An Analysis of Paraphrasing Techniques Used by Student at the Fifth Grade English Education Department of IAIN Bukittinggi Academic Year 2022/2023

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A B S T R A C T

This research was conducted based on the problem found in academic writing class about paraphrasing at English Education Department at the fifth semester IAIN Bukittinggi. Paraphrasing is known as a way to avoid plagiarism while creating scientific papers or journals. However, the researcher interviewed the lecturer and found that the most of the students have difficulty putting the ideas into their own words. They used too many words from the original passage that shows the students were lack of vocabulary mastery. Moreover, the students used monotonous technique of paraphrase. This research used mixed method. It is a procedure for collecting, analyzing, and mixing both quantitative and qualitative methods in a single study or a series to understand a research problem. The students were given a paraphrasing test to know the students ability. The data were analyzed using scoring rubric proposed by Callison. After that, some students were interviewed to find out the dominant paraphrasing technique used by the students. After calculating the score, the result of the study showed that the student's ability in paraphrasing was 59. As writing band suggested by Leo, the students' ability in paraphrasing is in moderate level where it is rather well organized. Arguments are rather relevant in relation to writer's view. Main ideas and supporting ideas are rather clear. The message is almost clear but with some loss of detail. In addition, the interview showed that most of the students use synonym replacement technique in paraphrasing the text. It is because most of the student agreed that the technique is the easiest technique to use.

1. Introduction

Language is a way to communicate and to share our ideas, thoughts, concepts, feelings. To know what's on someone's mind, people need to provide the clues that can perceive very well by the people. As stated by Delahunty, language is a code that systematically connects private thoughts with public expressions.(Delahunty & Garvey, 2010) Besides, there are some forms to provide the information those are typically in spoken, visual or tactile. As the definition above the existence of the language turn into an essential thing for human life to prevent misunderstanding while having a conversation.

English is known as international language with twenty percent of the world's population speaking English as native, second or foreign language. English is used among many languages adopted by people from different eras, areas, races, ethnicities, beliefs, worldwide. The number of English user is increasing in many countries even in the place where English is not the majority language. The demand of learning English as a goal is increasing while making sure that the learners are good at whether written or spoken language.(Kardena et al., 2020). It is also supported by the fact

that the British Empire and Post-war USA bring up English as the elitist language of sorts. These days English is so widespread across the internet, in schools, and in the business world. In conclusion, English is known as the most spoken language in the world due to its popularity.

There are four prime skills in English such as listening, reading, speaking, and writing. Every skill is integrated in an effective ways, such as among listening and speaking are highly interrelated and work simultaneously in real-life situations. Lorena Manaj Sadiku stated, "Listening and Speaking create the integration of the two aims at fostering effective oral communication while reading and writing are the tools for achieving written communication.(Sadiku, 2015). In conclusion, mastering those interrelated skills will be an effective way to become good listener, speaker, reader, listener along with the ability to communicate effectively.

English as a foreign language becomes compulsory subject learned at the school level in Indonesia. At the university level, English is one of study subjects that has been divided into some different major such as English literature and English education. IAIN Bukittinggi is a university in Indonesia which has English education major. In this university, English education students are required to do the final research as one of the requirement to finish the study. It comes up with writing as one of skill used in communication become so essential and have its own position in English learning.(Kardena et al., 2020). Therefore, the students will learn about writing as a guide to make the text on the research.

Academic writing is that set of conventions that can be seen in a thesis or a published paper in our disciplines. (Murray, 2009). The scientific publication or academic journal is used in expressing the idea on the latest issue about English teaching by the lecturer.(Quaidy et al., 2019). It cannot be denied that writing is an essential skill that needs continuously effort. (Kardena et al., 2020). Indeed academic writing requires formal language and support by logical structure and true evidence. Writing academically will help students or researchers to analyze, convey understanding, think critically and focus on technique and style. Therefore the students and researchers need to comprehend on how to make good research paper in a good academic writing.

