

The Effect of Thesis Writing on Paraphrasing Ability of the EFL Alumni of the University of Mataram Lombok

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Abstract:

Until recently, no study focused on analyzing the effect thesis writing program on paraphrasing ability of the alumni. Generally, some studies focused on the reversed direction, that is, the effect of paraphrasing ability on thesis writing. This is the novelty of the present study. The present study aimed at testing the effect of thesis writing program at the end of the EFL study on paraphrasing ability of the alumni an EFL education, identifying the types of paraphrasing, and exploring weaknesses in paraphrasing and causes of not paraphrasing. This evaluative ex-post facto research employed Mixed-methods. The participants were 68 alumni of the University of Mataram Indonesia, those who undertook thesis writing program during their study in EFL education and the others who did not write undergraduate thesis. They were selected purposively from 37 schools in West Nusa Tenggara province. Data were collected with writing tasks, questionnaire, interview, and recording. The data were analyzed quantitatively and qualitatively. It shows: 1) The level of the alumni's paraphrasing ability is 'medium'; 2) Thesis writing program affects paraphrasing ability of the EFL alumni; 3) Synonym and Change of Word Orders are the dominant techniques; 4) The teachers' weaknesses involve lack of vocabulary, limited conversions, deviation from the authentic ideas, summarizing, and unclear paraphrasing, 5) The causes of not paraphrasing include limited knowledge of paraphrasing and grammatical understanding. It is suggested that teacher education institutions implement curriculums that support teachers' writing skills. In turn, plagiarism could be minimized which leads to the production of teachers' quality academic writing.

Keywords: *paraphrasing, summarizing, thesis writing, writing skill*

1. INTRODUCTION

As a historical tracing, in the 1980s, the curriculum of the EFL department in higher Education implemented two systems of accomplishing the study called *by coursework* (or *non-thesis*) and *by thesis*. The former refers to the students who did not write the thesis as the final project, the latter are those who wrote theses. These two systems led to different types of final requirements of completing the undergraduate program in EFL department. Nevertheless, during their professional development in the EFL department, both *by coursework* and *by thesis* teachers practiced writing scientific writing, including paraphrasing practices.

The educational policy changed. Based on the National Educational System of Indonesia, teachers are professionals, so that they should be skillful in writing, regardless of the types of systems that they held and the sufficiency of writing ability that they attained during their study. Currently, both *by coursework* and *by thesis* teachers alumni must publish scientific writing. One of the skills of writing is paraphrasing.

Regarding paraphrasing ability, some studies have been conducted all over the world and in Indonesia. In Indonesia, the levels of paraphrasing ability, the causes, the ways and the impact of not paraphrasing haven been investigated. For example, it is found that the ability of paraphrasing ability of the fifth semester students of English Study Program of FKIP UNRI is in *poor to average* (Gisparia, 2017), and the paraphrasing ability of 76.92% of the students is in *unsatisfactory level* (Khairunnisa et al., 2014), and that of Senior High School students' ability is *fair* or *unsatisfactory* (Putra, 2018), and the most dominant category of student basic knowledge about paraphrasing is *unsatisfactory category* (Setyawati, 2018). Thus, students' paraphrasing ability is still *unsatisfactory*.

This unsatisfactory level of paraphrasing ability is due to some causes, for instance, low writing ability is due to lack of writing practice, writing dislike, writing anxiety, negative writing perception, low writing motivation, insufficient time given in writing test were, among others (Toba et al., 2019). Besides, lack of vocabulary and understanding about paraphrasing were discovered as the causes of the students' problems in paraphrasing (Kahirunnisa et al., 2014). This *unacceptable* (or *unsatisfactory*) level of paraphrasing ability, shown by 80% of the students, enhances them to simply change the words (or using synonyms) and sentence structure of the source texts rather than restating the ideas when doing paraphrasing (Khairunnisa et al., 2014). Evidently, Akbar (2020) found that half of the total student respondents just copied and pasted the literary texts, not paraphrasing. As a result, Hasanah & Fatimah (2020) found that undergraduate students who paraphrased avoided plagiarism practice, while the undergraduates who did not paraphrase would turn into plagiarism. The latter should be minimized.

In overseas settings, it also shows that the majority of the English teachers have received some formal training in writing assessment, but more than half find it difficult to write academic writing (Thirakunkovit, 2019). Scientific understanding of teachers' professional knowledge, including teaching methods or strategies in writing is very limited (König, et al., 2016), no significant positive impact of training on writing skills after completing the studies or trainings. *Similarly, it is found that* no positive effect of teaching methods on students' interest in writing (van der Loo, et al., 2018), and most of the ESL students had weaknesses and negative attitudes toward writing (Hernandez, et al., 2017). So, paraphrasing proved to be a global difficulty.

