

STUDENTS AWARENESS OF PLAGIARISM IN PARAPHRASING ENGLISH TEXT

Sarair¹⁾, Inas Astila²⁾, and Yuniarti³⁾

^{1,3)}Department of English Education, Faculty of Islamic Studies, Universitas Muhammadiyah Aceh, Banda Aceh, Indonesia

²⁾Language Development Center, UIN Ar-Raniry, Banda Aceh, Indonesia
Email: sarair@unmuha.ac.id

Abstract

This study was conducted to find out the students awareness of plagiarism while they're paraphrasing the English text. Researchers took 30 samples from private universities namely Universitas Muhammadiyah Aceh and the state university UIN Ar-Raniri Banda Aceh. This study uses questionnaire to investigate this research which contain 13 questions. The result of this study shows that more than seventy percent of the samples taken by researchers understand what paraphrase and what plagiarism are. However they still faced some problems how to avoid plagiarism in their writing. 10 percent of the students said in order to avoid plagiarism is by providing references even in their personal notes, 16,7 percent said that when using the ideas of others, it must clear who the original author was, then 33,3 percent said that to avoid plagiarism is only by writing notes in their own words and the last 40 percent of the students choose all the answers to answer all the way to avoid plagiarism.

Keywords: *Paraphrasing, Plagiarism, Student's Ability, English Text, Writing*

INTRODUCTION

Writing in English is very difficult for students who study English as a Foreign Language (EFL). Besides having to pay attention to the structure of language, they must also be able to transfer their ideas and thoughts from their mother tongue into the target language (English).

EFL students especially the final level who are writing their thesis must be able to write without copying other people's ideas. For that they must first learn how to write properly and correctly by taking writing classes on their campus. This was done to avoid plagiarization of other people's writings.

One way to avoid this besides quoting and summarizing is by paraphrasing the source text. Most students do (quoting) or quote writings or ideas from experts in their thesis. But their thesis is filled with direct quotes from experts without using their own words, so that the thesis is no longer

original or seems to be plagiarized by someone else's writings. They may do one or two direct quotes, but may not do it for one full thesis.

As for summarizing and paraphrasing, students sometimes misunderstand the difference between the two. As said by Hirvela and Du (2013) that paraphrasing is rearranging or elaborating ideas from the original text by using new words and grammar. Whereas summarizing is capturing the main information which is the key of the original text by creating new sentences using their own words.

Students often summarize rather than paraphrasing, sometimes they even replace or change ideas from source text. This happens because EFL students do not understand the ideas intended by the original authors. According to Escudero (2019) when students read a text, they must not only know the meaning of the words of the text but they must also understand the

contents of the reading. He added that when students already have knowledge of what they have read, then an understanding of the contents of the reading or the text can be easily obtained.

From the above opinion it can be concluded that students must really understand the reading text so that they can easily paraphrase without changing the ideas of the original author.

For most people, writing activities especially writing academically is an activity that is challenging and even somewhat difficult. This is because there are many things to consider when someone writes a scientific article. Unlike writing fiction, an essay or scientific work must be based on facts supported by data from previous studies. In addition, writers must reduce their writing into a form that can be understood by readers. Talking about data and information taken from previous research, a writer must have the ability to paraphrase the ideas of previous researchers and quote them into the writing he made. This ability is difficult to apply because incorporating the ideas of others into our writing can cause misunderstanding for readers of our writing.

To develop paraphrasing abilities, a writer of scientific work must learn how to integrate ideas from sources into their own writing. However, the limitation of the vocabulary and grammar of a non-speaker in English is often a very serious problem. One way that can be done is to increase reading and practice reproducing common vocabulary. The most effective way is to increase the frequency of the practice of writing original texts in their own words.

Definition of Paraphrase

Paraphrasing is the process of rewriting a quote with the editor of a new

language without changing the ideas and meanings of the original authors. This means that paraphrase sentences have the same meaning but the words and syntax are different. Thus, the writer must understand well the ideas of others before paraphrasing so that the information conveyed is not contrary to the original idea.

According to many researchers, paraphrasing is the activity of quoting other people's ideas and rewriting them using their own words without changing their intentions. In the Big Indonesian Online Dictionary (2017), paraphrases have the notion of "re-expressing a speech from one level or kind of language into another without changing understanding". In paraphrasing writing, one must change the language's editor to convey the ideas of others to support his scientific work. In other words, the principle of paraphrasing is to change the writing structure of the source text into a new text but has the same purpose (Injai, 2015).