As the student of English department in IAIN Bukittinggi, the research is done by write a scientific idea related to the issue faced by English language learning. It becomes so important to fill out the idea or the theory from other sources into the research. Therefore the researcher needs to put the sources in their research. This activity is also called citations. On the other hand, when the researcher does not mention the sources, it might be called plagiarism. Plagiarism means taking ideas or words from a source without giving credit (acknowledgment) to the author.(Baily, 2017). It's also known as academic dishonesty that can ruin someone's career in the future. Then, it is called as impolite action as academia. Overall to do the research researchers have to mention where they get the ideas in their scientific final research.

Plagiarism is taking someone's idea into research without citing the sources. The researchers have to acknowledge some activities related to plagiarism. (Harris, 2017). As mentioned by Robert, some actions constitute plagiarism such as copying and pasting phrases, sentences, or paragraphs into your paper without showing a quotation and adding proper citations, paraphrasing, or summarizing a source's words or ideas without proper citation, etc. As the result, the researchers have to gain the comprehension of citation to avoid the possibility of plagiarism actions.

Plagiarism can be prevented by using paraphrasing technique. there is a way of presenting other ideas in the research such as paraphrasing. Paraphrase is a restatement or rewriting of a source to present the source's idea or meaning without actually quoting the source's word.(Harris, 2017). In this case, the researchers have to write down the source's idea with a different word but it still has the same meaning. Paraphrasing is the way to get the information on a reading test that is by creating own word while the word still the same. If researchers do not have good vocabulary mastery skill it will appear as a problem which is different meaning or its indicate plagiarism. So, paraphrase is

needed as the technique to get the accordance and affirmation meaning of the idea without using the original words or phrases.

Stephen Baily stated that paraphrase is usually grammatically different from the source's word, has unequal vocabulary, has a precise meaning, and keep the widespread phrases such as industrial revolution or eighteenth century.(Baily, 2017). In academic writing, the accuracy and honesty of the idea are necessary. It will help the researchers to reach scientific writing. There is some problem in paraphrasing such as the students or researchers hardly constructed their ideas in writing a sentence or passage that leads them to the plagiarism.(Masniyah, 2017). Indeed, to make sure that the researchers do not make any mistake while doing paraphrase, there are some techniques to do paraphrase correctly.

English Education Department is one of the State Islamic Institute of Bukittinggi's Subject. They have writing class as a crucial subject that has been taught at the fifth grades. This subject will help the student to gain their research as the compulsory thing to get graduation. Moreover, students at English Education section IAIN Bukittinggi confessed that writing is an essential skill that students should attain.(Kardena et al., 2020). the paraphrase is one of the important subject's material in academic writing class. It can train the student's comprehensive ability. Three techniques have been taught by the lecturer. Those are synonym replacement, changing the part of speech, and changing word order. Based on the preliminary interview that the researcher did with some students and lecturer in writing class, the researcher found several problems related to paraphrasing in writing.

First, the lecturer said that most students had difficulties putting the ideas into their own language. The lecturer had given the mid-semester test by asking the student to do paraphrasing in some journals. The lecturer claimed that the student's result test had different meanings from the text given. In addition, the students many words from the original passage. Second, the students reused the same technique on their paraphrase sheet task. It is proven by the student's result test that students had no variation on the technique used. For instance, the students used the synonym replacement technique constantly to make their others paraphrase. Third, generally, students have a lack of vocabulary. There are 20 students that the researcher has an interview, 16 of them stated they have a lack of vocabulary. Meanwhile, vocabulary mastery is an essential thing to paraphrase an idea or paragraph. Without sufficient vocabulary, the chances of plagiarism are higher.

By looking at and understanding the problem above, the researcher conduct a study about An Analysis of Paraphrasing Techniques Used by Student at the Fifth Grade English Education Department of IAIN Bukittinggi Academic Year 2022/2023.

