

STUDENTS' PARAPHRASING STRATEGIES AND CHALLENGES IN A READING CLASS

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ABSTRACT

Paraphrasing involves integrative skills of reading and writing, which are very beneficial for students in developing their academic writing skill. This study investigated student strategies and challenges in paraphrasing. Data were gathered from 20 students' paraphrasing works and a survey, which were then analyzed and described qualitatively. The finding shows that the most frequently applied strategy in doing the task is using synonyms, but the survey result shows that the strategy of condensing long sentences into shorter sentences is the most frequently used one. Most of the participants have limited vocabulary and access to dictionaries, besides they experience some challenges in changing the sentence pattern to make the sentences shorter without changing the meaning. The least used strategy is making abstract concepts concrete, as this strategy needs a high level of comprehension, grammar and writing skills. It is suggested that students are provided with more training to apply the strategies, proper and accurate grammar, and to use their own wordings to improve the paraphrase.

Key words: challenges; strategies; students' paraphrasing

ABSTRAK

Parafrase melibatkan keterampilan integratif membaca dan menulis, yang sangat bermanfaat bagi siswa dalam mengembangkan keterampilan menulis akademik mereka. Penelitian ini menyelidiki strategi dan tantangan siswa dalam parafrase. Data dikumpulkan dari tugas parafrase 20 siswa dan hasil survei, yang kemudian dianalisis dan dideskripsikan secara kualitatif. Temuan menunjukkan bahwa strategi yang paling sering diterapkan dalam mengerjakan tugas adalah menggunakan sinonim, namun hasil survei menunjukkan bahwa strategi menyingkat kalimat panjang menjadi kalimat pendek adalah yang paling sering digunakan. Sebagian besar peserta memiliki keterbatasan kosakata dan akses terhadap kamus, selain itu mereka mengalami beberapa tantangan dalam mengubah pola kalimat menjadi lebih pendek tanpa mengubah maknanya. Strategi yang paling jarang digunakan adalah membuat konsep-konsep abstrak menjadi konkret, karena strategi ini memerlukan tingkat pemahaman, tata bahasa, dan keterampilan menulis yang tinggi. Disarankan agar siswa diberikan lebih banyak pelatihan untuk menerapkan strategi, tata bahasa yang baik dan benar, dan menggunakan kata-kata sendiri untuk membuat parafrase yang lebih baik.

Kata kunci: tantangan; strategi; parafrase siswa

INTRODUCTION

Background and Context

Paraphrasing can help improve comprehension. Being different from retelling and summarizing, paraphrasing allows students to monitor their understanding and integrate new information with what they already know about a topic. Paraphrasing assists students in understanding that the goal of reading is comprehension (Kletzien, 2011). A reader must master three basic aspects of reading comprehension in order to be proficient: literal, inferential, and critical comprehension. Literal comprehension entails understanding what is exactly read in the text: main ideas, supporting details, and lexis. As a result, the reader is able to categorize, outline, and summarize. Similarly, inferential comprehension implies an understanding of what is meant or said between lines, and it may be present in main ideas, supporting details, and lexis, allowing the reader to draw conclusions, predict, and determine the author's attitude and possible bias. Finally, critical comprehension requires both a judgment of what the author says and an evaluation based on the reader's previous experience (Mistar, Zuhairi, & Yanti, 2016 as cited by Escudero et al., 2018). Paraphrasing, according to Escudero et al., promotes reading at all comprehension levels. Understanding the main idea and details, lexical comprehension, and critical and inferential comprehension improved among learners.

Mastering those three aspects of comprehension is essential in academic reading and writing, as a better understanding of reading can lead to better academic writing. When reviewing the literature, academic writers must

cite or synthesize ideas to support their ideas, so knowing how to properly paraphrase is essential. According to Badiozaman (2014), if students understand the reading text, they can proceed with the writing task. Reading and writing become highly interconnected during the paraphrasing process. Paraphrasing, according to Badiozaman (2014), is the act of reciting information and ideas in a different form by using synonyms, different word forms, or sentence structure rearrangement. Furthermore, Escudero et al. (2019) stated that paraphrasing is not only the strategy of changing words in sentences but also the strategy of rearranging sentence structures without changing the meaning from the original source.

In academic writing, effective paraphrasing can help to avoid plagiarism. To "plagiarize," according to the Merriam-Webster online dictionary, is to steal and pass off (another's ideas or words) as one's own, or to use (another production) without crediting the source. To avoid plagiarism, new academic writers must learn paraphrasing techniques. Escudero et al. proposed that explicit instruction in paraphrasing strategies is required to improve learners' understanding of the source text, which can then make it easier for them to cite or synthesize information appropriately (2019, p.64).