In paraphrasing, it is possible for writers to quote other people's ideas without changing or confounding the meanings and intentions of the original speaker by using different words or sentences. These quotations can come from writings and sayings of experts who are intended to make scientific work written to be more academic and can be justified. The process of paraphrasing a quote is also intended to make the scientific work easier to understand. In addition to the main idea, in writing a paraphrase, the source of the quoted text such as the author's name and year must be included in the article to avoid the element of plagiarism (Gaspar & Shepherd, 2009).

So it can be concluded that paraphrase is the process of rewriting someone's idea by referring to the source

with the editor of a different language without changing the meaning and intentions of the original author or speaker.

In addition, paraphrasing activities can also help writers to gather more new vocabulary. Paraphrasing is also the most important tool for integrating sources clearly. According to McInnis (2009), a writer with good paraphrase knowledge can easily integrate all types of sources because they have a good understanding of plagiarism. In other words, he can paraphrase without resorting to plagiarism.

Types of Paraphrases

Keck (2006) suggests four types of paraphrases in a scientific work, namely near copy (near original), minimum revision (minimal revision), moderate revision (intermediate revision), and substantial revision. Categorizing the results of paraphrases refers to the language criteria that are grouped (determination is done by a computer program) into lengths (the length of the paraphrases in the number of words), reporting phrases (the presence or absence of report phrases, for example; author A suggests that), unique links (taking words and location which is exactly the same as the original source) and general link (taking the exact words but in a different position from the original source).

A writer can be categorized to do close copy paraphrase if half (50%) or even more of the paraphrase results are approaching the original source that is used as a reference. Furthermore, the criterion which is classified as a minimum revision is if the paraphrase has the words 20% - 49% similarity to the original source. In moderate revision paraphrases, a writer tends to only take a small fraction of the language structure in the original source, only about 1% -19% similarity. Finally,

paraphrases that have almost no language resemblance to the original source, but still retain the idea and purpose of the source, are helped to be a type of substantial revision paraphrase. The following are taxonomies and examples of the four types of paraphrases proposed by Keck (2006, p. 268).

Problems in Paraphrases

In the case of sentence paraphrases, findings by Hirvela and Du (2013) reveal that although paraphrasing sentences looks easy, for second language students, paraphrasing is difficult and complex. This is mainly due to a lack of confidence in their English skills and also a lack of vocabulary so paraphrasing from an English-language source is not an easy thing to do.

This can also be seen in Keck's (2006) study which found that second language writers generally paraphrased very closely (near copy) from the original source. Injay (2015) also found that students in Thailand produce a lot of paraphrases near copy (54.32%) and minimal revision (34.09%). Choy and Lee (2012) mentioned that paraphrase techniques can be taught so that second language students can make text editors in their own language. Research conducted by Perin and Hare (2010) revealed that most students had difficulty in finding the main points or ideas in the text to be paraphrased.

METHOD

This research used quantitative method which analyzed the questionnaire for its data collection technique. The researcher analyzed the questionnaire by taking the percentage value. The writer gave the 13 questions adopted from Dung (2010) of Da Nang University. These questions used to

find out their former knowledge about paraphrase and plagiarism also the difficulty faced by the students in paraphrasing the English text. The sample of this research was 30 students which randomly chosen on the condition that they have taken a writing class and learned how to paraphrase English text previously. Those 30 students were from two universities in Banda Aceh, one from private university namely Universitas Muhammadiyah Aceh and the other one from state university namely UIN Ar-Raniri Banda Aceh.

RESULT AND DISCUSSION

Result

The students involved in this research as the respondent asked to answer the questionnaire related to plagiarism in paraphrasing and their difficulty in paraphrasing the text. In order to find out students' perception, the researcher took question number 1, 8 and 9 while to investigate the students' awareness on plagiarism, the researcher took question number 12 and 13 to be analyzed.

The percentage of the students' understanding of paraphrase can be seen in the following table.

Table 1. Understanding about paraphrase.

What is paraphrase?	Rewrites information from outside sources into your own words without changing its meaning.	73,30%
	Puts the main idea into your own words, including only the main point.	3,33%
	Must be identical to the original, using a narrow segment of the source.	0%
	All of the above.	23,30%

The researcher identified that majority of the students which were 73,3 percent of the sample already understand what paraphrases are, 23,30 percent lack of understanding since they chose all the available answer choices and 3,33 percent

of the sample think that paraphrases are only change the text by using their own words.

The percentage of the students' preference in paraphrasing English Text is in the table below.

Table 2. Students' preference.