2. Research Method

2.1. Design of Research

The design of the research is mixed method. This type of research combines quantitative and qualitative approaches by including both quantitative and qualitative data in a single study.(Gay et al., 2012) The purpose of mixed method research is to build on the synergy and strength that exists between quantitative and qualitative research methods to understand a phenomenon more fully than is possible using either quantitative or qualitative method alone.

This research used explanatory sequential mixed methods design. It is also called two-phase model that consist of first collecting quantitative data and then qualitative data to help explain pr elaborate on the quantitative results.(Creswell, 2012). The researcher will identify and analyzes data by conducting the paraphrasing test to find out student's ability in paraphrase and to collect data related to what technique the students frequently used.

2.2. Object of the Research

2.2.1 Population

Population is the totally subject of the research. As stated by Gay "Population is the group interest to the research, the group which the researcher would like the result of the study to be generalizeable".(Creswell, 2012). The population of this research is all the students at the fifth semester English Education Department IAIN Bukittinggi academic year 2019/2020. Those student have learnt paraphrase in writing class. There are 4 classes divided into class A,B,C,D with the total amount of the student is 117. This table will show the number of student for each class :

Tabel 1. The amount of student at the fifth grade English Education
IAIN Bukittinggi Academic Year 2019/2020

No	Classes	Students' Total
1	A class	30
2	B class	29
3	C class	30
4	D class	28
	Total	117

2.2.2 Sample

Sample is a part of population. The information of the research can be obtain by the sample. (Fraenkel et al., 2012). According to Gay, sampling is the process of selecting a number of individuals for a study in such a way that the individuals represent the larger group the larger group from which they were selected.(Gay et al., 2012). As the conclusion, sample is a part of the population that provided the information obtained in the research.

In this research, the researcher used purposive sampling. Purposive sampling (also known as judgment, selective or subjective sampling) is a sampling technique in which researcher relies on his or her own judgment when choosing members of population to participate in the study.(Methodology, n.d.). In addition purposive sampling is a form of non-probability sampling in which researchers rely on their own judgment when choosing members of the population to participate in their surveys.(Alchemer, n.d.). In choosing the sample, the researcher considered the research time, efficiency and effectiveness in data processing because the number of populations exceeds 100 students. It is supported by Louis statement that it is commonplace for mixed methods research to use more than one kind of sample (probability, non-probability) to use samples of different sizes, scope and types (cases: people; materials: written, oral observational; other elements in social situations: locations, times, events etc).(Cohen et al., n.d.). So that, the researcher picked A class the sample. It consist of 30 students where they have learned academic writing.

2.3. Instrumentation

The instrumentation is one of important part in research. According to Sugiyono, "Instrument research is the tool uses for measure the world phenomenon and social either which that capable of control.(Sugiyono, 2010). In this research the researcher uses test as instrument.

As stated by Suharsimi test is sequence of question, experience and other separates to measure skill of knowledge, intelligence, and ability of individual or group.33 It means that test is sequence of question and exercise to measure the ability or skill of person after learnt something. In this quantitative research, the researcher gives paraphrase test to students and asks them to paraphrase to measure their ability in writing paraphrase.

The researcher used test as the instrumentation. Amirul Hadi and Haryono states that, test is stimulus that given for everyone to get the answer. (Hadi & Haryono, 1998). The test is used to

measure about the student's ability in paraphrase. In addition, the researcher also used interview to find out which paraphrasing technique that the student's use.

A good test should have to be valid. The researcher considered about the validity of the test, because it is necessary on the test. A test without validity test can be considered as invalid and non reliable test. The main requirements of the test are explained below:

Validity

The test that provide by the researcher should has validity test to discover whether a test measure accurately. Jack R Fraenkal mentions on his book, validity is one of the necessary steps to consider when preparing and choosing the instrument of the research.(Fraenkel et al., 2012). The researcher used expert validity to validate the test that is paraphrasing test. After that the test will be given to the students if the validator and the advisor approve the test.

