentences by changing the synonym of words; *involves* into *consists*, *governing* into *constructing*, *known as* into *called*. Then, she paraphrased the last sentence by changing the synonym of word *From the definition above* into *Based*

on that definition and changing the part of speech of word *make* (V) into *making* (N).

Respondent 3

The Third Paragraph

Original: In the process of translation involving two different languages and cultural structures can not be separated from the shift in the form of language and meaning. All language differ in the form of meaning naturally the forms in the Source Language (SL) must be change when an interpreter reveals the content of the targeted message of the Target Language (TL). The shift in the pragmatic field occurs due to different user point of view. And while the task of pragmatic science itself is : resolving coercion, the problem of vagueness, and incompatibility, seeking reference and the task of enriching all incomplete information, able to obtain implicitly implied meaning for something explicit.

Paraphrase: In the process of translation involved two different languages and cultural structures relates to the shift in the form of language and meaning. All languages differ in the form of meaning naturally. The forms in the Source Language (SL) must be changed when an interpreter reveals the message content of the Target Language (TL). The shift in the pragmatic field occurs due to different users' standpoint. Moreover, the task of pragmatics science itself is concerning resolving coercion, the issue with vagueness and incompatibility,

Ng. vs Pst.

Sy. Trans.

Sy.

seeking reference and enriching all incomplete information to able to get the implicit meaning for something explicit.

P. o S.

In this case, the participant paraphrased this third paragraph by using several paraphrasing techniques; which are changing negative into positive, changing the synonym, and changing the transition. The first sentence of the paragraph was paraphrased by changing the negative into positive of word *can not be separated* into *relates*. Then, she paraphrased the forth sentence by changing the synonym of the word *point of view* into *standpoint*. After that, she paraphrased the last sentence by changing the transition of word *while* into *moreover*, changing the synonym of word *problem* into *issue*, and by changing the part of speech of word *implicitly* into *implicit*.

Respondent 4

The Fourth Paragraph

Original: Sense relations are one of the important elements with regard to learning semantics, the study of language meaning. The sense of a word can be understood from its similarity with other words. On the other hand, it can also be learned from its oppositeness with other words. The meaning of languages is always interested to study since when we learn or use the language it deals with its meaning. The meaning of language is often seen from the relation of a word with another word. The sense of an expression is a semantic relationship of an expression with other expression in the language.

Paraphrase: Sense relations are one of the important things to learning
 Sy.
 semantics. Semantics is the study of language meaning. The sense of a word can
 be understood from its similarity with other words. Alternatively, it can also be
 Trans.
 learned from its antithesis with other words. The meaning of a language is always
 Sy.
fascinating to study particularly when we learn or use the language. The meaning
 Sy.
 is often seen from the relation of a word with another word. A semantic
relationship of an expression with other expression in the language is known as
 W. ord.
the sense of an expression.

In this paragraph, the student paraphrased it by using several paraphrasing techniques; which are changing the synonym, changing the transition, and changing the word order. Indeed, the first sentence of this paragraph was paraphrased by changing the synonym of word *elements* into *things*. Next, she paraphrased the next sentence by changing the transition of word *on the other hand* into *alternatively* then changing the synonym of word *oppositeness* into *antithesis*. In addition, she paraphrased the fifth sentence by changing the synonym of word *interested* into *fascinating*. Hence, in the last sentence, she paraphrased it by changing the word order. She wrote down the second main clause of the original source as the first main clause. Otherwise, she wrote down the first main clause of the original source as the second main clause.

Based on the result of the research, the students frequently paraphrased the paragraphs with the changing the synonym of word techniques in 48 times,

changing the word order in 23, changing the part of speech in 18 times, transition in 12 times, and changing negative into positive in 4 times. Hence, it is concluded that the students mostly used the changing synonym technique in paraphrasing the paragraph in the thesis.

Furthermore, the Table 4.1 only informed about the techniques which students used without considering the usage of the techniques whether it was as correct one or not. In the other words, the table above doesn't show all the techniques exactly correct. Indeed, it just provided the identified techniques that were used.

