

7 2019 paraphrasing technique

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PARAPHRASING TECHNIQUES USED BY ENGLISH POST GRADUATE STUDENTS

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Abstrak

Penelitian ini bertujuan untuk mengetahui teknik *paraphrase* yang diterapkan oleh mahasiswa pasca sarjana untuk menghindari plagiasi. Penelitian ini dilakukan secara kualitatif dengan meneliti 10 tesis proposal mahasiswa pascasarjana di sebuah universitas negeri di Jawa Timur yang memiliki hasil plagiasi dibawah 20%. Data-data penelitian ini berasal dari tesis proposal mereka beserta sumber teorinya. Hasil menunjukkan bahwa plagiasi juga dapat ditemukan dalam tulisan mahasiswa pascasarjana, namun hanya dalam jumlah presentase yang sedikit. Penelitian ini menyimpulkan bahwa plagiasi pada tulisan mereka akan terdeteksi plagiasi apabila mereka hanya menerapkan 1 atau 2 tehknik *paraphrase* saja. Misalnya, hanya mengganti beberapa kata (*changing word choice*) atau hanya mengganti *part of speech* dari beberapa kata dalam kalimat. Sedangkan, ada dua cara yang paling sering muncul dan efektif sebagai tehknik *paraphrase* yang digunakan mahasiswa pascasarjana untuk menghindari plagiasi dalam mem-*paraphrase* teori atau hasil penelitian dalam tulisan mereka; yang pertama adalah mengkombinasi beberapa tehknik (lebih dari 2 tehknik) seperti mengubah struktur ide pokok sumber, mengubah struktur kalimat sumber, mengambil ide pokok sumber; yang kedua adalah selalu menambahkan ide atau dasar fikiran mereka dalam mem-*paraphrase*.

Kata kunci: *paraphrase*, academic writing, post graduate students' *paraphrasing*

1. INTRODUCTION

To become permanent document which can be accessed both in the present or in the future time is one of significant contribution of writing in the education field. Due to the fact, complexity of writing related to its process and the interrelation of each element are the main reason why writing is considered as most difficult skills to be gained. Despite the fact most people have no struggle to be skilful in other language skills related to native languages, to be a skilled writer indeed in the indigenous language is to a certain extent challenging; let alone becoming a proficient writer in other languages (Gregersen, 2003; Nosratinia & Razavi, 2016).

To start the paragraph, to consider the diction and grammar, to develop idea relevantly, and also to deliver the thoughts and idea in the written text are complex things which have to be cope by writers. Nik et al. (2010) state that students are difficult to be good writer due to the lack of writing skill caused by its requirements to make the readers understand and comprehend the main passage of the text. Furthermore, in the writing the text, the knowledge of vary conjunction or connectors is important and it differs writing from speaking skill. For instance word 'furthermore' is commonly used in written form while in spoken form, word 'besides' or 'also' are commonly used in order to replace it.

Furthermore, being able to support and give scientific evidences through reading various theories or previous studies is a basic knowledge of academic writing which is highly required in the higher education both in undergraduates or post graduate level. Due to its complexity, students sometimes tend to copy and paste or merely quote the available theories or previous study without modifying the sentences which will in turn to increase the plagiarism in the written works. Some previous studies stated that in the undergraduate level, the failure of *paraphrasing* is the dominant reasons of plagiarism caused where the students tend to cite the information sources directly using direct quotation (Keck, 2006, 2014; Shi, 2004).

Nonetheless, this plagiarism issue can occurs in even in the higher education or in the post graduate study although they are assumed to have advance level in communication both spoken and written. In Adiningrum (2015) study showed that in non-English speaking country like Indonesia, plagiarism happens not only among students but also among the education staff which can be assumed to have higher experience in writing academically. Due to the higher rate of plagiarism issue happened in non-English speaking country specifically in Indonesia, students are required to have certain skills in writing academically such as *paraphrasing*, summarizing and quoting.