Several studies on paraphrasing have been conducted. Two previous studies were managed by Escudero et al., and Mariani et al. Firstly, Escudero et al. (2019) conducted the research in B1 students at the 6th level of English at Linguistics Competence Department at Universidad Nacional de Chimborazo UNACH with the sample of 50 students. The researchers applied a base-line pre-

test and post-test to an experimental and control group. The experimental group were provided with 10 sessions training on reading comprehension and paraphrasing techniques. The study showed that the experimental group exceeded the control group. Escudero et.al recommended that future researchers focus on simplifying strategies and determining criteria to achieve the paraphrasing quality of source texts. It is essential to develop a simple and accurate assessment process on paraphrasing usage in order to facilitate appropriate feedback. (2019, p.64). Mariani et al. (2021) did a qualitative research analyzing data collected from ten of sixth year students majoring in English at Universitas Islam Negeri (UIN) Antasari Banjarmasin enrolling English for Academic Purposes subject in academic year of 2020 through documentation of Introduction section in their research proposals. The study indicated that using synonyms and condensing original sentences were the most frequent, followed by using varied structure, changing parts of speech and expanding phrases for clarity. However, students rarely used changing word order, separating long sentences, and combining sentences. Mariani et al. proposed that students who take English writing class at any university should be given more paraphrasing training in order to be aware of paraphrasing strategies and avoid plagiarism. The two previous studies were similar to this research in terms of paraphrasing strategies used by university students. Otherwise, they are different in the research design and method. The first previous study was conducted in a reading class by implementing a base-line pretest and post-test to an experimental and control group, then compared data

from the two tests; while this research collected data from the students paraphrasing assignment and the survey result. The second study was managed in an academic writing class, whilst this study is led in a reading class, and also intended to find out some challenges faced in paraphrasing.

The current study is conducted to (1). identify the major and minor paraphrasing strategies, (2). identify the problems students face in paraphrasing. The theories that are used to analyze data are reviewed as follows.

Paraphrasing

Paraphrasing is the process of changing a text so that it differs significantly from the source while retaining the meaning. Several researchers defined paraphrasing as the act of restating information by incorporating linguistic features (the semantic and syntactic component) such as synonym substitution, changing word form, and re-arrangement of sentence structure (Kissner, 2006; Badiozaman, 2014, as stated in Akbar, 2020, p. 2). (Akbar & Gorontalo, 2020, p.2). Seal (2012, p. 80) stated that although paraphrasing needs training, it is a useful skill. Using synonyms, and changing the sentence structure can be applied in order to make a good paraphrase.

Strategies of paraphrasing

According to USC Aiken, there are five strategies of paraphrasing, which includes using synonyms, using a variety of sentence patterns, changing the order of ideas, condensing long sentences into shorter sentences, and changing the abstract idea into the concrete one.

1. Using Synonyms:

Here are the steps in using synonyms. Choose a word from your own vocabulary which has similar meaning. Reread and check the original text using the new word(s), to see if it makes sense. If the meaning changes, find a new synonym. Compare the definitions of the synonym and the original in the dictionary. Use another word if the definitions do not match.

2. Using Varied Sentence Patterns:

Change the sentence's pattern without changing its meaning.

Key Questions:

- Does the changed sentence mean the same thing as the original?
- Is the meaning clear?
- Is the revised sentence simply readable?

3. Changing the order of ideas:

If the sentence contains two or more cores, reorder the main clause and the sub clause(s).

4. Condensing Long Sentences into Shorter Sentences

If the original sentence is too long with two or more clauses, it can be divided into several simple sentences, without changing the meaning of the original.

5. Making Abstract Concepts Concrete

The abstract concept in the original sentence can be written in a simpler and straightforward sentence.

In this study, those five strategies are classified into two divisions, which includes using synonyms and changing the sentence structures. The first strategy - using synonyms - may not always change the sentence structure. While

the other four strategies - changing a variety of sentence patterns, changing the order of ideas, condensing long sentences into shorter sentences, changing the abstract idea into the concrete one - may change the sentence structures. This separation is reflected in the survey questionnaire and its result.

METHOD

This is qualitative research to explore the techniques students used in paraphrasing. Considering that it is impossible to provide a simple definition of qualitative research, a description of its purpose and characteristics is provided. According to Merriam (2009), "qualitative researchers are interested in understanding how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences." The primary characteristics of qualitative research are as follows: 1) an emphasis on understanding people's experiences with the goal of conveying those experiences into meaning; 2) the researcher is the primary instrument for data collection and analysis; 3) the research process is inductive rather than deductive, and 4) the qualitative research product is richly descriptive. Other characteristics of qualitative research include an adaptive and flexible study design, data collection in a natural setting, multiple types of data collection, and a purposeful and small sample size.

The participants are 20 students of Semester Four Academic Year 2023/2024 in the class of Reading for Scientific Text. Data are gathered from the classwork of Lecture worksheet, as well as the survey questionnaire. The

data will then be elaborated by implementing descriptive analysis. Here are the steps of the research method:

1. Identify paraphrases in the classwork.
2. Classify the strategies used by the students to paraphrase the sentences.
3. Conduct the survey to confirm what strategies they used to paraphrase, and to recognize the problems they faced when they did it.
4. Analyze the data to find out the major and minor paraphrasing strategies the students used, and the challenges they face in doing so.