2.4. The technique of Data Collection

The data of the research is collected by the paraphrasing test given by the researcher and interview. Arikunto states that test is an activity which is done to measure skill, intelligence, and talent of individual or group of people.(Arikunto, 1998). The test is not only a set of questions which is to be answered by the testee, but test was also to measure someone's knowledge, skills, ability, performance, intelligence. The researcher did some following steps to collecting the data:

1. The researcher distributed the test to the students

2. The researcher asked the students to answer the question

3. The researcher gave time to the students to answer the questions

4. The researcher collected the answer sheets

5. The test result will be analyzed by the researcher

6. The researcher will interview the sample

2.5. Technique of Data Analysis

The researcher analyzed the student's writing test to get the research result. Due to the research question of the research, the researcher will find out student's ability in paraphrasing and what is the most frequently technique used by the students. So the, the following procedures will be done by the researcher:

1. Collected the data of students' test in writing paraphrase

2. The researcher analyzed the students' test and gave the scores through the scoring rubric by Callison (Callison-burch, 2007).

3. The researcher calculated the percentage of frequency for each score by using the formula as follow: (Sudjono, 2008).

$$R = (H - L) + 1$$

$$B = 1 + 3,3 \log n \ (n = total sample)$$

Where :
I = Interval of the data
R = The highest score – The lowest score

4. Put the score into the distribution table.

5. Determine the mean, median, and modus of the data. To find mean, median, and modus of the data, the researcher used the formula as follow :

Mean $x = \frac{\sum fx}{n}$

Median $M_e = L + \frac{\frac{1}{2}n - fkb}{fkb} xi$

Mode $M_o = L + \frac{fa}{fa + fb} xi$

6. The mean scores arranged into the table of rating scale. As the result, the researcher used rating scale to know the students' ability. The researcher categorized the final result of each aspect based on writing band suggest by Leo. (Leo, 2007).

7. Create the bar diagram of frequencies.

8. Made the conclusion based on the result of the percentage of students' level by calculating the adequacy and fluency score and the researcher drawn the description of students ability in writing paraphrase.

In addition, the researcher analyzed the technique of paraphrasing used by the students. Moreover, the researcher interviewed the student to get the significant information about the paraphrasing technique they used. The interview is a flexible tool for data collection, enabling multi sensory channels to be used: verbal, non verbal, spoken, and heard.(Cohen et al., n.d.). The researcher used standardized open-ended interviews where all the interviewers were asked the same basic questions. Once the data are collected, the process of data analysis will be started. Afterward, the interpretation from the analysis is used as the consideration from the results of the prior phase.

L.R. Gay states that there are 3 steps to get the data. The steps include Reading, Memoing, Describing and Classifying.(Gay et al., 2012).

a. Reading/ Memoing

Its organization and massage are difficult to be followed. Argument are not relevant or no related to writer's view. Main ideas and supporting ideas are not clearly stated. The language is not clear and has frequent, serious errors of vocabulary, spelling, punctuation, or grammar.

b. Describing

The next step was describing. In this step, the researcher described the data comprehensively. The paraphrasing produced by the students was described to provide the students' paraphrasing technique.

c. Classifying

This step categorized the data into themes. It provided the meanings or understanding category. The categories, of course, finally provided the interpretation of the data analysis which was basically the purpose of this study itself that answered the research question. In this step, the researcher will analyze the technique frequently used by the students.

3. Findings and Discussion

3.1. Finding

In this section, the researcher describes the analysis of the data in order to answer the formulation of the problems: What is the level of students' ability in writing paraphrase and what technique frequently used by the students' at academic writing class by the English education section students in academic year 2022/2023.

3.1.1. Description of the Data

The data of this research were gotten based on the research that had been done by the researcher at the fifth semester English Education students of IAIN Bukittinggi. There were 30 students of the fifth semester English students who consist of two classes. This researcher employs purposive sampling.