Based on the research findings just mentioned, both in countries and overseas settings, the alumni, including the EFL students, still find it difficult to write academic writing, paraphrasing in particular, even after the completion of their studies. This is a *gap*. Meanwhile, currently, so many undergraduate alumni and teachers pursue further studies in the master's degree program which need academic writing ability. As mentioned earlier, although they have held an EFL degree, the students are not ready with writing a thesis or other types of scientific writing. When they write scientific writings, they tend to copy and paste, not paraphrase. This tendency might be indications of plagiarism. This is the primary writing *problem*. Ideally, all teachers who have learned the supporting courses for scientific writing do not find any difficulties in paraphrasing and writing thesis in particular, but why? This is another *gap*. As described earlier, the majority of the studies focused on the effect of paraphrasing ability on thesis writing. However, the present study focused on the effect of thesis writing on paraphrasing ability of *by thesis* and *non-thesis teachers*. So, this is the *novelty* of the present study. Therefore, it is urgent to conduct a comparative study on paraphrasing ability between *by coursework* and *by thesis* teachers.

Accordingly, the *Research Questions* are formulated as follows: (a) In what level is the bilingual teachers' paraphrasing ability? (b) Is there a significant difference in paraphrasing ability between *by coursework* and *by thesis* bilingual teachers? (c) Between *by thesis* and *by coursework* teachers, "Which one shows higher paraphrasing ability?" (d) What types of paraphrasing techniques that the teachers used? (e) What are the teachers' weaknesses in paraphrasing? (f) What are the causes of not paraphrasing?

Therefore, the present study *aimed* at determining the: (a) difference of paraphrasing ability between the thesis and the non-thesis teachers; (b) dominant type of paraphrasing applied by the thesis and the non-thesis teachers; (c) weaknesses of *the thesis* and *by coursework* teachers in paraphrasing; and (d) causes of teachers not to paraphrase. To achieve the goals, it is important to conduct a comparative study on paraphrasing ability between *by coursework* and *by thesis* English language teachers.

This study covers paraphrasing skills, types of paraphrasing used, and causes of not paraphrasing.

Importantly, the findings of the present study are essential for the synchronization of the policies implemented in the teachers' development programs with the future needs of the alumni. This is to anticipate the global trend and needs of the current teachers. Currently, writing is the key to global communication. In other words, the implementation of the system does not anticipate a future trend, so that the students need to practice writing essays, including paraphrasing skills.

2. LITERATURE REVIEW

Paraphrasing is a writing skill in which the writer *restates*, not simply *rewrites* or *copies*, the source texts or information in his/or her own words without changing or deviating the original meanings or messages. In practice, paraphrasing is a way of avoiding plagiarism. Hasanah & Fatimah (2020) found that undergraduate students who paraphrased avoided plagiarism practice, while the undergraduates who did not paraphrase would turn into plagiarism. This inability to paraphrase is caused by some factors.

In general, many students are not capable paraphrasing. Khairunnisa et al. (2014) found that 80% of the students have not achieved the criteria of an acceptable paraphrasing, many of them only change the word (or using synonyms) and sentence structure of the expert idea rather than restating the ideas. Na & Mai (2017) found that participants frequently paraphrased using synonyms, but rarely changed syntactic structures. The learners encountered several language-related difficulties when attempting to paraphrase, such as inadequate understanding of the source text and the lack of vocabulary to use when paraphrasing. An insufficient understanding of the texts and the lack of vocabulary results in paraphrasing difficulties. Howard et al. (2014) also emphasize that plagiarism occurs when someone misappropriating others' ideas, copying without acknowledgement known as *cut and paste*' plagiarism, or misappropriating entire works. Relatively similar, Dung (2010) found that 77.5 % of fourth years students at the college of Foreign Language University of Da Nang made mistakes in paraphrasing, where 40% made mistake in changing structure and grammar, 22,5 % in changing word and 15% fall into plagiarism. In Indonesia, Akbar (2020) found that half of the total respondents just copy and paste the literary texts, not paraphrasing.

In reference to the existing condition, improving pre-service teachers' skills has been the goal of the current and future teacher education to prepare competent teachers (Wiens, at al., 2020). Some studies show that students' experiences obtained in the teachers' educational programs helped them develop their professional skills (Bale, 2016), including writing skills. Empirically, the quality writing can be improved through, among others, the use of proper paraphrasing and appropriate *writing strategies* (Boutet et al., 2017; Hans, 2017). In addition, Choy &

Lee (2012) report that paraphrasing strategy instruction improves students' academic writing. In other words, apply paraphrasing strategy to increase writing skills.

To improve paraphrasing skills, it is suggested that EFL departments need to integrate the knowledge and skills of writing (Nia & Shamsafar, 2019) because writing ability, paraphrasing ability in particular, is related to overall proficiency (Poorebrahim, et al., 2019), and proficiency levels affect paraphrasing strategies and abilities (Badiozaman, 2014). Therefore, teachers should integrate all language skills, including sub-skills of writing ability, such as paraphrasing skills.

