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THE EFFECT OF PARAPHRASING ON EFL STUDENTS' WRITING AT INDONESIAN HIGHER EDUCATION

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Abstract
The paper intends to enquire about the effectiveness of paraphrasing in evolving the EFL students' writing ability for Indonesian Higher Education. The study was quasi-experimental research, and it was conducted in the 4th semester of the English students at Universitas Sulawesi Barat. The research instrument was a writing test, and the student's scores were gathered through paraphrasing rubric scores. Statistical inferential analysis was performed on the data. It is possible to conclude that The Ha (Alternative) Hypothesis was established hence the paired samples test result carried out with SPSS performed that the sig. rating on the value obtained from the T-test was lower than Sig. value, so theory Y assumptions (Ha) were approved, and both the pilot testing and post-intervention results of the study demonstrated Sig. (2-tailed = 0.000) has been less than 0.05. In other words, this indicates that there is a consequence. The research finishes with pedagogical recommendations for trying to better the paraphrasing skills of novice student writers, and paraphrasing has a medium effect on the EFL students' writing ability in Indonesian higher education.

Keywords: EFL students, paraphrase, writing

Introduction

Nowadays, writing is important for each education level, particularly EFL students in Indonesian higher education. Hence, the students can expose their ideas, arguments, and opinions in writing form (Rovikasari, Suparno, & Supriyadi, 2020). Writing is a component of language that is deeply entwined with elements of various other languages (Fitria, 2021). This feature expresses the author's ideas, which were prepared in advance to communicate facts through writing. A writer needs to be familiar with choosing a structure, language, paraphrasing, and vocabulary before beginning the writing process (Lutai & Besarab, 2020; Usman,

2015). This indicates that writing is a competence that requires the utilization of all skills. Abilities geared toward drafting the concepts that will be conveyed to the reader. Election the accurate wording corresponds precisely with the paragraph that was composed. Preparation sentences are necessary for the formation of a cohesive whole within a paragraph. The rules of syntax, vocabulary and proper diction must be mastered to define paragraphs properly. In addition, the ideas, expressions, and constructions that make up a paragraph need to be the product of the author's imagination and originality. Therefore, writing is an ability that higher education students must comprehend, particularly Indonesian EFL students (Hasanah & Fatimah, 2020; Ramadhani, 2019).

Unfortunately, it is undeniable that many students in higher education encounter difficulties in writing (Hasanah & Fatimah, 2020; Kalikokha, Strauss, & Smedley, 2009; Na & Mai, 2017). For instance, inadequate background knowledge and vocabulary, which can also affect the learning process, limit students' writing abilities (Lutai & Besarab, 2020; Muslih, 2021). Consequently, the evidence shows that some students conducted plagiarism (Olivia-Dumitrina, Casanovas, & Capdevila, 2019; Roig, 1999; Sari & Amri, 2020). Due to the ease of sharing and utilizing knowledge extracted from electronic media, the phenomenon of plagiarism is expanding very rapidly (Sanchez-Vega et al., 2019).

Several ways to ignore plagiarism, namely summarizing and paraphrasing (Choy & Lee, 2012; Harris, 2019; Ramadhani, 2019; Shi & Dong, 2018; Thi Tran & Nguyen, 2022). Paraphrasing is an essential competence in the writing context, and it is a kind of cognitive ability that involves higher-order thinking in addition to a high level of competency in writing and reading (Na & Mai, 2017). Paraphrasing is often regarded as being more difficult in a second or foreign language than it is in one's mother tongue. This is particularly the case for language learners who are inexperienced in the academic environment. Furthermore, paraphrasing is one of the ways to cite the ideas of others that students must master to be able to produce a writing product for academic purposes. An approach for paraphrasing can make students' work more original in preventing plagiarism.

Despite this, EFL students have difficulty creating appropriate paraphrases in compliance with the specifications of their writing assignments (Alaofi, 2020; M. H. Chen, Huang, Chang, & Liou, 2015; Inayah & Sulistyaningrum, 2021). Students are emphasized to overcome the difficulties in paraphrasing (Alaofi, 2020). It was related to the expansion of technology, some tools were developed to assist humans in paraphrasing, and the free online tools available may arise as completion in paraphrasing is challenging (Prentice & Kinden, 2018). In addition, QuillBot is one of the online tools for digital paraphrasing, it helps writers to minimize plagiarism, summarize lengthy sentences, and enhance their grammar for clarity and a more polished appearance (Fitria, 2021).