However, those techniques to avoid plagiarism also have a chance to become the main

causes of it. Bahadori, Izadi, & Hoseinpourfard (2012) stated that writer might commit plagiarism due to unintentional plagiarism which is caused by inadequate paraphrase, citation, quotation, or reference. Moreover, this plagiarism issue occurs as a result of the difference of understanding towards plagiarism standard between overseas and local graduate academics (Adiningrum, 2015).

Novice writers mostly relying on the source text wording choices which make them only using synonym to modify the source information. In fact, to paraphrase source information, synonym is not enough to avoid plagiarism because paraphrasing is about gaining information through reading or listening then jointing out in the written form which transfer the same meaning but using different writing style and word choices (Chitra & Rajkumar, 2015). In the other words, the writers should warrant that they only relying on the idea of source information to support their writing without copying the original writing style and word choices.

Due to the fact that plagiarism considered as crime because works and idea as worthy as money which means that stealing someone works or idea is similar to stealing someone money. Consequently, to investigate advanced students' paraphrasing in their academic document is important as further information and additional technique in order to avoid plagiarism. Because advanced or graduated students have more experiences compared to under graduate students (novice writer in writing academically) and obligation to publish their analysis in national or international journal, they are expected to be wiser to apply paraphrase technique to reach lower percentage in plagiarism.

The beginning of paraphrase investigation study in which concerning on prominence to apply proper paraphrase as attempt to avoid plagiarism's study had been conducted by Campbell (1990). This study aimed to know the level of students' paraphrase. This study revealed that furthestmost undergraduate students have tendency to re-use the same vocabulary as well as style from the source text which may lead to plagiarism. However it is conducted in English as First and Second language background which may have different result if it is conducted in English as Foreign language learners.

Furthermore, similar research concerning on the students' level of paraphrase also have been studied by Indonesian researchers one of which is written by Kumalasari (2018). Her study focused on the undergraduate students who are known as novice writer in academic writing. In the other words, the participants in this research are English department students who experience to write academically for the first time. Similar as Campbell's study, this study showed that most of the participants' paraphrases are near copy to the source text which is affected by their proficiency in

writing. However, this study only examines the surface part of patch-writing which involves the low level of participants in term of writing academically. This study did not investigate the advanced students which may have certain techniques of paraphrasing in order to minimize even escape from plagiarism.

Moreover, different from mentioned previous study above, Shi, Fazel, & Kowkabi (2018) study emphasize on experienced students in writing academic documents (advanced or post graduate students) perceive and practice their paraphrase while writing academically. This study revealed that expanding the information of the source text by giving their thoughts and idea about certain topic is required to transfer knowledge in paraphrasing. In other words, advanced students insert their views of the topic within the source idea in order to emphasize their points. This kind of study is essential to be conducted as the new sight of avoiding plagiarism by paraphrasing. However, this kind of paraphrase study involving advanced students still limited to be found in English as foreign language country background like Indonesia which may have various possibility or techniques used of paraphrase to avoid plagiarism.

Granting there is previous research studying paraphrasing in non-English speaking country background, the study only focus on knowing the level of the students who has low experience and ability in academic writing without having further investigation in techniques used or involving advanced students in order to give new view to apply proper paraphrase which do not commit plagiarism. Meanwhile, some previous studies with better interpretation and investigation of paraphrasing are written amid English as first or second language background country. Hence, this present study will consider how advance English students remark and run through their paraphrasing skills in academic document (thesis proposal). It emphasises on examining techniques of paraphrasing which is mostly used by English graduate students to transfer the information without committing plagiarism.

2. RESEARCH METHOD

To address the research question proposed in this study, descriptive qualitative research approach is proper to retort and expose the phenomena commerce with paraphrase of post graduate or advance students. As this study purposes to describe the English post graduate students' paraphrasing capability in writing, the research foci are to see the sights and take to mean from post graduate students' paraphrase contained in their academic papers (thesis) within their natural setting. It described techniques of paraphrasing used by advance students majoring in English whether which techniques are proper to avoid plagiarism and which are not.