3. RESEARCH METHODOLOGY

3.1 Research Design

This *Ex-post Facto* study employed *Mixed-methods* (Creswell, 2007; Ivankova & Creswell, 2009). As it's so named, the data of the present study were based on the teachers' past learning experience. Their paraphrasing ability currently tested is the output the ways they completed their study, either by coursework or by thesis. Thus, the data were already available. Since the present study integrates or mix the two types of data, quantitative and qualitative data, this present study employed *mixed-method* study. Besides, this is a type of *evaluation study* of teacher education's effect on the alumni's professionalism. The research activities are summarized in the following flowchart.

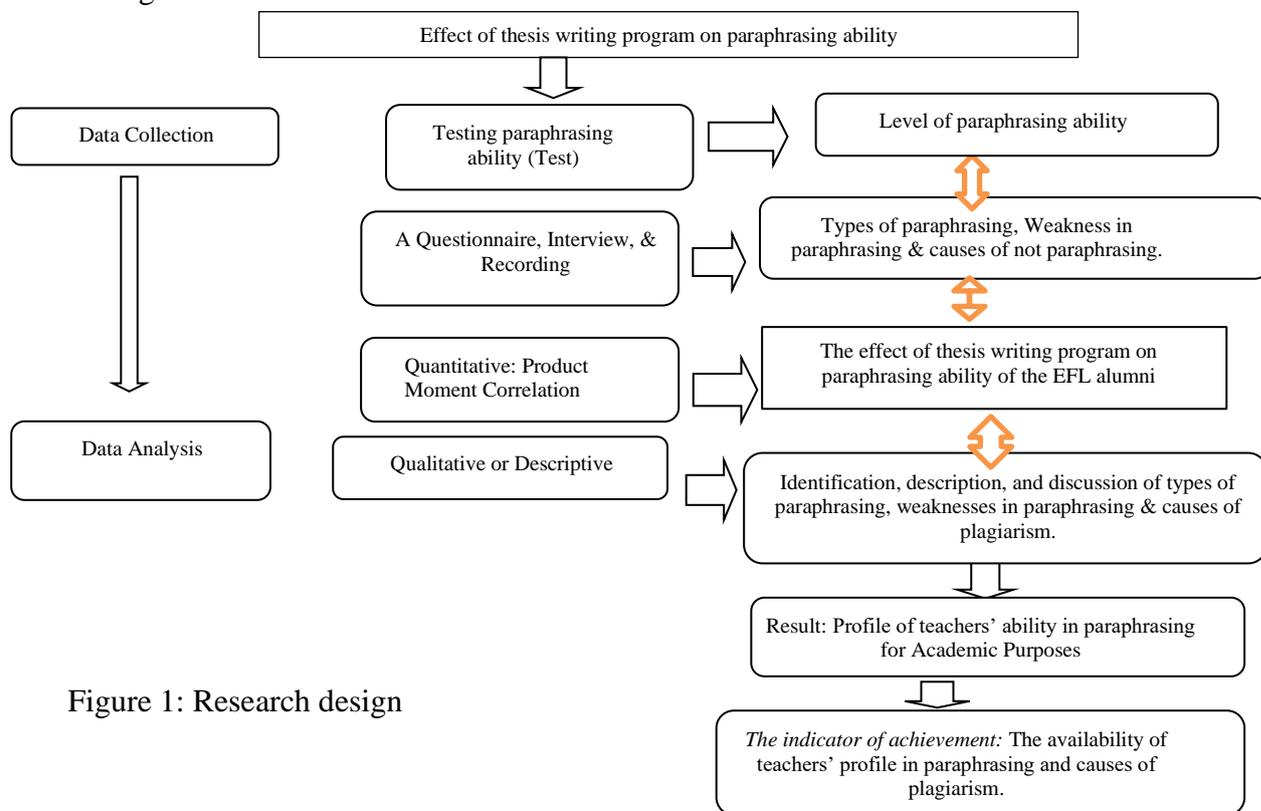


Figure 1: Research design

Figure 1 is the flowchart of the research design which summarizes the primary activities and procedures of the mixed-methods study. The types of the instruments used in the data collections and the methods of analysis are presented. At the end, the product of the present study is mentioned. So, based on this flow chart, somebody else can easily replicate it.

3.2 Participants

The population of the present study was the teachers from the three regencies and municipalities in West Nusa Tenggara province Indonesia. The criteria of the participants: 1) have relatively the same length of teaching experience, 2) show homogeneous writing experience, 3) have attended equal frequencies of scientific writing training, and 4) have been teaching in Senior High Schools. The participants were chosen also with a purposive sampling technique. 68 teachers from 37 schools in West Nusa Tenggara province selected purposively based on the types of the programs, *by coursework* and *by thesis* teachers, participated in the present study.