FINDINGS AND DISCUSSION

Data and the survey results are analyzed here to identify the major and minor paraphrasing strategies, to recognize the problems students face in paraphrasing, and to see the quality of the students' paraphrasing. The data from the 20 students' paraphrasing worksheets are analyzed to find out the strategies applied in doing the task, and then compared with the survey results on the strategies that the students claimed to use in paraphrasing. It was found that the strategies that students applied in doing the task are not always the same as the survey results about the strategies they claimed to use. Some students claimed to use more than one strategy, and the data is relevant with the claim. Some students claimed to use more than one strategy, but the data do not support the claim. All students experience challenges in paraphrasing, not only in using synonyms, but also in changing the sentence structure. Almost all students' paraphrasing works

are classified into moderate revision. The detailed data analysis is discussed as follows.

Student 1

Original

Wanting to be independent, to be one's self, often does not fit in with the values of the past, of childhood. Hence, the teenager tries to experiment with different possibilities in an attempt to see what works out best, occasionally to the dissatisfaction of bewildered parents.

Paraphrase

Wanting to be autonomous does not always recognize the old values. Thus, the adolescence tries to analyze distinct opportunities in order to see what works out perfectly, sometimes causing discomfort of confused parents.

Student 1 used synonyms, a variety of sentence patterns, condensing long sentences into shorter sentences. The use of synonyms can be seen from the words 'independent' = 'autonomous', 'past' = 'old', 'hence' = 'thus', 'teenager' = 'adolescence', 'best' = 'perfectly', 'occasionally' = 'sometimes', 'dissatisfaction' = 'discomfort', 'bewildered' = 'confused'. The first sentence is condensed into the shorter one. The second sentence pattern is changed in the phrase 'to experiment with different possibilities in an attempt to see' into phrase 'to analyze distinct opportunities in order to see'.

Student 1 experiences challenges in paraphrasing, when he does not know the synonym, and does not have access to a dictionary; he is also afraid of making grammar mistakes, and confused about understanding the abstract concept - making him unable to express it.

Student 2

Original

Wanting to be independent, to be one's self, often does not fit in with the values of the past, of childhood. Hence, the teenager tries to experiment with different possibilities in an attempt to see what works out best, occasionally to the dissatisfaction of bewildered parents.

Paraphrase

Desire to be self-reliant, to be themselves, frequently does not suit the experience of childhood. Therefore, the teenager attempts to test every possibility to get the best way, which sometimes makes parents feel confused and not satisfied.

Student 2 applies the strategies of using synonyms, changing the order of ideas, and condensing long sentences into shorter sentences. Synonyms are used to replace the word 'wanting' with 'desire', 'independent' with 'self-reliant', 'often' with 'frequently', 'fit' with 'suit', 'hence' with 'therefore', 'experiment' with 'test', 'occasionally' with 'sometimes', 'bewildered' with 'confuse', 'dissatisfaction' with 'not satisfied'. Also there are two mistakes in the use of part of speech in using the

synonyms: ‘bewildered’ (adjective) becomes ‘confuse’ (verb), ‘dissatisfaction’ (noun) becomes ‘not satisfied’ (adjective).

Student 2 has some problems using synonyms, because sometimes he does not know the synonyms in the same part of speech. The student does neither use strategies to change the order of ideas, nor to condense long sentences into shorter ones. That is because he is afraid of making grammar mistakes, and the sentence is too long and difficult to make it shorter without changing the meaning.

Student 3

Original

Wanting to be independent, to be one’s self, often does not fit in with the values of the past, of childhood. Hence, the teenager tries to experiment with different possibilities in an attempt to see what works out best, occasionally to the dissatisfaction of bewildered parents.

Paraphrase

In finding one's self-purpose, teenagers' actions might not align with their past cultures, either from family or peers. Some parents even experience shocking disappointment from their children's acts.

Student 3 uses a variety of sentence patterns, as it is shown in the first sentence: from a gerund phrase ‘wanting to be independent’ and an infinitive phrase ‘to be one’s self’ into a prepositional phrase ‘in finding one’s self purpose’; from a

verb phrase + prepositional phrase ‘often does not fit in with the values of the past, of childhood’ into a clause ‘teenagers’ actions might not align with their past cultures, either from family or peers’. The second sentence shows the evidence of varied sentence patterns, and changing the order of ideas: originally, ‘parents’ as the object is changed into the subject in the paraphrase; ‘the teenager tries to experiment with different possibilities in an attempt to see what works out best’ as the main clause is changed into ‘their children’s acts’ as the object of the preposition ‘from’. Synonyms are also used in the paraphrase - ‘culture’ to replace ‘values’, ‘disappointment’ to replace ‘dissatisfaction’.

Student 3 has challenges in using synonyms, as he does not have anyone to ask, while in changing the sentence structure, the student understands the abstract concept, but it's difficult to rewrite it in a simpler way.