Moreover, the researcher then presented the correct techniques used by the students in the next table (Table 4.2 – Table 4.6) in order to compare the students' effort in using the techniques and the correct techniques they did. Indeed, it aimed to allow the researcher considering the students' quality in paraphrasing the paragraph in the thesis.

Table 4.2 Changing Synonym

No.	Respondent	Changing Synonym (times)	Correct (times)	Incorrect (times)
1.	Student1	2	1	1
2.	Student2	1	0	1
3.	Student3	2	0	2
4.	Student4	1	1	0
5.	Student5	2	1	1
6.	Student6	2	1	1
7.	Student7	1	0	1
8.	Student9	2	0	2
9	Student10	2	1	1
10.	Student11	1	0	1
11.	Student13	2	0	2

12.	Student14	3	1	2
13.	Student15	1	0	0
14.	Student16	3	2	1
15.	Student17	1	0	1
16.	Student18	2	0	2
17.	Student19	2	0	2
18.	Student20	3	1	2
19.	Student21	1	1	0
20.	Student22	3	1	2
21.	Student23	2	1	1
22.	Student24	2	0	2
23.	Student25	1	0	1
24.	Student26	2	0	2
25.	Student28	1	1	0
26.	Student29	2	0	2
27.	Student30	1	0	1
Total		48	14	34

The table 4.2 above shows that most of the students used synonym techniques to maintain the information in paraphrasing. Indeed, 27 (90%) students decided to use the synonym techniques. Moreover, it means that only 3 students that never used this technique in paraphrasing the paragraph. However, the students still make mistake in choosing an appropriate synonym. Thus, the Table 4.2 above informs us that the students failed to choose the appropriate synonym of words in 34 times from 48 times that they effort to do.

The following are several examples of paraphrase produced by synonym techniques. Indeed, the underlined words of paraphrasing are as the synonym of the original words made by the students. Indeed, the researcher put ‘incorrect’ under the words which are inappropriate to substitute the original words and keep the appropriate synonym only underlined in the sentence.

Example

Original: A synonym means different words which have the same meaning.

Paraphrase:

1. Synonyms are the different words which have the similarity meaning.

Incorrect

2. Synonyms are the different words which have the similar meaning.

Correct

Therefore, based on the example above, the researcher considered the correct/incorrect of the word chosen by students by matching the context of the sentence with the meaning of the word. Indeed, the researcher used the Oxford dictionary in order to find out the meaning of the words, then substitute it with the original word while it still keeps the meaning completely with sentence context.

Table 4. 3 Changing The Word Order

No.	Respondent	Changing Word Order (times)	Correct (times)	Incorrect (times)
1.	Student1	1	0	1
2.	Student3	1	1	0
3.	Student5	1	0	1
4.	Student8	1	0	1
5.	Student10	1	0	1
6.	Student11	2	1	1
7.	Student13	2	0	2
8.	Student15	1	1	0
9.	Student16	1	1	0
10.	Student17	2	1	1
11.	Student19	1	0	1
12.	Student20	1	0	1
13.	Student22	2	0	2
14.	Student23	1	1	0
15.	Student24	1	0	1
16.	Student27	1	0	1

17.	Student29	1	1	0
18.	Student30	2	1	1
Total		23	8	15

Based on the Table 4.3 above, it shows that some of the students used changing the word order technique in paraphrasing a paragraph. Indeed, 18 (60%) students decided to use changing the word order technique. In addition, it means that 12 students that never used this technique in paraphrasing the paragraph. However, the students still make mistake in considering an appropriate changing the word order. Hence, the Table 4.3 above shows that the students failed to choose the appropriate changing the word order in 15 times from 23 times they effort to do.

Here are several examples of paraphrase by using changing the word order techniques.

Example

1. **Original:** Written discourse or text should be interconnected with one sentence to a different sentence to seek out concepts or ideas given within the discourse.

Paraphrase: To seek out concepts or idea given within the discourse should be interconnected with one different sentence. (Incorrect)

2. **Original:** Internal language structure is an object of micro linguistics

Paraphrase: One of the object of micro linguistics is internal language. (Correct)

Based on the examples above, the researcher determined the correct/incorrect of the word order produced by students in paraphrasing by checking the grammar of the sentence or the phrase that was changed and

compared it with the original sentence. Indeed, sometimes the students paraphrased which keeps the meaning while the grammar is incorrect. On the other hand, sometimes the students paraphrased it with good grammar and structure but it failed to keep the meaning perfectly. Thus, in order to have a good paraphrasing by using this techniques, it should have good grammar and keep the meaning perfectly.