The students' test is used in order to know what students' ability in writing paraphrase and what technique frequently used by students at the fifth semester students of IAIN Bukittinggi in academic year of 2019/2020.

Before finding out the students' ability in writing paraphrase, the researcher describes the finding of the data about students' ability in writing paraphrase test score. The writer used three raters to score the students' task. The students paraphrased three paragraphs and three raters scored. This following table describes the students' paraphrase score which is listed randomly based on the three raters.

Tabel 2. Students' Score in Paraphrasing Test
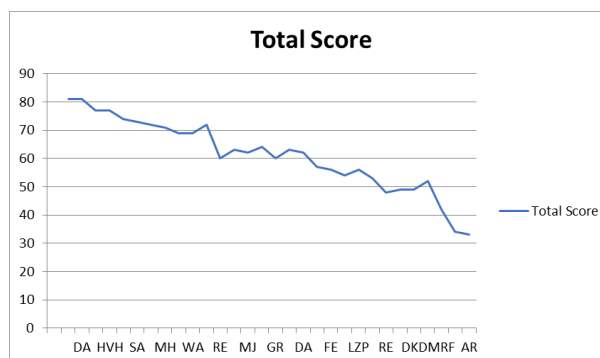
The data will show the score of the students' ability in writing paraphrase, where the lowest score in writing paraphrase is AR got 33 and the highest is PA got 81. To make clearer, the detailed result of data analysis of each students' in writing paraphrase test score can be seen in the table below:

Table 3. Students' ability in using adequacy and fluency
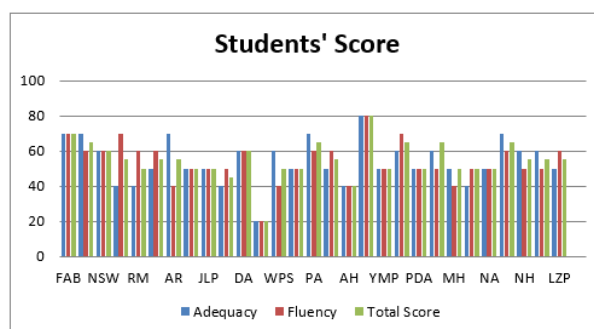
Based on the table above, the researcher also described the level students' ability in writing paraphrase score of each category based on scoring rubric.

a. Adequacy:

The table describes about adequacy in writing paraphrasing which are indicated by finding the meaning of the original phrase that was expressed in writing paraphrase. The result of computing the mean of adequacy in writing paraphrase is 59.

b. Fluency

The table describes about fluency in writing paraphrase which are indicated by finding sentence structure or grammatical in paraphrase. The result of computing the mean of fluency in writing paraphrase was 55.

3.1.2. Students' Ability in Paraphrasing

In order to analyze the data, the researcher explained the students' ability in writing paraphrase. Then, the researcher put data into table. After getting the frequency of the data, the researcher made into distribution table bar diagram of students' ability in writing paraphrase. Furthermore, the researcher interpreted the data which was gotten based on the table of interpretation. The highest score found is 80 and the lowest score is 20.

From the distribution score of students' ability in writing paraphrase above, it can be seen that Σfx is 1.705,5 and the total of sample is 29. After that, the data is arranged, the researcher finds out the Mean, the median, and the mode of the students' score as follow:

a. Mean (average from all of score
After calculating the distribution data on the table, the researcher found mean score of the students' paraphrasing test is 59.

b. Median (middle value from the data)
After calculating the distribution data on the table, the researcher found median score of the students' paraphrasing test is 59.