Student 4

Original

Wanting to be independent, to be one’s self, often does not fit in with the values of the past, of childhood. Hence, the teenager tries to experiment with different possibilities in an attempt to see what works out best, occasionally to the dissatisfaction of bewildered parents.

Paraphrase

With the emergence of one’s own identity comes independence and autonomy. The resulting conflict for teenagers is often very real. On the one hand,

they want to become autonomous and strike out on their own. At the same time, they sense sadness and even fear over giving up the security of home and family.

Student 4 uses the synonym of ‘autonomous’ to replace ‘independent’. The student also uses a variety of sentence patterns, as seen in sentence one-two-three to paraphrase sentence one in the original. However, the meaning of paraphrase sentence four ‘At the same time, they sense sadness and even fear over giving up the security of home and family.’ seems changed from the original meaning of the prepositional phrase ‘to the dissatisfaction of bewildered parents’. There is evidence that student 4 uses the strategy of condensing long sentences into shorter sentences, although the last sentence seems different from the original last sentence's meaning. The student experiences some problems in paraphrasing, as he is afraid of making grammar mistakes, and not sure how to reorder the ideas.

Student 5

Original

Wanting to be independent, to be one’s self, often does not fit in with the values of the past, of childhood. Hence, the teenager tries to experiment with different possibilities in an attempt to see what works out best, occasionally to the dissatisfaction of bewildered parents.

Paraphrase

Independence and autonomy follow the formation of one's own identity. The ensuing battle is frequently really genuine for youngsters. On the one hand, they desire to be autonomous and set off on their own. They experience melancholy and even terror at the same time since they have to give up the safety of their home and family.

Student 5 does not use the strategy of synonyms, as he does not know the synonym. There is no evidence that condensing long sentences into shorter sentences strategy is applied. However, the student also uses a variety of sentence patterns, as seen in sentence one-two-three to paraphrase sentence one in the original. Unfortunately, the meaning of paraphrase sentence four - 'They experience melancholy and even terror at the same time since they have to give up the safety of their home and family.' - seems different from the original meaning of the prepositional phrase 'to the dissatisfaction of bewildered parents'.

Student 5 has challenges of feeling afraid of making grammar mistakes, changing the quite long sentence to make it shorter without changing the meaning. The student understands the abstract concept, but it is challenging to rewrite it in a simpler way.

Student 6

Original

Wanting to be independent, to be one's self, often does not fit in with the values of the past, of childhood. Hence, the teenager tries to experiment with

different possibilities in an attempt to see what works out best, occasionally to the dissatisfaction of bewildered parents.

Paraphrase

Independence and self-expression may disagree with childhood values. Teenagers often experiment with different options to see what works best, which can sometimes frustrate their parents.

Student 6 paraphrases using a variety of sentence patterns, as seen by the different sentence structure of the paraphrase from the original. Condensing long sentences into shorter sentences is also evident in sentence one of the paraphrases that is shorter and simpler than the longer sentence one of the original.

Student 6 does not use synonyms, as he does not know the synonyms, and does not have access to a dictionary. The student has challenges of being afraid of making grammar mistakes. He understands the abstract concept, but it is uneasy to rewrite it in a simpler way.

Student 7

Original

Wanting to be independent, to be one's self, often does not fit in with the values of the past, of childhood. Hence, the teenager tries to experiment with different possibilities in an attempt to see what works out best, occasionally to the dissatisfaction of bewildered parents.

Paraphrase

Trying to be independent, to be oneself, is often incompatible with childhood values. As a result, the adolescent attempts to experiment with various options in order to see what works best, sometimes to the disappointment of confused parents.

Student 7 used synonyms, a variety of sentence patterns, The use of synonyms can be seen from the words ‘does not fit’ = ‘incompatible’ ‘hence’ = ‘as a result’, ‘teenager’ = ‘adolescence’, ‘occasionally’ = ‘sometimes’, ‘dissatisfaction’ = ‘disappointment’, ‘bewildered’ = ‘confused’. The phrase ‘the values of the past, of childhood’ is simplified into ‘childhood value’. Student 7 experiences the challenges in using the synonyms, as he does not know the synonym. The student also feels it is difficult to make the sentence shorter without changing the meaning, because the sentence is too long.

Student 8

Original

Wanting to be independent, to be one’s self, often does not fit in with the values of the past, of childhood. Hence, the teenager tries to experiment with different possibilities in an attempt to see what works out best, occasionally to the dissatisfaction of bewildered parents.

Paraphrase

Desiring self-sufficiency and individuality often clashes with the traditional values instilled in childhood. Consequently, the adolescent embarks on a journey of exploration, testing various options to discover what suits them best, sometimes to the dismay of perplexed parents.

Student 8 uses the strategy of synonyms, as shown in several words as follows: ‘Desiring’ = ‘wanting’, ‘self-sufficiency and individuality’ = ‘to be independent, to be one’s self’, ‘clashes’ = ‘does not fit’, ‘traditional’ = ‘old’, ‘Consequently’ = ‘Hence’, ‘adolescent’ = ‘teenager’, ‘embarks on a journey of exploration’ = ‘tries to experiment, testing’, ‘various options’ = ‘different possibilities’, ‘to discover’ = ‘to see’, ‘suits them best’ = ‘works out best’, ‘sometimes’ = ‘occasionally’, ‘dismay’ = ‘dissatisfaction’, ‘perplexed’ = ‘bewildered’..