Some previous studies revealed paraphrasing in the writing of students in higher education. They emphasized guiding students of EFL through the paraphrasing short paragraphs process using a reference tool PREFER. It has been shown that PREFER effectively assists language learners in paraphrasing when they are writing (Mei Hua Chen, Huang, Huang, Liou, & Chang, 2012). Moreover, the study implies that advanced graduate students integrate source material into the new text by understanding, syntactically reconstructing, and restating only the pertinent source material when they paraphrase. (Shi, Fazel, & Kowkabi, 2018).

Additionally, they revealed that Thailand's graduate students possess beneficial knowledge of the practice of paraphrasing. This study primarily examines the perception, knowledge, and paraphrasing typology of English in a foreign language environment among students. (Pinjaroenpan & Danvivath, 2017). But, there were little few studies about developing automatic reference tools that can assist these learners in improving their paraphrasing skills to produce higher-quality writing (M. H. Chen et al., 2015). The current study held not only to explore the improvement of EFL students' writing ability through paraphrasing but also to explore the effectiveness of paraphrasing in evolving the EFL students' writing of 4th-semester students of Universitas Sulawesi Barat.

Methods

The research design attempted quasi-experimental. With this methodology, the researchers administered pre- and post-tests in experimental and controlled student writing settings (Creswell & Guetterman, 2019). The researchers spent six meetings in this study. On the first day of class and the last day of class, tests were given to each of the control and experimental groups. For a total of four meetings, the experimental class taught EFL students about paraphrasing, while the control group received standard instruction. The population for this study consisted of 20 students from each of the two classes, for a total of 40 participants in the sample. The research tool was a writing test, and the student's grades were determined using paraphrase rubric scores. Below is the students' writing scoring:

Table 1. Classification Score

No	Classification	Score
1	Excellent	90-100
2	Good	80-89
3	Adequate	70-79
4	Inadequate	60-69
5	Failing	Below 60
	Total	

Furthermore, inferential statistical analysis was performed on the data with the SPSS 25 computer program. The following tests were performed on the data: the descriptive statistic test, tests for normality and variance homogeneity as well as the T-test, and the N-Gain Test.

Findings and Discussion

Findings

The data analysis results reveal the answer to the research questions: is there any improvement in EFL students' writing ability through paraphrasing? and is there any effect of paraphrasing in evolving the EFL students' writing of 4th-semester students of Universitas Sulawesi Barat? The experimental and the control groups were given a test before the experiment began and then again after it was finished. This allowed for the collection of the necessary data. The grading of the writing samples turned in by the participants in the experimental class is revealed below:

The findings showed that the pre-test's experimental class rate percentage score contains 20 students. It shows that none of the students was included in the excellent classification. Similarly, the good category has zero students in it. Meanwhile, only 6 or 30% of students are included in the adequate variety. Nine students or an equal 45%, were categorized as inadequate the rest of them or an equal 25% categorized under standard classification, which indicates that the students were not able to do good writing.

Meanwhile, none of the twenty students in the experimental class received a rate percentage score that placed them in the excellent classification, according to the findings of the post-test rate percentage score rate. Good classification has three students or equal to 15% in it. Moreover, 12 students or equal to 60% of students that included in the adequate classification. Four students or an equal 20% were categorized as inadequate the rest of the 5% were classified as failing, which indicates that the students were able to do good writing.

The SPSS program was applied to gain the result. The result of the data analysis is displayed below:

Table 2. Descriptive statistics

	N	Minimum	Maximum	Mean	Std. Deviation
pre-experiment	20	45	75	61.75	8.777
post-experiment	20	55	80	71.25	6.664
pre control	20	40	75	61.25	9.716
post control	20	50	80	65.50	9.445
Valid N (listwise)	20				

The pre-test and post-test results of the experimental and control classes are contrasted in the previous board. Before treatment, the participants received the inventive class pre-test. The students got a minimum score was 45, a maximal score was 75, and a mean score was 61.75. Following the therapeutic intervention, a post-test was administered; the findings demonstrate that the average score was 71.25; the minimum percentage was 55; and the top score seems to be 80. In contrast to the post-score investigation, where the deviation score was only 6.664, the post-study's deviation score was 8.777. The pre-test result for the control group had an average score of 61.25, with the lowest score being 40 and the greatest being 75. The after-test findings showed that the average score was 65.50 that it ranged from 50 to 80 and the lowest score was 50. Before the controls were put in place, the standard deviation was 9.716, and after the controls were put in place, it was 9.445. The data and the normality test were used to see if the data from both sample groups fit a normal population distribution. SPSS Statistic 25 was used to look at the data from the test of normality. The table below shows the results of the test of normality:

Table 3. Normality test

		Shapiro-Wilk		
	Class	Statistic	df	Sig.
students test result	pre test experiment	.937	20	.209
	post test experiment	.909	20	.060
	pre test control	.943	20	.276
	post test control	.937	20	.210

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

There were statistically significant distinctions between the investigational classes before and after the tests were administered, as determined by the Shapiro-Wilk test. The former received a score of 0.209 and the latter received a score of 0.060. Significantly lower than the experimental group's pre-test score of 0.276, the control group's post-test score of 0.210 is statistically significant. Therefore, both the pre-test experimental class's significant score (0,209 > 0,05) and the post-test experimental class's significant score (0,060 > 0.05) were greater than 0.05. The significant scores for both the pre-test and post-test control groups were higher than 0.05, indicating that the data in each group followed a normal distribution.