c. Mode
After calculating the distribution data on the table, the researcher found mean score of the students' paraphrasing test is 55.
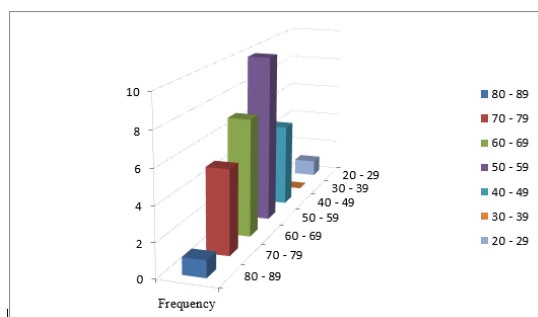
Gambar 1. The Bar Diagram of Students' Ability in Writing Paraphrase

The diagram shows that 1 student get the score between 80-89, 5 students get the score between 70-79. Then, the students who get between 60-69 is 7 students,10 students get the score between 50 – 59, 5 students get the score 40-49, 1 students get the score between 20-29.

3.1.3. Students' Paraphrasing Techniques

This part present the paraphrasing techniques used by 30 students as the research sample who paraphrased a passage which consist of 3 paragraphs. The researcher presented which technique presented in this research which has introduced by some linguists.

the paraphrasing technique which is frequently used by the students is Synonym Replacement technique. The student simply substituted the certain original text words by its synonym without changing the sentence structures. The students used synonym replacement 135 times. However there 6 techniques that are presented on this research that 3 of them were used frequently and 3 others were very rare. The students used reduction of clause 26 times, and changing part of speech 18 times. None of the students used changing affirmative to negative technique, changing the words order and explaining concepts and abstract ideas of the text technique. The researcher analyzed the technique used as below:

1. Synonym Replacement

The technique most used is synonym replacement, where it comprises with changing the words with their synonym that spoiling the idea.

The synonym replacement technique used by the student on the paraphrasing test. Based on the previous data, most of the student used this technique that can be identify from the original passage and paraphrase result. IR is the student who used this technique the most. Here is how IR makes the paraphrase:

Original Text : Since the time of Descartes, it is estimated that no fewer than five hundred attempts have been made to create artificial language for International use. The most successful by far has been Esparanto, a language constructed around the end of the nineteenth century by Dr.Zamenhof of Poland. Esperanto is a language that is extremely easy to learn and speak, with its words drawn mainly from English, German, the Romance language, Latin and Greek.

Paraphrase : Starting from the time of Descartes, it is calculated that no less than five hundred ways have been done to create an artificial language for international use. By far, the most successful have been Esparanto, a language founded in the late nineteenth century by Dr. Zamenhof of Poland. Esperanto is a language that is simple to learn and easy to pronounce, where the words mostly taken from English, German, Romance. Latin and Greek.

2. Changing Word Order

The technique most used after synonym replacement is Changing word order, where it comprises changing from Active to Passive or moving the modifiers to different positions.

The changing word order technique used by the student on the paraphrasing test. Based on the previous data, half of the student used this technique that can be identify from the original passage and paraphrase result. WPS is the student who used this technique the most. Here is how WPS makes the paraphrase:

Original Text : Since the time of Descartes, it is estimated that no fewer than five hundred attempts have been made to create artificial language for International use. The most successful by far has been Esparanto, a language constructed around the end of the nineteenth century by Dr.Zamenhof of Poland. Esperanto is a language that is extremely easy to learn and speak, with its words drawn mainly from English, German, the Romance language, Latin and Greek.

Paraphrase : As an international language the develop of artificial language has begun since a long time ago. For instance the popular artificial language arisen at the end of nineteenth century by Dr. Zamenhof of Poland is Esperanto language. Esperanto language took a lot from English, German, the

Romance language, Latin and Greek. So its make the international society easier to understand and use it.

3. Reduction of Clause

The other technique used is reduction of clause, where it comprises reducing the number of clauses in a sentence, which can be interruptive or confusing, by incorporating the phrases into sentence that will help in easy comprehension.