There is no evidence of changing the order of ideas, and condensing long sentences into shorter sentences. Even though using many synonyms, the student does not know some of the synonyms, as he does not have access to a dictionary. Student 8 feels afraid of making grammar mistakes, and he is not sure how to reorder the ideas. The student is confused about understanding the abstract concept, so he does not know how to express it.

Student 9

Original

Wanting to be independent, to be one's self, often does not fit in with the values of the past, of childhood. Hence, the teenager tries to experiment with different possibilities in an attempt to see what works out best, occasionally to the dissatisfaction of bewildered parents.

Paraphrase

To become a full self dependent individual, the value from younger times often does not match. Due to that, different attempts are made by adolescents to seek out what fits the most which may lead the anxious parents dissatisfied.

Student 9 uses the strategy of synonyms, as seen in several words: 'individual' = 'one's self', 'match' = 'fit', 'due to that' = 'hence', 'adolescent' = 'teenager'. 'seek' = 'see'. Various sentence patterns, changing the order of ideas are also applied in both paraphrase sentences - object becomes subject, active voice into passive voice. Condensing long sentences into shorter sentences is applied in the first paraphrase sentence.

Student 9 still experiences some challenges in using synonyms when he does not know the synonym. In some cases, the student is not sure how to reorder the ideas. If the sentence is too long and difficult to make it shorter without changing the meaning, the student can understand the abstract concept, although it's challenging to express it in a simpler way.

Student 10

Original

Wanting to be independent, to be one's self, often does not fit in with the values of the past, of childhood. Hence, the teenager tries to experiment with different possibilities in an attempt to see what works out best, occasionally to the dissatisfaction of bewildered parents.

Paraphrase

When teenagers are young, they want to experience figuring out and developing themselves as well as becoming independent. On the other hand, this can make them want more freedom, but with the difference that they will still be dependent on their parents.

Student 10 seems to try using synonyms, using a variety of sentence patterns, and making abstract concepts concrete. It can be seen in the paraphrase sentence one. However, the paraphrase in the second sentence is quite changing the meaning of the original second sentence.

Student 10 is afraid of making grammar mistakes, and she is not sure how to reorder the ideas.

Student 11

Original

Wanting to be independent, to be one's self, often does not fit in with the values of the past, of childhood. Hence, the teenager tries to experiment with different possibilities in an attempt to see what works out best, occasionally to the dissatisfaction of bewildered parents.

Paraphrase

Wanting to be a self-reliant person, to be one's self, often does not match with the value of the past, of juniority. Thus, the adolescent tries to attempt with different opportunities in an attempt to see what works out the finest, hardly to the dissatisfaction of astonished parents.

Student 11 mostly uses synonyms, as seen in some following words: 'match' = 'fit', 'juniority' = 'childhood', 'thus' = 'hence', 'adolescent' = 'teenager', 'finest' = 'best', 'astonished' = 'bewildered'. There is neither evidence of changing the order of ideas, nor condensing long sentences into shorter sentences.

Student 11 experiences some challenges in using the synonyms. He does not know how to change the sentence pattern, so he feels afraid of making grammar mistakes. The sentence is too long and difficult to make it shorter without changing the meaning; he understands the abstract concept, but it's challenging to express it in a simpler way.

Student 12

Original

Wanting to be independent, to be one's self, often does not fit in with the values of the past, of childhood. Hence, the teenager tries to experiment with different possibilities in an attempt to see what works out best, occasionally to the dissatisfaction of bewildered parents.

Paraphrase

Some teenagers crave to do things on their own and be themselves, people call it independence; However, doing things on their own will be different from how things were when they were children. As they start trying out different things to see what suits them, it starts to make their parents confused.

Student 12 applies a variety of sentence patterns, and changes the order of ideas, as seen in paraphrase sentences one and two. She makes abstract concepts of the original sentence two to be more concrete in paraphrase sentence three.

The student experiences challenges in paraphrasing, because she does not know some synonyms. She is afraid of making grammar mistakes because of not being sure how to reorder the ideas; she understands the abstract concept, but feels uneasy to rewrite it in a simpler way.

Student 13

Original

Wanting to be independent, to be one's self, often does not fit in with the values of the past, of childhood. Hence, the teenager tries to experiment with different possibilities in an attempt to see what works out best, occasionally to the dissatisfaction of bewildered parents.

Paraphrase

The desire to be self-reliant, frequently, does not match the merit of the previous life of childhood. Thus, adolescent volunteers of the different possibilities of experiment in an attempt to see which one will be resulting the best. Occur to the discontentment of baffled parents.