Preferences	Changing the word	43,90%
	Changing the structure	22%
	Changing the structure of ideas	17,10%
	Changing word order	17,10%
	Word level	26,70%
	Phrase level	3,33%
	Sentence level	33,3%
	Paragraph level	36,70%

From the table above we can see that 43,90 percent of the sample chose changing the word, 22 percent chose changing the structure, and 17,10 percent chose changing the structure of ideas and word order. While the preference in language level in paraphrasing the text, the students prefer to paraphrase in paragraph

level as many as 36,70 percent, in the sentence level as much as 33,3 percent, 26,70 percent in word level and the last in phrase level as many as 3.33 percent.

The percentage of students' understanding of plagiarism can be seen in the following table.

Table 3. Understanding of plagiarism

What is plagiarism?	Using exactly the same words as the original author without using quotation marks or saying where the words are from.	86,70%
	When the original author's words are used and connected together in a different way.	0%
	Changing the words and grammar of the	0%

	original text.	
	Putting the main thoughts or ideas into your own words, but it is necessary to include the "main points."	13,30%

Students' understanding of plagiarism based on the table above is that 86,70 percent of the students have understood how an article can be said do plagiarism which is taking people's words without giving references. Whereas 13,30 percent

students said that writing other people's main thoughts or ideas into their own words but necessary to include their main points too.

We can see ways for students to avoid plagiarism in the following table.

Table 4. How to avoid plagiarism

How to avoid plagiarism?	Takes notes in your own words	33,3%
	Acknowledge quotations, even in your own notes	10%
	If you use ideas of other people, be explicit about it	16,7%
	All of the above	40%

In the table above 40% of students choose all answers choices to answer ways to avoid plagiarism. 33.3% of students said that to avoid plagiarism is only by writing notes in their own words, 16.7% said that when using the ideas of others, then it must be clear who the original author was, and 10% said in order to provide references even in their own or personal notes.

Based on the table above we can conclude that more than half of the sample

or 60 percent of students do not understand how to avoid plagiarism in their writing.

Furthermore, in order to know student's difficulty in paraphrasing the English text, the researcher took question number 3 and 4 to be analyzed.

The percentage of difficulties that are often encountered by students when paraphrasing the text are in the following table.

Table 5. Student's difficulty

What difficulties do you often meet when paraphrasing?	Changing word orders	20%
	Changing sentence structures	16,7%
	Changing words	10%
	Changing structure of ideas	53,3%

In the table above it can be seen that the difficulty that is often encountered by students when paraphrasing English texts is when they change the structure of ideas which is more than half of the sample or 53.3 percent. 20 percent said that they had difficulty changing word orders, 16.7 percent in changing the structure of sentences and finally 10 percent of the students had difficulty in changing words.

Discussion

The result shows that the students already know and understand well what paraphrasing is. This can be seen in [table 1](#) where more than half of the students chose the right answer.

Moreover, it is difficult for the student to change the structure of ideas when they paraphrase the text. This happens because they seem to do not fully understand about the content of the text. Since they chose changing the word is the easiest one than changing the structure of ideas which can be seen in [table 2](#).

In addition, [table 3](#) also indicates that the student understands what plagiarism is since they chose the right answer. However, they seem to do not understand how to avoid plagiarism in their writing. This happens because they thought that in their own

writing note, acknowledgement of other people's ideas is not important. This can be seen in [table 4](#).

Furthermore, the students find that changing the structure of ideas is very difficult for them in paraphrasing the text. It is easier for them to only change the word by using synonym or antonym. This is the same with the reason above that they do not understand the content of the text or what the writer wants to say in their writing. This result is shown in [table 5](#). For them it is very complicated to paraphrase the English text by replacing the structure of ideas that contained in the original text. This is due to the lack of practice in paraphrasing English texts.

CONCLUSION

In conclusion, student's awareness of plagiarism in paraphrasing English text were quite low. It was because the students still faced some difficulties in avoiding plagiarism since they might not understand how to quote or paraphrase other people's idea. The students seem to do not fully understand the whole meaning of the text. They only change the synonym or antonym of the words without knowing what the writer wants to convey in their writing. Therefore the students need more practice

in paraphrasing the English text so that they are accustomed to it. Students are also encouraged to read more academic writings so that their vocabulary increases, not only by using synonym or antonym, but also using other various vocabulary. By doing this, their ability in writing also can be better and their writing will no longer be the same as the source text but still have the same points or ideas.

ACKNOWLEDGEMENT

The authors wish to acknowledge the Ministry of Higher Education, Research and Technology of Republic of Indonesia for the grant or funding that has supported our work here.