The reduction of clauses technique used by the student on the paraphrasing test. Based on the previous data, seven students used this technique that can be identified from the original passage and paraphrase result. FE is the student who used this technique the most. Here is how FE makes the paraphrase:

Original Text: <u>A more recent arrival on the international scene is interlingua, scientifically constructed by a group of language experts out of Latin, the Romance language, and English</u>. But whereas Esperanto has a large body of people who actually speak it scattered throughout the word, interlingua has not achieved much popularity (Pal 175-176).

Paraphrase : <u>Interlingua is more recent arrival on international scene.</u> Interlingua was also created by linguist, namely English, Latin, and Romance. Interlingua is not yet comparable to Esperanto in international use.

After looking at the result of the paraphrasing technique used by the student, it can be seen that most of the students used synonym replacement technique in paraphrasing. The researcher asked the question "Why did you use synonym replacement technique in paraphrasing?" meanwhile the interview showed the result that student IR said "Alasannya karena lebih mudah aja Kak, karena kalau ganti-ganti gitu kaya lebih ribet gitu dan mikirnya terlalu lama", the reason is its easier to use while if changing the the sentence (word order, part of speech) seem more complicated. Along with the statement by student FAB said "Soalnya paling simple gitu Kak, kalau mau pake yang lain takutnya nanti susunan, kan kalau bikin kata baru lagi, takutnya nanti susunannya salah, atau nggak Fadila tu kalau bikin kalimat baru itu suka mikir lagi, ini maknanya masih sama nggak yah, atau nantimeaningnya beda". That is because if I use another technique , like I need to make new sentence, I'm afraid to make incorrect sentence. Similar with the statement by the student ANB, "Waktu itu saya bikinnya, karena waktunya sedikit, jadi saya milih teknik yang paling gampang itu ganti sinonimnya sama ganti word order, kalau mengganti kalimat positif ke negative dan teknik lainya butuh waktu yang lama" that time there was a limit time, so I pick the easiest technique that is synonym replacement and changing words order, I don't have enough time to use another technique. Student LAD also stated " Ganti sinonim itu paling gampang, yang paling susah itu kalau harus merubah struktur kalimat, kadang-kadang bingung dengan susunannya juga" synosym replacement is the easiest technique, if we have to change the structure it will be more difficult.

Another technique of paraphrasing that used by the student is changing the words order. The researcher asked the student with this question "Why do you use changing the word order technique in paraphrasing?". Student FPR answered "karena menggati padanan kata menurut saya lebih mudah juga selain ganti sinonim Kak, saya juga pake kan ganti sinomim itu, takutnya tekniknya itu-itu saja" because changing words order I think is one of the easiest technique as well than another technique, and I'm afraid if I used the same technique each paragraph". Another statement by student FE "aku lebih paha aja kalau pake teknik ini Kak, menurutku gampang aja gantinya gitu," I prefer this technique because I can understand it easily.

However, the student also used reduction of clause technique. The researcher also asked the student "What's make you use reduction of clause technique?" Student HVH stated that "karena menurutku ada beberapa informasi yang bisa kayak di jadikan satu kalimat aja gitu Kak, trus biar

lebih pendek, singkat padat dan jelas gitu Kak" because I think there were some information that I can make it more simple and make itu into one sentence. Student FE also give the statement that "gimana ya kak yaa, aku pake teknik itu biar kalimatnya jadi nggak panjang panjang amat Kak, kayak aku juga nggak paham kalau pake teknik lain juga" It is because I thought that technique will make the paragraph shorter and I didn't understand other techniques.

The researcher also asked student the question "why don't you use changing part of speech, changing affirmative to negative, and explaining concepts and abstract ideas of the text?" Student NA said "nggak paham aku Kak, takut salah-salah kata, salah susunannya juga nanti kan" I don't really understand others technique, I'm not sure if I can make the sentence correctly, I need to consider about the grammar.