Table 4. 4 Changing The Part of Speech

No.	Respondent	Changing The Part of Speech (times)	Correct (times)	Incorrect (times)
1.	Student3	2	1	1
2.	Student6	1	1	0
3.	Student7	2	0	2
4.	Student9	1	1	0
5.	Student10	1	0	1
6.	Student11	1	0	1
7.	Student12	1	0	1
8.	Student16	1	1	0
9.	Student17	1	1	0
10.	Student19	1	0	1
11.	Student20	1	0	1
12.	Student22	2	1	1
13.	Student25	1	1	0
14.	Student26	1	0	1
15.	Student29	1	0	1
Total		18	7	11

The table 4.4 above shows that half of the students used changing the grammar technique to maintain the information in paraphrasing. Indeed, 15 (90%) students decided to use changing the grammar technique. Moreover, it means that only 15 students that never used this technique in paraphrasing the paragraph.

However, the students still make mistake in choosing an appropriate synonym. Thus, the Table 4.4 above informs us that the students failed to choose the appropriate word of changing the grammar in 11 times from 18 times that they effort to do.

Here are several examples of paraphrase by using changing the grammar/structure techniques.

Example

1. **Original:** Syntax is the one of linguistics studies about structure language that can make(V) word became phrase, clause, and sentence.

Paraphrase: Syntax is one of linguistic branch which discuss about making (N) the word become phrase, clause, and sentence. (Correct)

2. **Original:** And while the task of pragmatic science itself is : resolving coercion, the problem of vagueness, and incompatibility, seeking reference and the task of enriching all incomplete information, able to obtain implicitly(Adv) implied meaning for something explicit.

Paraphrase: Moreover, the task of pragmatic science itself is concerning resolving coercion, the issue with vagueness and incompatibility, seeking reference and enriching all incomplete information to able to obtain implied(N) meaning for something explicit. (Incorrect)

Table 4.5 Changing The Transition

No.	Respondent	Changing The Transition (times)	Correct (times)	Incorrect (times)
1.	Student1	1	0	1
2.	Student2	1	0	1
3.	Student5	1	1	0
4.	Student6	1	0	1
5.	Student7	1	1	0
6.	Student11	1	0	1
7.	Student12	1	1	0
8.	Student18	1	0	1
9.	Student20	1	0	1
10.	Student21	1	1	0
11.	Student24	1	0	1
12.	Student30	1	1	0
Total		12	5	7

Based on the Table 4.5 above, it shows that some of the students used changing the transition of word technique in paraphrasing a paragraph. Indeed, 12 (40%) students decided to use changing the transition technique. In addition, it means that 18 students that never used this technique in paraphrasing the paragraph. However, the students still make mistake in choosing an appropriate changing the transition. Hence, the Table 4.5 above informs that the students failed to choose the appropriate changing the transition in 7 times from 12 times that the students effort to do.

Here are several examples of the students' paraphrasing by using changing the transition techniques.

Example

1. **Original:** On the other hand, it can also be learned from its oppositeness with other words.

Paraphrase: Alternatively, it can also be learned from its antithesis with other words. (Correct)

2. **Original:** Furthermore, some of students are still not too comprehend about how this theory is working on,

Paraphrase: In conclusion, some students are still confused on how this theory functions. (Incorrect)

Table 4. 6 Changing Positive into Negative

No.	Respondent	Changing Positive into Negative (times)	Correct (times)	Incorrect (times)
1.	Student3	1	1	0
2.	Student7	1	0	1
3.	Student13	1	0	1
4.	Student22	1	0	1
Total		4	1	3

The table 4.6 above shows that some of students used changing the positive into negative technique to maintain the information in paraphrasing. Indeed, 4 (13%) students decided to use changing the positive into negative technique. Moreover, it means that 26 students that never used this technique in paraphrasing the paragraph. However, the students still make mistake in choosing an appropriate way in changing the positive into negative. Thus, the Table 4.7 above informs us that the students failed to choose the appropriate way in

changing the positive into negative in 3 times from 4 times that the students effort to do.