REFERENCES

- Androutsopoulos, I., & Malakasiotis, P. (2010). A survey of paraphrasing and textual entailment methods. *Journal of Artificial Intelligence Research*, 38, 135-187. doi:10.1613/jair.2985
- Alice, O. & Ann Hogue (2000), *Writing Academic English*, Third Edition. London; Longman.
- Bailey, S. (2006). *Academic Writing: A Handbook for International Students*, 2nd Ed. London: Routledge
- Bhagat, R., & Hovy, E. (2013). What is a paraphrase? *Computational Linguistics*, 39(3), 463-472. doi:10.1162/COLI a 00166
- Choy, S. C., & Lee, M. Y. (2012). Effects of teaching paraphrasing skills to students learning summary writing in ESL. *Journal of Teaching and Learning*, 8(2).
- Dung, T. T. M. (2010). *An investigation in paraphrasing experienced by Vietnamese students of English in academic writing*. (Doctoral dissertation), Vietnam: University of Da Nang).
- Escudero, I., Fuertes, N., & López, L. (2019). Paraphrasing Strategy in EFL Ecuadorian B1 Students and Implications on Reading Comprehension. *English Language Teaching*, 12(1), 56-66. doi:10.5539/elt.v12n1p56
- Gaspar, M. & Shepherd, M. (2009). *Guide to Assignment Writing and Referencing*. 3rd Ed., Geelong: Deakin University.
- Gay, L.R. & Diehl, P.L. (1992). *Research Methods for Business and Management*. New York: MacMillan Publishing Company
- Hirvela, A., & Du, Q. (2013). "Why am I paraphrasing?": Undergraduate ESL writers' engagement with source-based academic writing and reading. *Journal of English for Academic Purposes*, 12(2), 87-98. doi:10.1016/j.jeap.2012.11.005
- Injai, R. (2015). *An analysis of paraphrasing strategies employed by Thai EFL students: case study of Burapha University*. (Doctoral dissertation), Burapha University. Retrieved from http://digital_collect.lib.buu.ac.th/dcms/files/54910112.pdf
- Iskandar, M. (2009). Penentuan ciri-ciri plagiarisme dalam makalah ilmiah yang mereferensi sumber dalam bahasa asing yang diterjemahkan. *Bina Ekonomi*. 13(1)

- Kamus Besar Bahasa Inggris online (2017), "Parafraza", diambil pada 11 Juni 2017 dari <http://kbbi.web.id/parafraza>
- Keck, C. (2006). The use of paraphrase in summary writing: A comparison of L1 and L2 writers. *Journal of Second Language Writing*, 15(4), 261-278. doi:10.1016/j.jslw.2006.09.006
- Keck, C. (2014). Copying, paraphrasing, and academic writing development: A re-examination of L1 and L2 summarization practices. *Journal of Second Language Writing*, 25, 4-22. doi:10.1016/j.jslw.2014.05.005
- Marzec-Stawiarska, M. (2019). A Search for Paraphrasing and Plagiarism Avoidance Strategies in the Context of Writing from Sources in a Foreign Language. *Rethinking directions in language learning and teaching at university level*, 115. doi: 10.14705/rpnet.2019.31.894
- Meteer, M., & Shaked, V. (1988, August). Strategies for effective paraphrasing. In *Proceedings of the 12th conference on Computational linguistics-Volume 2* (pp. 431-436). Association for Computational Linguistics.
- Pecorari, D. (2003). Good and original: Plagiarism and patchwriting in academic second-language writing. *Journal of Second Language Writing*, 12, 317-345. doi:10.1016/j.jslw.2003.08.004
- Perin, D. & Hare, R. (2010). A contextualized reading writing intervention for community college students. *Community College Research Center Brief*. 44. 1-4
- Rogerson, A. M. & McCarthy, G. (2017). Using internet based paraphrasing tools: Original work, patchwriting or facilitated plagiarism?. *International Journal for Educational Integrity*, 13(1), 2. doi:10.1007/s40979-016-0013-y
- Schuemann, C., Bryd, P., & Reid, J. (2006). *Techniques for paraphrasing*. Retrieved from <https://www.lib.sfu.ca/about/branches-depts/slc/writing/sources/techniques-paraphrasing>
- Shi, L. (2004). Textual borrowing in second-language writing. *Written communication*, 21(2), 171-200. doi: 10.1177/0741088303262846
- Sun, Y. C. (2009). Using a two-tier test in examining Taiwan graduate students' perspectives on paraphrasing strategies. *Asia Pacific Education Review*, 10(3), 399-408. doi:10.1007/s12564-009-9035-y