Post graduate students of one of state university in Surabaya are chosen as participants of this research because they are assumed as experienced writing in academic writing to write academic works with minimum number of plagiarism. Due to the approach of this research is descriptive qualitative, the data of this study will be in the form of sentences, phrase, clause, and word taken from English post graduate students academic writing product (thesis proposal). Ten volunteered participants' works analysed in the form of thesis proposal which is compared to the original sources cited in it. Those thesis proposals are guaranteed to have plagiarism under 20% from plagiarism application detector which make it easier to know the techniques used by advanced students which work to avoid plagiarism and which one is not.

The researcher is the main instrument in this research and there is member checking in order to validate the data. The collected data are analysed by coding the document using some experts' classification about paraphrasing techniques. This code guidance is used in order to help the researcher to do systematic analysis of the techniques used in the participants' paraphrase found in their academic documents.

Table 1. Coding System for Data Reduction

Code	Meaning
Changing structure and grammar (CS-CG)	AP - Changing grammar from active sentence to passive sentence
	PA - Changing grammar from passive sentence to active sentence
	- The sentence is shorten
	SS - The phrase is expand for the clarity of information
	EP - The phrase is shorten for conciseness of key points
Changing Word (CW)	WO - The word order of the sentences are changed
	PS - The word class within the sentence is changed
Changing Structure of Idea (SI)	SI - The structure of idea is changed (the position of idea in the paragraph is changed)

3. RESULTS AND DISCUSSIONS

Techniques of paraphrase used by English post graduate students

After having analysis and comparison between the students' paraphrase in their thesis proposal and the source text or source information, the result of this study showed that advance students like English post graduate students sometimes also do improper paraphrase. This study's findings is in align with (Adiningrum, 2015) research that the plagiarism can also be found within higher education level like post graduate students though it is only in the low percentage.

In response to this issue scholars and educators critique the insignificance and unsuitability of the native centered model of English language teaching (Kirkpatrick, 2007) - where the ELT rely on the

Figure 1. Image of the participants' paraphrase which is detected as plagiarism by plagiarism detector

The result of the study is in the form of sentences in the table. There are two kinds of table; the first table (table 2) will show some example of participants' paraphrases which commit plagiarism or improper paraphrase as well as the analysis of the technique used, the second table (table 3) will have an example of paraphrasing which do not commit plagiarism and each technique used. There are some sentences in the table in order to show the similarity (if the plagiarism is detected) or to show the difference or the changes between the original text and the participants' paraphrase.

Table 2. Example of English post graduate students' paraphrase (detected plagiarism / improper paraphrase)

Paraphrase	Original Source	Code
In response to this issue scholars and educators critique the insignificant and unsuitability of the native centred model of English language teaching (Kirkpatrick, 2007) (detected plagiarism towards Zahra, 2015)	EIL scholars and educators critique the insignificance and unsuitability of the exonerative model of English language teaching (Kirkpatrick, 2007) (taken from Zahra, 2015)	CW 'Exonerative' changed into 'native centred'
Identity may be in part deliberate and intentional, be it habitual thus often less than fully conscious, in part an outcome of interaction, outcome of other's perceptions and representations, or in part of larger ideological process relevant to interaction. (Bucholtz & Hall, 2005).	identity may be in part deliberate and intentional, in part habitual and hence often less than fully conscious, in part an outcome of interactional negotiation and contestation, in part an outcome of others' perceptions and representations, and in part an effect of larger ideological processes and material structures that may become relevant to interaction (Bucholtz & Hall, 2005).	CW 'Hence' changed into 'thus' SS Some sentences are omitted (shortened)

Table 3. Examples of English post graduate students' paraphrase (do not detected plagiarism)