3.2. Discussion

3.2.1. Student's Ability in Paraphrasing

In conclusion, the student score of paraphrasing test is 59. The scored is gotten by calculated the mean of each score suggested by the three raters. As writing band suggested by Leo, the students' ability in paraphrasing is in moderate level where it is rather well organized. Arguments are rather relevant in relation to writer's view. Main ideas and supporting ideas are rather clear. The massage is almost clear but with some loss of detail. Many correction of vocabulary, spelling, punctuation or grammar are needed.

3.2.2. Student's Paraphrasing Technique

As the findings, the students were very often to paraphrase the passage using the changing synonym technique. It is because to find the synonym of the words is the easiest and the most simple of technique. The finding is in line with the research done by Mayorista and Delvi Wahyuni, An Analysis of Students Technique in Paraphrasing at English Department Universitas Negeri Padang, most of student used synonym replacement techniques in paraphrasing. The students simply substituted the certain original text words by its synonym without changing the sentence structure. However, by only using this technique, it is not able to produce appropriate paraphrasing. It would be included as the paraphrase plagiarism because the sentence structure is still kept as the original. The criteria of good paraphrasing required to change the sentence structure in new style which is different with the original. It is as what Robert A. Harris said that the good paraphrasing should use a different sentence stricture from the original source.(Harris, 2017).

Furthermore, there were six techniques that are presented in this research. However, not all of the techniques were used by the students in average frequency. There were several techniques which are very rare to use by the students. The very rare techniques to be used by the students were to explain concepts and abstract ideas of the text, to change affirmative to negative and to change the part of speech which never used by 30 students; reduction of the clause which is used eight times. The four techniques above were used by no reaching a half of the number of the respondent. Last, changing the words order is used around twenty-one times.

Moreover, as the interviewing findings, the students only use 3 techniques of paraphrase. They are synonym replacement, changing words order and reduction of clause. They also admitted that they only know the technique but they still confused how to apply them in paraphrasing. Therefore the students were very rare to use some techniques of six paraphrasing technique presented in this research. In conclusion, students prefer to choose the easy way to finish something. In this case, the students feel paraphrasing techniques synonym replacement is easy to use, so that they automatically take out this to paraphrase. Therefore, the students should be driven easy to use all the paraphrasing techniques.

Basically, students always prefer to choose the easy way to finish something. This is similar with Preston Waters' point of view in Elite Day official website about (Waters, n.d.) the type of people in the world. Preston classified the people into two types. They are the easy-way out taker and very total person. He mentioned that the forst type is more commonly found than the second one. It is only 5-10% of people who is included as the second point. In this case, if the techniques seems easy for the students, they might automatically use that techniques of paraphrase. However, as discussed above, students mostly used synonym replacement techniques because it's the easiest techniques.

4. Conclusion

It has been mentioned before that the purposes of this research are to know the description of students' ability in writing paraphrase and what dominant paraphrasing technique that students at English Education Department of IAIN Bukittinggi used in Paraphrasing. In this research, the researcher took 30 students as sample. Then, the researcher gave a test in order to measure the level of students' ability in writing paraphrase and to describe of their ability in writing paraphrase. In addition to get the information about the technique frequently the student's used.

Based on the finding of the analysis that is collected by test, the researcher finds the students' writing test score which has been calculated shows that the students' ability in writing paraphrase a study at the fifth semester students of IAIN Bukittinggi in academic year 2021/2022.

The researcher also finds the students' mean score of paraphrase test was 59. It can be concluded that students' ability in writing paraphrase was in the moderate. Arguments are rather relevant in relation to writer's view. Main ideas and supporting ideas are rather clear. The massage is almost clear but with some loss of detail. Many correction of vocabulary, spelling, punctuation or grammar are needed.

Moreover, the research also found the dominant technique of paraphrase used by the students is Synonym Replacement where the student substitutes the appropriate synonym. It is because that technique is the easiest technique to use. The student do not need to rearrange the structure of the sentence.

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