The following are several examples of students' paraphrasing by changing positive into negative (vice versa) techniques.

Example

Original: In the process of translation involving two different languages and cultural structures can not be separated from the shift in the form of language and meaning.

Paraphrase: In the process of translation involving two different languages and cultural structures relates from the shift in the form of language and meaning.
(Correct)

In conclusion, based on the analysis of the students' techniques in paraphrasing above, the researcher finds out that most of students (90% students) used the changing synonym techniques in paraphrasing a paragraph. On the other hand, the most rarely used paraphrasing technique by the students (13% students) is the changing positive into negative technique.

Moreover, the tables above tell us the students' quality in paraphrasing the paragraph in the thesis. Indeed, it shows that the students are correct 35 times in using the paraphrasing techniques, then the students are incorrect 70 times in using the paraphrasing techniques. Hence, it means that most of the students have bad quality in paraphrasing the paragraph in the thesis.

2. The Analysis of The Data Interview

Based on the data interview on the problems that come when the students paraphrased a paragraph in the thesis, the interview between the researcher and the students will describe below.

1) *Do you often do paraphrasing?*

R1 : Seldom, it's just when we have writing subject at the college. I only know about paraphrasing there, exactly when the lecturer gave the tasks about paraphrasing.

R2 : I think I seldom do paraphrasing, I do it when I have the topic about that in class.

R3 : hmmm.. I sometimes paraphrased a sentence only when the lecturer gave us tasks about it.

R4 : Well.. I think I paraphrased a sentence or paragraph only when I was in writing subject. Because we learn about paraphrasing in writing subject.

The statements above showed that the students seldom paraphrased a sentence, a paragraph, or a text. Indeed, the students only know the term 'paraphrasing' in their writing subject in the class. In addition, in the writing subject learning class, the lecturer gave the task about paraphrasing when they have learnt it or when they are learning it. On the contrary, in the outside of writing subject class, the students seldom paraphrase a certain sentence, paragraph, or even a text. Thus, most of students do the paraphrasing when they have task in writing subject class.

2) Do you understand enough about how to paraphrase?

R1 : hmm.. I do not too understand enough about it. Indeed, sometimes when the lecturer explained about paraphrase, it's not too clear and detailed.

R2 : well, I think I am a lil bit understand. But sometimes I think that paraphrasing needs to have vocabulary acquisition well. Instead of I lack in vocabulary.

R3 : I still not too understand about it, I think it's difficult. Well, I am confused about how to replace the other words which has the same meaning.

R4 : I do not too understand about how to paraphrase a sentence. Since the lecturer explained it not too detailed, so we need to comprehend it by ourselves.

Based on the statements above, it showed that some students did not understand enough about how to paraphrase a certain sentence or paragraph. Indeed, in their writing subject, the lecturer only explained the main point of the topic 'paraphrasing'. Therefore, the students assumed that the explanation about it is not too detailed. Instead of the students need to comprehend more about the paraphrasing by themselves. Furthermore, the students lack in vocabulary acquisition. Hence, the students did not understand enough about paraphrasing.

3) What kind of techniques do you use in paraphrasing?

R1 : I think what I remind about the technique in paraphrasing is synonym. Well, it's the most easiest one for me.

R2 : hmm.. I do not too understand about the certain technique I used before. But, sometimes, replacing the word or the sentence order. Then, I also find the other word which has the same meaning.

R3 : hmm.. sometimes I find the synonym of the word. Then, sometimes changing the word order or replacing the order.

R4 : I usually find the synonym, the other different word which has same meaning.

The statements illustrated above showed that most of students used changing the synonym technique in paraphrasing a certain sentence or paragraph. Indeed, the students usually find the synonym of the word or the other different word which has the same meaning. Furthermore, the students also sometimes used changing the word order technique in paraphrasing. The students tend to change the word order or replacing the order of the sentence. Hence, it is proved that the paraphrasing techniques that students mostly used were changing the synonym and changing the word order.

4) Do you think that paraphrasing is easy or difficult for you?

R1 : I think it's difficult. Because I lack in vocabulary acquisition.