Paraphrase	Original Source	Code
The essence of identity is the similarity at all times; it is referred as the sameness of an individual at all times or in all circumstances (Edward, 2009)	The essence of identity is similarity: things that are identical are the same, after all, and the word stems from the Latin idem. And this most basic sense is exactly what underpins the notion of identity as it applies to personality. It signifies the 'sameness' of an individual 'at all times or in all circumstances'.	SS SP WO CG (AP)
It has been predicted by William White in 1872 Long before English	'English is the language of the future', wrote William White in the weekly The	CS EP

widely spread that it will become the language of the future (Crystal, 2003)	Schoolmaster in 1872 (Crystal, 2003)	SI CG (AP)
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From the collected and analysed data, English post graduate students used all of the technique of paraphrase even combine them to paraphrase one sentence. Those techniques are changing structure and grammar (changing the grammar from active to passive and vice-versa, shorten the sentence, expanding the phrase for the clarity of information, and shorten the phrase for conciseness of key points), changing word (the changing of word order in the sentences, changing of the word class within sentences) and changing structure of idea (changing of the position of main idea).

The participants' paraphrases in their academic work are varied. The changes or differences are occurred within the paragraph, cause, phrase, sentence, or word level. Those sentences which are detected as plagiarism have minor changing or revision in their paraphrase compared to the source text. Most of detected sentences using changing word (CW). In the other words, the changing only in the level of word to word or searching the synonym of some words within sentences. In contrast, the paraphrase consider as free from plagiarism if the change is in the form of paragraph, sentence, or phrase.

Furthermore, from the collected and analysed data, there are two types of effort or paraphrasing practices which is shown by advanced students while paraphrase in academic document in order to avoid plagiarism.

a. Combining more than two techniques

From the presented data example above (table 3), it can clearly showed that advance students have more awareness and effort to use their own writing style and word choice but still on the track of same idea as the source information. They tried to modify the original sentences using various techniques like changing structure of idea, changing word, changing the grammar structure, expanding the explanation in order to make the paraphrase clearer. Sometimes, the students chose to stay with the idea structure of the original text, but they change the part of speech of certain words which make the writing style of the paraphrase differ from the original text.

b. Using paraphrase as a place to transfer knowledge

The analysed data also revealed that advance students have tendency to re-contextualize the content. It means that they tend to omit some information or only take a main point of the important paragraph then explain those points using their own language. Through this technique of paraphrase, it can be said that advance students use their interpretation of the original text or theory before re-write it as their paraphrase. They use their

interpretation and add their thoughts related to the topic. This result of the study is in align with the study of Shi, Fazel, & Kowkabi(2018a) that advance students are able to show their understanding as well as transfer their knowledge in their paraphrase in which they add their idea within it.

4. CONCLUSION

Plagiarism or improper paraphrasing can be happened both within under graduate and post graduate level. From this study, some of advance students' paraphrasing are also detected plagiarism, but in minimum percentage. However, this study investigates deeper towards the techniques of paraphrasing used by post graduate or advanced students in order to minimize or even avoid plagiarism in their academic works (thesis proposal).

The collected and analysed the data showed that by combining some techniques (more than two techniques) such as changing the idea structure, using only the key points of the source information, and expanding the information using their knowledge or idea, the students are able to avoid committing plagiarism in their academic works. In contrast, if there is no changing in the idea structure and the additional information most of the participants' paraphrases are detected as plagiarism by the plagiarism detector application.

It can be highlighted that post graduate students or advance students have tendency to only take the key points of the source text then expanding the explanation to clear the information using their writing style and idea. In the other words, they try to change the structure of idea and explain it using their writing style.

This study is only as the beginning of investigation of post graduate students paraphrase. It needs further investigation towards the quality or appropriateness of the paraphrase. In the other words, their paraphrases which do not include as plagiarism are being investigated whether the main passages of the source text are delivered or transferred faithfully (without any misleading or bias) within their academic work.

Furthermore, it is also needed to have further research about the cause of the improper paraphrase or the reason why the participants have minimum changes in the paraphrase. This follow up researches are important in order to minimize the plagiarism percentage in Indonesia.

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