The researchers just restricted the participants to the EFL alumni of the University of Mataram in Mataram Lombok, West Nusa Tenggara. The number and the locations of the participants were limited due to the limited funds and researcher team. Besides, the criteria of selection were used to minimize the intervening variables which potentially affect the reliability and validity of the data.

3.3 Instruments and Data Collection

Writing task. The participants were asked to paraphrase sample sentences from the four paragraphs copied from a journal article. This task was used to collect the data about *by thesis* and *by coursework* teachers' ability in paraphrasing. The procedures: Development; Validation (as described earlier); Revision (based on the judge inputs); Administration; Scoring; Tabulation; Calculation of the significant difference; Testing the hypotheses, and Drawing conclusion. The number of paragraphs was considered based on the time allocation and the teachers' general interest in paraphrasing. The written test was tried-out first and its reliability is 0.83, high reliability. Meanwhile, the test validity was measured based on the construct and content validity, and the test validity was also supported by the experts' validation or judgment.

Inventory of the causes of plagiarism. The procedures of data collection: Development; Distribution; Tabulation. The procedures were designed based on the potential causes of plagiarism. This inventory was used to gather the data about the potential causes of plagiarism. The respondents chose the causes of plagiarism provided. Based on that inventory, the causes or reasons for doing plagiarism were identified.

Interview. The interview guide was also designed based on the potential causes of plagiarism to explore further supporting data. Since the inventory did not provide

comprehensive reasons for doing plagiarism, interview was applied as a supplementary method. The interviewees were interviewed one-by-one. The interview was recorded, transcribed, reduced, classified, described and inferred.

Recording. This instrument was primarily intended to anticipate the unpredictable cases encountered during the data collection process. The recording facilitated the researchers to use the other instruments naturally. The recorder was used to record the causes of not paraphrasing and further strategies and obstacles to paraphrasing. Besides, the recording may be used to recheck and/or cross-check the data collected with the other instruments.

3.4 Procedures for Data Analysis

As a *mixed-methods* study, the data were analyzed quantitatively and qualitatively. Here are the detailed descriptions of the data analysis.

Data about paraphrasing ability of *by thesis* and *by coursework* alumni were analyzed with Product-moment Correlation. The output of the analysis also provides the means of paraphrasing ability of the thesis and non-thesis alumni. The level of ability was determined based on the following criteria:

Table 1: Criteria of paraphrasing ability

Levels	Range
High	80 - 100
Medium	65 - 79
Low	45 - 64
Poor	0 - 44

The next is hypothesis testing. This step aimed at testing the hypotheses: a) Null hypothesis: There is no significant effect of thesis writing program on paraphrasing ability of the EFL alumni and b) Alternative hypothesis: There is a significant effect of thesis writing program on paraphrasing ability of the EFL alumni.”

The other quantitative data are the types of paraphrasing techniques applied by the participants.

The qualitative data analysis applied *iterative analysis* (Yin, 2011). Following Yin’s (2011) and Author’s (2013), five phases (procedures) of data analysis were applied. The data about the causes of not paraphrasing were compiled, organized, and then the data were completely integrated (*Compiling Database*). The compiled data were broken down into smaller fragments or pieces and reducing the unrelated data, and those fragments of data were labeled or coded (*Disassembling*). The next, the data were rearranged and combined (*Reassembling*). The frequency of the causes of not to paraphrase was recorded and summarized, and displayed (*Rearrangement and Display*). The interpretation and conclusion were prepared and the research results

derived from the diverse sources were described, discussed, and interpreted (*Synthesis*). The subjects' reasons for not paraphrasing were synthesized and used to elaborate on the discussion. The discussion and interpretation referred to the related theories and previous studies (*Interpreting*). Based on the results of the integrated process of describing, discussing, and interpreting, the concluding was drawn (*Concluding and Verifying*). Then validation was done through member checking, peer review or debriefing, and theoretical review. Finally, drawing conclusion is based on the results of the quantitative analysis (t-test) and the qualitative analysis which has followed the five phases *description, discussion, interpretation, inference, and verification*.

4. FINDINGS

This subtopic presents the results of quantitative and qualitative data summary.

4.1 Paraphrasing Ability of the EFL Alumni

Table 2: Means scores of paraphrasing ability

	Mean	Standard Deviation	N
X	77.63	4.61	35
Y	72.45	4.55	35

To all alumni, either thesis writing alumni or non-thesis writing alumni, are in *Medium* level, with the mean scores 77.63 and 72.46 respectively.