Student 13 uses synonyms, as shown in the words 'adolescents' = 'teenager', 'discontentment' = 'dissatisfaction', 'baffled' = 'bewildered'. There is no evidence in using a variety of sentence patterns, changing the order of ideas, and condensing long sentences into shorter sentences. That is because he is afraid of making grammar mistakes, confused about understanding the abstract concept. Therefore, he does not know how to express it.

Student 14

Original

Wanting to be independent, to be one's self, often does not fit in with the values of the past, of childhood. Hence, the teenager tries to experiment with different possibilities in an attempt to see what works out best, occasionally to the dissatisfaction of bewildered parents.

Paraphrase

The adolescents have their own desires to live independently and begin to determine what is good for them. This goes against past values and sometimes to the disappointment of confused parents.

Student 14 uses the strategy of condensing long sentences into shorter sentences, as seen the paraphrase is shorter than the original, without changing the meaning.

The student does not know the synonyms. She is still not sure how to change the sentence pattern or reorder the ideas, which makes me afraid of making grammar mistakes. She is confused about understanding the abstract concept, so she does not know how to express it.

Student 15

Original

Wanting to be independent, to be one's self, often does not fit in with the values of the past, of childhood. Hence, the teenager tries to experiment with different possibilities in an attempt to see what works out best, occasionally to the dissatisfaction of bewildered parents.

Paraphrase

The desire for independence and self-expression often conflicts with the values and norms established during childhood. Consequently, teenagers tend to explore various possibilities and experiment with different behaviors to find what suits them best, which may sometimes lead to conflicts or misunderstandings with their parents who might be perplexed by these explorations.

Student 15 uses synonyms, as seen in the words: 'desire' = 'wanting', 'conflicts' = 'does not fit', 'consequently' = 'hence', 'explore' = 'experiment' 'to find' = 'to see', 'perplexed' = 'bewildered'.

The student experiences difficulty to find the synonym, and she is not sure how to reorder the ideas. That is the reason for no evidence of condensing long sentences into shorter sentences.

Student 16

Original

Wanting to be independent, to be one's self, often does not fit in with the values of the past, of childhood. Hence, the teenager tries to experiment with different possibilities in an attempt to see what works out best, occasionally to the dissatisfaction of bewildered parents.

Paraphrase

The desire for independence and self-discovery, hallmarks of adolescence, can create friction with the previously held values and expectations of childhood. This often leads teenagers to experiment with various identities and paths to see what resonates most with them, which can leave parents feeling confused and frustrated.

Student 16 seems to use the strategy of using synonyms, not condensing long sentences into shorter sentences. The paraphrase sentences are even longer than the original. The synonyms used are like 'resonates' = 'works', 'confused' = 'bewildered'.

The student does not have anyone to ask about using synonyms. She does not use other paraphrasing strategies, because she is afraid of making grammar mistakes, and confused about understanding the abstract concept, so she does not know how to express it.

Student 17

Original

Wanting to be independent, to be one's self, often does not fit in with the values of the past, of childhood. Hence, the teenager tries to experiment with different possibilities in an attempt to see what works out best, occasionally to the dissatisfaction of bewildered parents.

Paraphrase

Wanting to do things on your own, being true to yourself, sometimes does not match with what others believe. The teenager tries different things to see what works best, sometimes making parents confused or unhappy.

Student 17 uses the strategy of condensing long sentences into shorter sentences as seen in both paraphrase sentences. She also uses a few synonyms, such as 'match' = 'fit', 'values' = 'believe', 'confused' = 'bewildered', even though she said she doesn't know synonyms.

The student's challenge in paraphrasing is being afraid of making grammar mistakes.

Student 18

Original

Wanting to be independent, to be one's self, often does not fit in with the values of the past, of childhood. Hence, the teenager tries to experiment with

different possibilities in an attempt to see what works out best, occasionally to the dissatisfaction of bewildered parents.

Paraphrase

Wants to be independent; being yourself often does not fit in with the past values of childhood. Therefore, adolescence tries to research with disparate capabilities in an effort to see what works first, which sometimes leads to the discontent of confused parents.

Student 18 uses only a few synonyms, such as ‘adolescent’ = ‘teenager’, ‘discontent’ = ‘disappointment’, ‘confused’ = ‘bewildered’, because she said she doesn't know synonyms of the other words.

The student's challenge in paraphrasing is being afraid of making grammar mistakes. She can understand the abstract concept, but it's uneasy to rewrite it in a simpler way.

Student 19

Original

Wanting to be independent, to be one's self, often does not fit in with the values of the past, of childhood. Hence, the teenager tries to experiment with different possibilities in an attempt to see what works out best, occasionally to the dissatisfaction of bewildered parents.

Paraphrase

Wanting self-standing, to be all alone, often contradicts the traditional values of childhood. Consequently, teenagers try to explore various options with unrelated possibilities in an attempt to discover the most suitable, irregularly to the annoyance of their bewildered parents.

Student 19 uses only two correct synonyms, ‘contradicts’ = ‘not fit’, ‘consequently’ = ‘hence’. The other changed words are not properly used in the sentence, because she doesn't know synonyms. There is no evidence of condensing long sentences into shorter sentences.