Besides the test of normality, this study revealed another test. It was the homogeneity test. For this purpose, the researchers employ the idea of homogeneity to check if the two sets of data were drawn from independently distributed populations. SPSS Statistic v.20 was used to analyze the homogeneity test. Below is a table displaying the results of said goodness of fit test:

Table 4. Test of homogeneity of variance

		Levene Statistic	df1	df2	Sig.
students test result	Based on Mean	1.156	3	76	.332
	Based on Median	.929	3	76	.431
	Based on the Median and with adjusted df	.929	3	69.787	.431
	Based on trimmed mean	1.198	3	76	.316

An effort was made at the homogeneity test, Levene. It is possible to conclude that the variance of the control and post-test inventive classes was comparable, also referred to as homogenous. This is because the statistical test indicated that the level of significance predicated on the mean was relatively high than 0.05 (0.316 > 0.05). This makes it possible to conclude. In addition, the researchers utilized inferential analysis to disclose the data gathered throughout the hypothesis study.

The objective of The t-test of paired samples is used to determine how significantly two groups are significantly different of the fourth semester at Universitas Sulawesi Barat have improved their ability to write in EFL by employing paraphrase. In this specific investigation, the researchers utilized the dependent and independent variables T-test to determine the extent to which there has been a progression and provide an answer to either the Null Hypothesis and Its Competitor, the Alternative Hypothesis (Ha) (H0). To respond to the question that was posed at the beginning of the research project, both a pre and a post-test of the study design were carried out. The following tables contain a synopsis of the inferential analyses of the data that were performed to assess the research hypothesis. Table 4 presents a summary of the inferential analysis that was performed on the data collected from the study's experimental group both before and after they were taught how to paraphrase.

Table 5. Paired samples test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	pre test experimental - post test experimental	-9.500	3.940	.881	-11.344	-7.656	-10.782	19	.000

The data in the table suggests SPSS analysis of the dependent and independent variables test data showed that the T-test value was statistically significant at a level lower than 0.05. Significance (two-tailed = 0.000) was less than 0.05 on the experiment's pre-test and post-test. Since it was determined that the If the Theory Y assumptions (Ha) is confirmed to be accurate while the H0 is shown to be incorrect, then it was presumed that the paraphrasing skills of fourth-semester EFL students at Universitas Sulawesi Barat improved over the previous academic year.

The following step in the inductive investigation of the data was related to the effectiveness of the paraphrasing strategy in evolving the EFL students' writing of 4th-semester students of Universitas Sulawesi Barat. Using the N-Gain, a comparison of the test subjects' scores was carried out between the control group and the experimental group. The following is how the N-Gain score turned out after it was calculated:

Table 6. N-gain analysis

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Ngain_percent	experiment	20	44.4136	7.55252	1.68879
	control	20	28.0777	24.85534	5.55782

Analyzing the data from the N-Gain score revealed that the experimental group had a higher mean score (as a percentage) than the control group. Statistics, including distributions of participants in experimental and control groups, led to this conclusion. The average N-Gain score was 0.44, or 44.41 per cent, in the study's experimental group, but only 0.28, or 28.07 per cent, in the group serving as a control. The findings of this experiment demonstrate that it greatly outperformed the control group regarding N-Gain performance. This data allows us to draw the following conclusion: the experimental group's N-Gain score or percentage was a number that was notably greater than all of the control groups. The result of the N-Gain score analysis, in other words, indicates that the experimental group was successful in mitigating the effect. The implications of this are as follows:

Table 7. Category of value acquisition of N-gain score

Index of N-Gain	Categories
$g > 0,7$	High
$0,3 < g \leq 0,7$	Medium
$g < 0,3$	Low

After treatment in the experiment class, the N-Gain score was produced, revealing an effect, and the medium category was defined based on Table 6. It was decided after careful experimentation yielded the expected results. N-Gain scores were 0.44 0.07 for the experimental group and 0.28 0.03 for the control group. This ranks the class of experimentalists among the top performers. The results of the N-Gain score allow us to conclude that the experimental group's impact was 0.44 times larger compared to the control group. Statistical evidence showed that paraphrasing helped students in the experiment class deal with medium-level assignments.