4.2 Effect of Thesis Writing Program on Paraphrasing Ability

Table 3: Product-moment correlation

		X	Y
X	Pearson Correlation	1	.385*
	Sig. (1-tailed)		.011
	Sum of Squares and Cross-products	724.171	274.943
	Covariance	21.299	8.087
	N	35	35
Y	Pearson Correlation	.385*	1
	Sig. (1-tailed)	.011	
	Sum of Squares and Cross-products	274.943	702.686
	Covariance	8.087	20.667
	N	35	35

*. Correlation is significant at the 0.05 level (1-tailed).

Based on the output of the analysis of correlation in table 3, coefficient of correlation ρ (.011) $< \alpha$ (.05 level, 1-tailed) or $0.011 < .05$, so that H_0 , "There is no

significant correlation between thesis writing program and paraphrasing ability” is rejected. Thus, Thesis writing program affects paraphrasing ability.

4.3 Types of the Paraphrasing Technique used by the Alumni

There are 25 types of the paraphrasing technique (6). Of the 25 types of the paraphrasing technique, only 10 types were applied, and two types were dominantly used, Synonym and Change of word order, 25 and 16 times respectively.

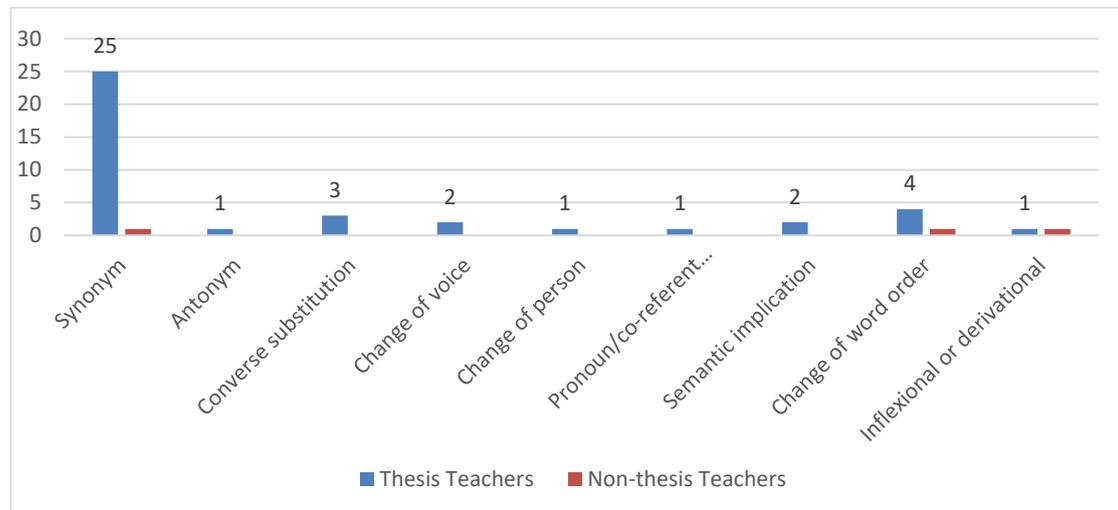


Figure 2: Types of paraphrasing technique used by the teachers

Based on the writing task “Measuring the contribution of vocabulary knowledge to proficiency in the four skills by James Milton Swansea University. EUROSLA MONOGRAPHS SERIES 2 L2 vocabulary acquisition, knowledge and use, 57-78”, here are the types of paraphrasing applied by the respondents:

1. Synonym

Source:

“A *feature* of the English language literature on language learning and language teaching methodology *over* the last 60 years or so is the way vocabulary as a subject for teaching has been side-lined.”

Paraphrased:

A *characteristic* of the English language literature on language learning and language teaching methodology *during* the last 60 years or so is the way vocabulary as a subject for teaching has been side-lined.

Based on the excerpt, *synonym substitution* is most dominantly type of paraphrasing applied by the thesis teachers.

2. Antonym

Source:

“However, the absence of vocabulary is notable even after structural approaches to language teaching became unfashionable and were *replaced* by communicative and other approaches.”

Paraphrased:

However, the absence of vocabulary is notable even after structural approaches to language teaching became unfashionable and were *not maintained* by communicative and other approaches.

The teacher substituted the word *replaced* with *not maintained*. He decided to use the new word as the most appropriate.

3. Converse substitution

Source:

“With this information it becomes possible to *measure the contribution of vocabulary knowledge to language development...*”

Paraphrased:

With this information it becomes possible to *measure what language development got benefit from vocabulary knowledge...*

The teacher converted the position of the words. Of course, the meaning of the source sentence remains the same.

4. Change of voice

Source:

“*The properties of the lexical items shape the sentence* rather than lexical items being slotted into pre-existent structures.”

Paraphrased:

The sentence was shaped by the properties of the lexical items rather than the lexical items being slotted into pre-existent structures.

The teacher changed the active voice to the passive voice. Certainly, no change of meaning.