The student's challenge in paraphrasing is being afraid of making grammar mistakes. She can understand the abstract concept, but it's uneasy to rewrite it in a simpler way.

Student 20

Original

Wanting to be independent, to be one's self, often does not fit in with the values of the past, of childhood. Hence, the teenager tries to experiment with different possibilities in an attempt to see what works out best, occasionally to the dissatisfaction of bewildered parents.

Paraphrase

The desire to be independent and to be oneself often conflicts with the values of the past, particularly those of childhood. Consequently, teenagers attempt to experiment with different possibilities in order to identify the most suitable option, which may occasionally result in parental dissatisfaction.

Student 20 uses synonyms, which are ‘conflicts’ = ‘not fit’, ‘consequently’ = ‘hence’, ‘identify’ = ‘see’, ‘the most suitable option’ = ‘what works out best’. There is no evidence of using a variety of sentence patterns.

The student experiences challenges in using synonyms, as she does not have access to a dictionary. She also does not know how to change the sentence pattern, therefore she is afraid of making grammar mistakes. In addition, she is confused about understanding the abstract concept, so she doesn’t know how to express it.

The analysis of the students’ paraphrasing works is presented in table 1, as follows:

Table 1. Students’ applied strategies in doing the paraphrasing task

Student number	Students’ Applied Paraphrasing Strategies				
	Using synonyms	Using a variety of sentence pattern	Changing the order of ideas	Condensing long sentence into shorter sentence	Making abstract concept concrete
1	V	V		V	
2	V		V	V	

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3	V	V	V		
4	V			V	
5		V			
6		V		V	
7	V				
8	V				
9	V	V	V	V	
10	V	V			
11	V				
12		V			V
13	V				
14				V	
15	V				
16	V				
17	V				V
18	V				
19	V				
20	V				
Total frequency (34)	16	7	3	7	1
Total Percentage (100)	47%	21%	0,1%	21%	0,03%

Table 1 represents the frequency of paraphrasing strategies that are applied in doing the paraphrasing task. The most frequently applied strategy is using synonyms (47%), followed by using a variety of sentence patterns (21%) and condensing long sentences into shorter sentences (21%). Then, three students applied the strategy of Changing the order of ideas (0,1%). At last, only one student applied the strategy of making abstract concepts concrete (0,03%).

Survey Results

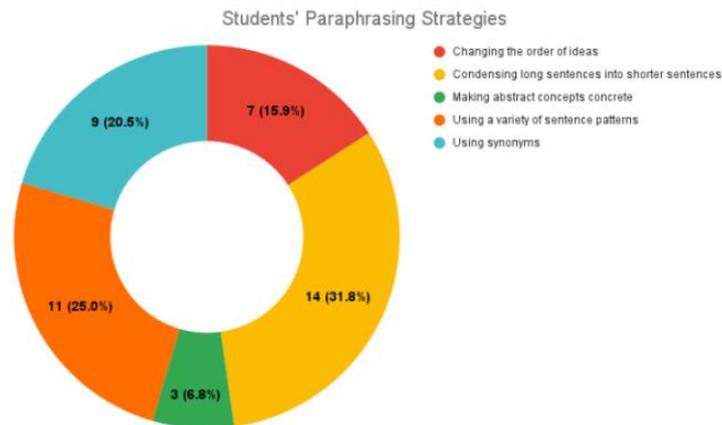


Diagram 1. Students' Paraphrasing Strategies

Diagram 1 is the chart showing the survey result on the strategies the students claimed to use in doing paraphrasing tasks. There are totally 44 times those five paraphrasing strategies are used by the 20 respondents. Each respondent possibly uses more than one strategy in paraphrasing. They can combine the strategies to make genuine paraphrases. The chart shows five strategies, and the strategy of condensing long sentences into shorter sentences is claimed to be the most frequently used one (31,8%), followed by the strategy of using a variety of sentence patterns (25%). The third frequently used strategy is using synonyms (20,5%). The fourth frequently used one is changing the order of ideas (7%). Finally, the least frequently used strategy is making abstract concepts concrete (6,8%).