R2 : well, in my opinion, it's difficult. Indeed, I am not be able to memorize the words well in English.

R3 : In my opinion, it's difficult. I am confused about how to choose the appropriate words to replace it.

R4 : Actually it's difficult for me. Because sometimes I confused to replace with the certain words or phrases, well even I do not know the meaning of some words.

Based on the statements above, most of the students think that the paraphrasing is difficult for them. The students were confused about what techniques they should use in paraphrasing. In addition, in changing synonym technique, some students are confused about how to replace the word with the other word that has the same meaning. Indeed, even they did not know the meaning of some words. The students lack in vocabulary acquisition. Furthermore, the students are confused to choose the appropriate words to replace it. Thus, that's why the students think that paraphrasing is difficult thing to do.

5) What are your difficulties in paraphrasing?

R1 : well, as I said before, the difficulties in paraphrasing is when I need to change the words with other words that has the same meaning. In addition, I also sometimes do not know much vocabulary in English.

R2 : The first, it's difficult when I need to change the word with other words that has the same meaning, I confused about which words I have to use. Then, I also do not know the meaning of some sentences. Hence, it looks complicated for me.

R3 : The difficulty is when I need to find the other words that has the same meaning, but I don't know how to say it in English.

R4 : Well, it's difficult when I need to find the appropriate words to replace it in paraphrasing. In addition, I also sometimes forget how to say some words in English.

The statements above showed that the students' difficulties in paraphrasing a sentence or paragraph. The students felt difficult when they need to change the word with other word that has the same meaning. Indeed, the students confused to find the appropriate words to replace it in paraphrasing. Furthermore, the students did not know much vocabulary in English. Even they did not know the meaning of some words. Hence, the students lack in vocabulary acquisition.

Based on the interview results above, it shows that the students frequently used changing the synonym technique and even never to use the other techniques. Although it was the most frequently used by the students, the synonym of words that the students choose did not maintain the information or even the inappropriate one. Indeed, the students still difficult to paraphrase a sentence or a paragraph which meet the criteria. It is proved that the students still make mistakes in paraphrasing. The students confused to choose the appropriate words in paraphrasing. In addition, the students lack in vocabulary acquisition.

They even do not know the meaning of some words. Thus, these are the result of interview from some respondents.

B. Discussion

This research was conducted at English Department Education of IAIN Langsa. The objective of this research aimed to seek out the students' quality in paraphrasing the thesis. In addition, the research subject was the eighth semester students of Education English Department IAIN Langsa.

The discussion then can be categorized into two points: 1) description of the students' frequently used techniques in paraphrasing the thesis; and 2) description of the students' quality in paraphrasing the thesis in the sixth semester students of Education English Department IAIN Langsa.

Description of the students' frequently used techniques in paraphrasing the thesis

Theoretically, paraphrasing is a linguistic term which means re-expressing a concept that is different from the same language but without changing its meaning. Paraphrasing is the author of a different type of emphasis on the original writer. In the writing subject, paraphrasing is one of important topics that the students of English department should be able to master. In addition, in their last semester, the students need to create the thesis in order to complete their bachelor degree. Indeed, the students need to do many paraphrasing in writing their thesis.

Based on the research findings, the researcher finds out the students' frequently used techniques in paraphrasing the thesis. Indeed, most of the students

are too often paraphrased a passage in the thesis by using changing synonym techniques. The students just simply substituted the original words into the other words that have the same meaning in the context of the sentence. Furthermore, the students used the changing synonym technique in order to maintain the information in the sentence or paragraph. Hence, the researcher also assumed that the changing synonym technique is the easiest technique rather than other techniques.

Furthermore, based on the research analysis of the documents as one of the research instrument, the students frequently paraphrased the paragraph by using the changing the synonym of word techniques in 48 times, changing the word order in 23, changing the part of speech in 18 times, transition in 12 times, and changing negative into positive in 4 times. Indeed, based on the analysis of the students' techniques in paraphrasing, the researcher finds out that most of students (90% students) used the changing synonym techniques in paraphrasing a paragraph. On the other hand, the most rarely used paraphrasing technique by the students (13% students) is the changing positive into negative technique. Hence, it is concluded that the students mostly used the changing synonym technique in paraphrasing the paragraph in the thesis.