5. Change of person

Source:

“Researchers said, “*We need further studies on measuring the contribution of vocabulary to any language skills.*”

Paraphrased:

Researchers said *that they needed* further studies on measuring the contribution of vocabulary to any language skills.

The change of subjects or persons occurred was due to the modification of the types of speech, direct to indirect speech. *We* is changed to *they*.

6. Pronoun/co-referent substitution

Source:

“Vocabulary proves to determine the *readers’* comprehension.”

Paraphrased:

Vocabulary proves to determine *their* comprehension.

Pronoun *readers* was changed with *their*.

7. Semantic implication

Source:

“This approach is reflected in the Lexical Learning Hypothesis (Ellis, 1997) according to which vocabulary knowledge is *indispensable to* the acquisition of grammar.”

Paraphrased:

This approach is reflected in the Lexical Learning Hypothesis (Ellis, 1997) according to which vocabulary knowledge is *also involved in* the acquisition of grammar.

The principle of semantic meaning was applied. *Indispensable to* was changed with *also involved in*.

8. Change of word order

Source:

“Far from being an element which is merely incidental to language learning, current thinking advocates that vocabulary may be crucial to the *development of language performance overall*.”

Paraphrased:

Far from being an element which is merely incidental to language learning, current thinking advocates that vocabulary may be crucial to *overall language performance development*.

The order of the phrase *development of language performance overall* was changed with *overall language performance development*.

9. Inflectional substitution

Source:

“*The acquisition of* vocabulary items in sufficient quantity triggers the setting of universal grammatical parameters.”

Paraphrased:

Acquiring vocabulary items in sufficient quantity triggers the setting of universal grammatical parameters.

The phrase *the acquisition of* was changed with its inflection *acquiring*.

Based on Figure 3, the majority of the paraphrasing techniques were infrequently used, even never used, at least when they paraphrased during this study. Besides synonym substitution, change of word order and inflectional, the majority of the types of paraphrasing were only applied by *thesis* teachers.

4.4 Teachers' Language-related Weaknesses in Paraphrasing

Here is the summary of the teachers-related weaknesses in paraphrasing collected with the Inventory of Causes of Plagiarism:

1. Using non-parallel words (23%)

Example:

e.g. The students like writing, but not *speak*.

Correct: The students like writing, but not *speaking*.

2. Inappropriate synonyms (20%)

Example:

e.g. “It receives little *attention* in much of the literature on second language acquisition as a general process.”

The respondent substituted attention with *observation*. The selected word is not appropriate with the source word.

3. Too limited changes (18%)

Source: “One of the outcomes of the *recent* academic interest in vocabulary has been the development of ways for describing and testing vocabulary knowledge, which are both principled and systematic.”

Paraphrased:

One of the outcomes of the *current* academic interest in vocabulary has been the development of ways for describing and testing vocabulary *understanding*, which are both principled and systematic.

The limited number of words changed indicates lack of paraphrasing skills.

4. Deviation of ideas from the original text (10.7%)

Source:

“Definitive works in these areas either omit to mention the topic entirely, as in Littlewood (1983) ...”

Paraphrased:

Defining the works in these areas may reduce topic entirely, as in Littlewood (1983) ...

The bias of meaning indicates the inability to paraphrase. It’s very dangerous.

5. Limited vocabulary (9.5%)

Example:

Source:

“In a recent version of *generative* grammar, the Minimalist Program (Chomsky, 1995), the differences between languages are seen to be *mainly* lexical in nature and this leads Cook (1998) ...”

Paraphrased:

In a recent version of *public* grammar, the Minimalist Program (Chomsky, 1995), the differences between languages are seen to be *primarily* lexical in nature and this leads Cook (1998) ...

The respondent does not have sufficient and appropriate to change the particular words.

6. Only summarizing, not paraphrasing (6%)

Source:

Recently developed methods allow normalized data to be produced so the growth of a foreign language lexicon over the course of learning can be modeled. With this information it becomes possible to measure the contribution of vocabulary knowledge to language development and confirm whether the close relationship between vocabulary growth and language level exists in practice.

Paraphrased:

Recently the methods allow normalized so the growth of a foreign language lexicon can be modeled in order to measure the contribution of vocabulary knowledge to language development and confirm the relationship between vocabulary growth and language level.

The respondent just omitted some words to shorten or summarize the sentences.

7. The message produced is unclear and not synchronized with the original text (5.3%)

Source:

“One of the outcomes of the recent academic interest in vocabulary has been the development of ways for describing and testing vocabulary knowledge, which are both principled and systematic.”

Paraphrased:

A product the academic motivation in vocabulary mastery supports understanding principle and systematic vocabulary.

This paraphrase is unclear and deviates from the authentic message revealed by the sentence.