Discussion

The findings above reveal that paraphrasing improves EFL students' writing ability and has a medium effect on students' writing ability. The result above is close to the findings of previous studies stating that paraphrasing can improve students' writing ability (Aleshinskaya & Kurnayev, 2021; Liu, Lo, & Wang, 2013; Nurjanah, 2018;Sari & Amri, 2020; Thi Tran & Nguyen, 2022; Usman, 2015). Therefore, paraphrasing can help students to write essays because the evidence shows that first-year college students struggle with writing essays (Kalikokha et al., 2009), and students encounter challenges in academic writing (Alaofi, 2020). Moreover, paraphrasing helps students write more effectively since they can adapt the material to fit their writing voice. Therefore, one of the efficient strategies to enhance pupils' writing skills is to have them practice paraphrasing. (Hans, 2019). Interestingly, the application of paraphrasing has quite a substantial effect on students' writing achievement (Lestari & Nurhamdah, 2019).

Paraphrasing avoids plagiarism, particularly when they conduct academic writing. The proof shows that EFL students who engage in the practice of paraphrasing will not engage in the practice of plagiarism. In contrast, those undergraduates who do not engage in paraphrasing will plagiarize (Hasanah & Fatimah, 2020). Identifying and describing closely copied sections or close paraphrases, as well as passages that are not close paraphrases, will be critical tasks that need establishing consistent, repeatable methodologies. It led many to conclude that paraphrasing instruction could assist students to avoid the pitfalls of textual plagiarism. However, when students rewrite a passage, they often make major changes that are not apparent in the original. Such descriptions are necessary to grasp the range of paraphrasing approaches high school pupils use (Keck, 2006). Moreover, individuals use paraphrasing to communicate their thoughts (Shi et al., 2018). Furthermore, paraphrasing and summarizing are two examples of seemingly simple academic literacy skills, but they are quite complex and depend on the writer's familiarity with the subject matter, the academic character of quotation procedures, and the argumentative functions served by incorporating citations into specific kinds of academic writing. Paraphrasing to avoid plagiarism is a skill that many students lack (Shi, 2012).

Additionally, digital media has elevated language learning (Arani, 2016). Her findings revealed that paraphrasing efficiently elevates students' experience in English syntax. The significant distinction between the pre-test and post-test indicated that the SMS application supplementary has been effective in paraphrasing sentences (Arani, 2016). The digital paraphrase was designed to change the matching words through software and never intended to duplicate human language (Sulistyaningrum, 2021).

The findings indicated that paraphrasing in the classroom improved students' writing achievement. Also, according to the findings of the t-test conducted on matched samples, there was a medium category effect of employing the paraphrasing approach to improve English students' writing abilities. It supported by Hans (2019) found that using a paraphrasing strategy can improve students' writing ability and that it significantly affects their writing ability. The findings and the previous study are related results that all have the same outcome. The paraphrasing approach can be used to make the text simpler to understand. Teaching paraphrasing techniques to help students extract key ideas and concepts from the text and compress important information was successful. Furthermore, the previous study shows that paraphrasing can enhance students' writing skills. Therefore, this research is pertinent to address the issue with the research's historical context.

However, the study illustrates that the paraphrasing strategy could not assist the EFL/ESL students in enhancing their writing skills (Singh, Mun, Lee, & Choy, 2013). Other findings imply that paraphrasing instruction appears to have improved students' abilities but did not raise their knowledge of the significance of learning proper text-borrowing techniques (Oda & Yamamoto, 2007).

Conclusion

The researchers came to various conclusions about their study according to the data analysis description provided in the results and discussion, such as the following: (1) The significance level of the experiment was determined to be 0.05 with a two-tailed alpha of 0.000, as determined by the paired samples test performed with SPSS 25, allows one to conclude that The fact that the H0 (Null hypothesis) was rejected while the Theory Y assumptions (Ha) was approved indicates that there is a positive impact that the use of paraphrases has on the writing ability of students of 4th-semester students of Universitas Sulawesi Barat. (2) The effect of the experiment class was 0.44 times greater than that of the control class. The facts demonstrated that the application of paraphrasing in the experiment class successfully dealt with the medium category.

Further investigation was expected to explore the paraphrasing strategy and provide more qualitative descriptions of effective and acceptable paraphrases. Hence, another researcher may identify specific paraphrasing techniques that may aid authors learning English as a second language to go past imitation as a translanguaging approach.

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