Description of the students' quality in paraphrasing the thesis in the sixth semester students of Education English Department IAIN Langsa.

In this case, the researcher has found out the students' frequently techniques in paraphrasing the thesis, which was the changing synonym technique. However, the students used the techniques without considering the

usage of the techniques whether it was as an appropriate one or not. Indeed, it just provided the identified techniques that were used. Furthermore, the students did not consider the criteria of a good paraphrasing, those are about the same length as the original, the meaning of the original is maintained, and the changing of the correct vocabulary and correct grammar/structure in paraphrasing.

Based on the researcher findings in this research, the researcher compare the students' effort in using the techniques and the correct techniques they did. Indeed, the researcher finds out that the students failed to choose the appropriate synonym of words in 34 times from 48 times that they effort to do, the students failed to choose the appropriate changing the word order in 15 times from 23 times they effort to do, the students failed to choose the appropriate word of changing the grammar in 11 times from 18 times that they effort to do, the students failed to choose the appropriate changing the transition in 7 times from 12 times that the students effort to do, and the students failed to choose the appropriate way in changing the positive into negative in 3 times from 4 times that the students effort to do.

Based on the result the students' effort in using the techniques and the correct techniques above, it shows that the students are correct 35 times in using the paraphrasing techniques, then the students are incorrect 70 times in using the paraphrasing techniques. Hence, it can be concluded that most of the students have bad quality in paraphrasing the paragraph in the thesis.

Furthermore, based on the interviewing findings, it is find out that the students did not too comprehend in how to paraphrase a sentence or a paragraph

well. Since the students only knew the term ‘paraphrasing’ in their writing subject. The students also lack in vocabulary acquisition. Indeed, some of the students even did not know the meaning of some words or sentences in the paragraph. In addition, some of students are also confused in how to use the other techniques rather than changing the synonym technique. They did not know how to apply the techniques well.

Indeed, Alred, Brusaw, and Oliu, have stated that paraphrasing as restating or rewriting in your own words the essential ideas of another writer. In other words, to paraphrase the information from the text, it is very important for the readers to include important information by the use of their own words.⁹⁴ In addition, according to Bailey, it is forbidden for the readers who want to paraphrase the text to change or to alter the essential meaning of the information. In conclusion, it is allowed for somebody who paraphrases the text to clarify the ideas in different words without changing the essential meaning of the text.⁹⁵ Hence, as the statement from the experts above, the students assumed that paraphrasing is a difficult thing to do in the thesis.

⁹⁴ Alred, G. J., Brusaw, C. T., and Oliu, W. E., *Handbook of Technical Writing: Ninth Edition*, (Boston: Bedford/ St. Martins’, 2009), 22.

⁹⁵ Bailey, S., *Academic Writing: A Handbook for International Students* (Second Edition.). accessed on 22 September 2021 from http://www1.doshisha.ac.jp/~jiiie/Bailey.Academic_Writing.pdf

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This current research entitled “*An Analysis of Students’ Quality in Paraphrasing Thesis*” had conducted. Based on the research of data obtained, the researcher made conclusions and suggestions as follow:

A. Conclusions

Based on finding and discussing in the previous chapter, the researcher derived the conclusion that the result of the analyzing documents and the interview findings, it was found that most of the students are too often paraphrased a passage in the thesis by using the changing synonym techniques. Thus, it is concluded that the students’ frequently used techniques in paraphrasing the thesis is the changing synonym technique. In addition, based on the result of the students’ effort in using the techniques, it was revealed that the students are correct 35 times in using the paraphrasing techniques, then the students are incorrect 70 times in using the paraphrasing techniques. Hence, it can be concluded that most of the students have bad quality in paraphrasing a paragraph in the thesis.

B. Suggestions

1. Learners should enrich their vocabulary acquisition in order to help them in comprehending about the paraphrasing.

2. Learners have to improve their learning strategy in order to make them understand the paraphrasing techniques in their learning process.
3. Lecturers should motivate and stimulate the learners in order to strengthen their ability in English and encourage them to gain their confidence in speaking English.
4. The researcher suggests the other researchers to do the research in the similar area especially in paraphrasing techniques.

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