8. Grammatical errors (2%)

Source:

“The place of vocabulary in language learning *has been significantly revised* over the last decade and current academic thinking is very much at odds with much classroom and textbook practice...”

Paraphrased:

The place of learning vocabulary *has been crucial modified* over the last decade and current academic thinking is very much at odds with much classroom and textbook practice...

It indicates that grammatical understanding influences paraphrasing ability.

9. Deletion of words (2%)

Source:

“The properties of the lexical items shape the sentence rather than lexical items being slotted into pre-existent structures.”

Paraphrased:

Properties of lexical shape the sentence rather than lexical items slotted into pre-existent structures.

The teacher just deleted particular words.

Based on the percentages of each cause of plagiarism, the five primary weaknesses in paraphrasing shown by the teachers: Using non-parallel words, inappropriate synonyms, too limited changes, deviation of ideas from the original text, and limited

vocabulary. These findings relate language-related difficulties when they attempt to paraphrase.

4.5 Causes of not paraphrasing

Considering the space, only some excerpts, translated from the Indonesian language, as the summary data of the teachers' reasons for not paraphrasing collected with interview and recording are described here.

Excerpt 1:

'When writing the scientific writing we need to refer to relevant references dealing with the standard and valid scientists' views and research findings, so that we should quote as original as possible.'

The respondents tend to refer to the notable and well-known authors and particularly their works. In their perspective, maintaining the words is very important, so that they avoid changing the original words or expressions used in the source texts or works. This tendency is due to their limited understanding of the nature and importance of paraphrasing. According to the teacher, the originality of the theory is the emphasis which leads them to use direct quotations.

Excerpt 2:

'To present the original version of the source and we rarely paraphrased'.

The respondents prefer to copy the original sentences or texts. The teachers' reluctance to paraphrase is due to their desire to maintain the originality of the source texts or information and their low ability to paraphrase. In the teachers' perspective, the authenticity is maintained through direct quotations.

Excerpt 3:

'When I write a scientific writing, undergraduate thesis, research, and the like, I never paraphrased because I only quoted some theories as for the reference for formulating research questions and in the discussion, but I never changed the original text with my own words.' Besides, we rarely practiced paraphrasing in writing-related courses.

The respondents showed limited interest in paraphrasing. Besides, they also prefer to copy the sentences or texts authentically. This might be due to lack of paraphrasing practices.

Excerpt 4:

'Because it has been appropriate with what we will teach or do'.

This statement is not relevant to the question dealing with the reason of not paraphrasing. It implies that avoiding paraphrasing results from not understanding of the nature and purpose of paraphrasing.

To sum up, the causes of not paraphrasing are limited understanding of the nature and importance of paraphrasing, the emphasis on the originality or authenticity of the theory or research findings and limited opportunities for the students to practices paraphrasing.

5. DISCUSSION

Based on the result of the present study, the Indonesian English teachers' level of paraphrasing ability is *medium*. This is in line with some research findings reported by Gisparia (2017), Khairunnia et l. (2014), Putra (2018) and Setyawati (2018) that the students' paraphrasing ability is in 'unsatisfactory category or level', still difficult. This is also relevant to Ismail & Maasum's (2009) study that indicates that the students are not skillful in paraphrasing. They still encountered difficulties in paraphrasing. It means that paraphrasing is still difficult for the alumni although thesis writing program affects their paraphrasing ability.

Statistically, the hypothesis, "There is no significant difference in paraphrasing ability between by thesis teachers and by coursework teachers" is rejected. On one hand, this research finding is irrelevant to Poorebrahim, et al.'s (2019) study reporting that proficiency levels affect the overall writing quality. On the other hand, this finding is in inconsistent with the research finding indicating that there is no significant positive impact of training on writing skills after completing the studies or trainings, no positive effect of teaching methods on students' interest in writing (van der Loo, et al., 2018), and most of the ESL students remained having weaknesses and negative attitudes toward writing (Hernandez, et al., 2017). Despite their inconsistency, these research findings imply that the alumni's writing ability should be futher improved.

There are 25 paraphrasing techniques (Bhagat, 2013). Of the 25 techniques, only ten were applied, and Synonym and Change of word order were dominantly applied, 25 and 16 respectively. Some paraphrasing techniques are Synonym, Antonym, Converse Substitution, Change of Voice, Change of Person, Pronoun/Co-referent Substitution, Repetition/Ellipsis, Verb/Semantic-role, Verb/Adjective Conversion, Noun/Adjective conversion, Verb-Preposition/Noun Substitution, Semantic Implication, Change of Word Form, Change of Word Order, Reversal/Negative, Inflectional and Derivational.