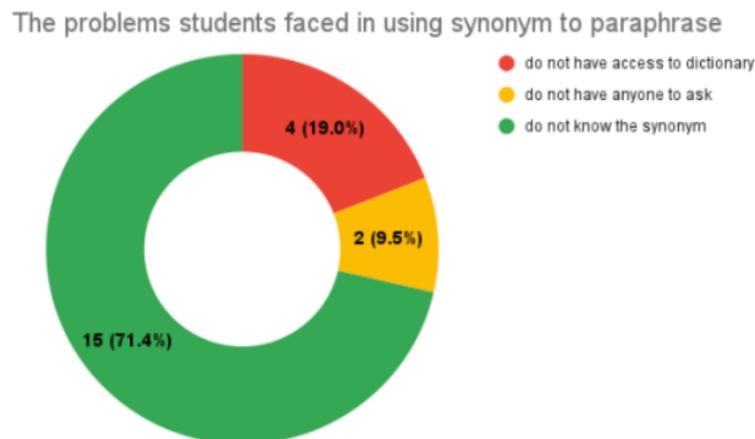


Diagram 2. The Problem students face in using synonyms to paraphrase

Diagram 2 is the chart showing the survey result on the challenges students usually face when they paraphrase. All of the 20 students experience problems when they use synonyms. The highest number of challenges for them is that they do not know the synonyms to replace some words in the original sentence (71,4%). Therefore, they have to look up the synonyms in a dictionary. The second problem is that they do not have access to online or even paperback dictionaries (19%). This could be because of limited internet access, or not available paperback dictionaries. Lastly, the students do not have anyone to ask about the synonyms to use when they do paraphrasing tasks (9,5%). It could be because the students work alone, or they have access to a dictionary but they do not know the proper synonyms to use for paraphrasing.

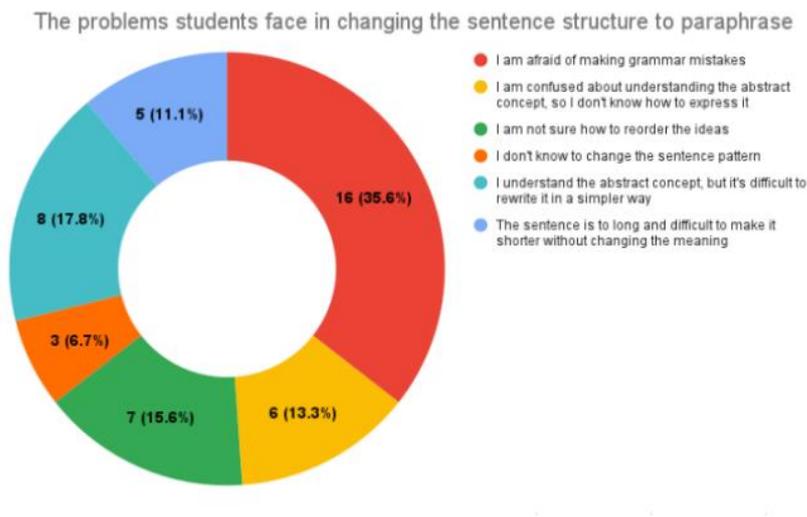


Diagram 3 The problems students face in changing the sentence structure to paraphrase

Diagram 3 shows the survey result on the challenges in changing the sentence structures. Changing the sentence structures involves the other four paraphrasing strategies than using synonyms, which are using a variety of sentence patterns, changing the order of idea, shortening a long idea, changing the abstract idea into the concrete one, based on USC Aiken (2014). Changing the sentence structures needs comprehension of the original sentence, understanding the grammar, and writing skills to express genuine paraphrasing. Many students have problems related to this. From the 20 respondents in the survey, most of them have more than one type of challenge. First, the biggest challenge they experience is being afraid of making grammar mistakes (35,6%). Second, they understand the abstract concept, but it's difficult to rewrite it in a simpler way (17,8%). Third, they are not sure how to reorder the ideas (15,6%). Next, they are confused about the abstract concept, so they do not know how to express it (13,3%). Fifth, the sentence

is too long and difficult to make it shorter without changing the meaning (11,1%).

Sixth, they do not know how to change the sentence pattern (6,7%).

CONCLUSION

Based on the analysis of the students' work, the most frequently applied strategy is using synonyms, which is not in line with the survey result. The survey results show that the strategy of condensing long sentences into shorter sentences is the most frequently used one. Even though most of the students apply using synonyms, they still have problems with it. They do not know the synonyms to replace some words in the original sentence, because they possibly have limited vocabulary and limited access to online dictionaries. Many students claim to use the strategy of condensing long sentences into shorter sentences, but it is not supported by the evidence in the students' work; they still experience some challenges, such as: the sentence is too long and difficult to make it shorter without changing the meaning, in addition, they do not know how to change the sentence pattern.

Meanwhile, the data from the students' work and survey results show similar findings that the least used strategy is making abstract concepts concrete. Making abstract concepts concrete is not preferably applied, as this strategy needs a high level of comprehension, grammar and writing skills. Table 4 indicates the challenges that lead them to avoid making abstract concepts concrete. Most of them are afraid of making grammar mistakes. They can understand the abstract concept, but it's difficult to rewrite it in a simpler way. That is possibly because they are not

sure how to reorder the ideas. Some of them are confused about the abstract concept, so they do not know how to express it.

The major and minor paraphrasing strategies have been identified and the students' problems in doing the task have been found. It is recommended to provide students with more examples and practices in paraphrasing by short reading comprehension to understand the concept, enriching vocabulary by using dictionaries, and providing grammatical tools to know how to change the sentence structure. More training to apply the strategies and grammatical tools, as well as to use own wordings will improve the paraphrase. The integrative practices will improve their understanding, boost confidence in using grammar accurately, and develop paraphrasing skills.

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