The following list summarizes the situations in which participants believed that paraphrasing should be applied: 1) The original text describes the procedures of an experiment, 2) The original text introduces a concept that needs further explanations, 3) The original text is easy to understand, 4) The original text uses simple wording, 5) The original text has a similar writing style as mine, 6) The original text is too

long to be included verbatim, and 7) Too many direct quotes have been used in my paper. These findings are dominantly related to important language aspects for the improvement of the students' or teachers' paraphrasing ability. These are in line with the fact that the learners encountered some language difficulties when attempting to paraphrase, such as limited understanding of the source text, lack of vocabulary to use when paraphrasing (Na, 2017). Lack of vocabulary and understanding about paraphrasing discovered as the causes of the students' problems in paraphrasing (Khairunnisa et al., 2014).

Besides, teachers' reluctance to paraphrase results from their desire to maintain the originality of the source texts. Explicitly, in the teachers' perspective, the originality of messages is identical with a direct quotation, while actually paraphrasing requires transferring the ideas, not copying the words. This is consistent with Maiyoritsa et al.'s (2021) research finding indicating that the majority (69%) of the students used synonym technique in paraphrasing. Besides, so many teachers apply direct quotations. This is relevant with Khairunnisa et.al.'s (2014) study reporting that students use direct quotations and sentence structure of the expert idea and the majority of the students (79.92%) simply changed the word rather than restating the ideas.

Plagiarism also results from lack of awareness of plagiarism, and a lack of knowledge about writing research papers. Based on the teachers' reasons for not paraphrasing, it indicates that the majority of teachers have a limited understanding of the nature and importance of paraphrasing. It is found that their limited understanding of paraphrasing leads to low paraphrasing ability. Consequently, they avoided paraphrasing and prefer to apply direct quotations instead. Thus, teachers' lack of paraphrasing ability is due to their limited understanding of paraphrasing. They might not be taught paraphrasing skills, so that they have low paraphrasing ability (Choy & Lee, 2012). This is in line with Badiozaman's (2014) study which shows that there were significant differences between paraphrasing strategies adopted by a competent student and one with a lower proficiency level. It means that proficiency levels affect paraphrasing abilities.

Furthermore, plagiarism is an indication of non-academic behavior or academic dishonesty. Besides, plagiarism results from a limited level of language proficiency, lack of clear instruction, insufficient practice, and unawareness of the regulations around correct techniques for writing from sources. Some teachers do not understand the nature and purpose of paraphrasing. Perhaps, the objective of teaching English in schools is not to improve writing skill. Surprisingly, Feliks, et al. (2019) found that the students could write well, although the teaching and learning of writing in the schools was not to improve students' writing, but to improve other skills like reading, speaking, and listening. How come? This is a challenging question.

The other reasons of doing plagiarism include: a) Low research ability, b) Rarely read internet sources; c) Inability to distinguish between plagiarism and paraphrasing; d) Low understanding of terms; e) Careless note-taking; f) Lack of understanding of how to paraphrase; g) Misconception; h) Family's pressure, competition in attaining scholarships and jobs; i) Etiquette and its relation to campus; j) Weaknesses in time management and skills in arranging anything; k) Attitude to plagiarism due to cultural impact. These reasons for plagiarism are in line Hu & Lei's (2016) research finding indicating that plagiarism is due to lack of knowledge of paraphrasing and attitude towards plagiarism itself.

6. CONCLUSION

To sum up, all alumni, both *by coursework* and *by thesis* alumni, show *Medium* or *unsatisfactory* level of paraphrasing ability. Statistically, there is a significant correlation between thesis writing program and paraphrasing ability, so thesis writing program during education affects paraphrasing ability of the EFL alumni of the University of Mataram. Although there are 25 types of paraphrasing (Bhagat, 2013), *Synonym* and *Change of Word Order* were dominantly applied in paraphrasing. There are some teachers' weaknesses in paraphrasing, such as, inappropriate synonyms selection, deviation from the original meaning, low paraphrasing skills, and so forth. Unfortunately, their weaknesses in paraphrasing ability lead to their tendency to plagiarize. Some causes of not paraphrasing, for instance, teachers' limited knowledge of the nature and importance of paraphrasing, and lack of practices encouraged them to use direct quotations. Therefore, the alumni's writing ability should be further improved.

In accordance with the findings, it is suggested that the educational department provides more opportunities for the students to practice paraphrasing, particularly in academic writing. Until recently, only the lecturers in higher education are forced to write and publish academic writing. Therefore, teachers should publish scientific writing. It proved that the utilization of different instructional strategies in teacher education promotes the learners' paraphrasing ability (iNevisi, et al., 2019). Qing & Jhang (2019) suggest that the instructors assist the less successful learners by helping them develop appropriate strategies for improving their ability in academic writing. Li et al. (2019) also recommends the Writing course teachers to use e-book writing software as a tool for meaningful, fun, and engaging way of learning and practicing academic writings. Besides, the present involved limited number of participants and types of source texts. It's a challenging effort to do a further study which broadens the scope of the study.

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