

**AN ANALYSIS OF PARAPHRASING TECHNIQUES BY STUDENTS IN
WRITING A RESEARCH PROPOSAL TASK IN FIFTH SEMESTER
STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM OF THE
UNIVERSITY MUHAMMADIYAH KOTABUMI 2023/2024**

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Abstract: *There are many techniques to avoid plagiarism in academic writing, paraphrasing is the most important one. Students often struggle with paraphrasing their quotations correctly and effectively. Furthermore, to overcome this challenge it is important for students to apply some paraphrasing techniques in their writing. The purpose of this study is to describe the paraphrasing techniques used by students and the most dominant techniques used in students' research proposal assignments. This study uses qualitative research that examines 58 paraphrases from 8 research proposal assignments of fifth semester students of English Education Study Program, Muhammadiyah University of Kotabumi. The category of paraphrasing techniques from Bailey 2015 is used in this study as well as the instrument to collect data. The instrument used is document analysis. Data analysis is carried out in several stages: collecting data, identifying data, finding the original source of data, comparing the original source and paraphrase, analyzing data, and interpreting data. The findings show that there are three paraphrasing techniques applied in students' research proposal assignments. Those three techniques are changing vocabulary with synonyms, changing the word class, Changing the word order. Researchers also found that the most dominant technique used by students in writing research proposals was changing vocabulary with synonyms. The paraphrasing technique can be effectively utilized in academic writing, particularly by students, as it allows for the avoidance of plagiarism while simultaneously encouraging the development of original ideas. Considering that this study only focuses on paraphrasing techniques without examining potential errors, future research is suggested to investigate various forms of errors in paraphrasing, not only in surface structure but also in the paraphrasing strategies used.*

Keywords: *Paraphrasing, Paraphrasing Techniques, Research Proposal Task*

Abstrak: Ada banyak teknik untuk menghindari plagiarisme dalam penulisan akademis, parafrase adalah yang paling penting. Mahasiswa sering berjuang dengan parafrase kutipan mereka dengan benar dan efektif. Lebih lanjut, untuk

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mengatasi tantangan ini penting bagi mahasiswa untuk menerapkan beberapa teknik parafrase dalam tulisan mereka. Tujuan dari penelitian ini adalah untuk menggambarkan teknik parafrase yang digunakan oleh mahasiswa dan teknik yang paling dominan digunakan dalam tugas proposal penelitian mahasiswa. Penelitian ini menggunakan penelitian kualitatif yang meneliti 58 parafrase dari 8 tugas proposal penelitian mahasiswa semester lima Program Studi Pendidikan Bahasa Inggris, Universitas Muhammadiyah Kotabumi. Kategori teknik parafrase dari Bailey 2015 digunakan dalam penelitian ini serta instrumen untuk mengumpulkan data. Instrumen yang digunakan adalah analisis dokumen. Analisis data dilakukan dalam beberapa tahap: mengumpulkan data, mengidentifikasi data, menemukan sumber asli data, membandingkan sumber asli dan parafrase, menganalisis data, dan menafsirkan data. Temuan menunjukkan bahwa ada tiga teknik parafrase yang diterapkan dalam tugas proposal penelitian mahasiswa. Ketiga teknik tersebut adalah mengubah kosakata dengan sinonim, mengubah kelas kata, dan mengubah urutan kata. Para peneliti juga menemukan bahwa teknik yang paling dominan digunakan oleh mahasiswa dalam menulis proposal penelitian adalah mengubah kosakata dengan sinonim. Teknik parafrase dapat dimanfaatkan secara efektif dalam penulisan akademik, khususnya oleh mahasiswa, karena memungkinkan penghindaran plagiarisme sekaligus mendorong pengembangan gagasan orisinal. Mengingat penelitian ini hanya berfokus pada teknik parafrase tanpa menelaah kesalahan yang mungkin terjadi, penelitian selanjutnya disarankan untuk mengkaji berbagai bentuk kesalahan dalam parafrase, tidak hanya pada struktur permukaan, tetapi juga pada strategi parafrase yang digunakan.

Kata Kunci: *Parafase, Teknik Parafase, Tugas Proposal Penelitian*

I. INTRODUCTION

Writing in English is not easy to understand for both foreign and native learners. To translate their own words from their language into the target language, the writer should pay more attention to the structure of their language. Astuti *et al.* (2020) state that writing is an important language skill because it allows one to learn, explore, develop, and enhance language skills. Writing is

also a complex process that allows the writer to express their thoughts and ideas to become visible and real.

According to Lubis (2023), writing is a form of representation of speech. Some students experience challenges in writing, especially those who are just starting, because they may not have written much in their first language or may not have

the concepts needed to improve their writing.

In the 21st century, students who will take the final semester before they make a thesis or conduct research are given a project to make a research proposal without conducting further research. According to Rastri et al., (2023). Research proposals are part of academic writing, enabling students to think critically and comprehensively about an identified topic. Thus, a research proposal becomes a requirement for university students before they continue to write a thesis for further research. The research proposal is a piece of scholarly writing that must follow certain guidelines.

The process of creating a research paper includes each phase of the writing process, from introduction to conclusion (Reg, 2019). When we write a scientific work, we need to reference many previous studies related to our research. References assist the researcher in answering the question formulated. The references used in writing must provide a citation in the

body of their papers (Gaspar & Shepherd, 2009). In a writing research proposal, it is important to avoid plagiarism (Training et al., 2024). Plagiarism is when you take someone else's work and claim it as your own. Read Paraphrasing is one of the useful strategies to prevent plagiarism. In this sense, paraphrasing enables students to utilize the thoughts of others without directly replicating their words, thereby avoiding plagiarism. Instead of merely duplicating the information, the writer shows that they have a thorough understanding of the referenced content by rephrasing it in their own words. Additionally, paraphrasing enables the writer to modify the sentence structure and linguistic style to better suit the writing's flow and context, which facilitates reader comprehension.

Paraphrasing is rephrasing the whole of the ideas using own words; it has the same length as the source text. At the same time, a summary provides the main points, shorter than a paraphrase. It is different from summarizing. Moreover, before

paraphrasing, students need to understand the information well and clearly understand it. Having paraphrasing skills assists students in completing a writing assignment. Several studies have been conducted on students' techniques of paraphrasing. The paraphrasing taxonomy as presented by Keck (2006) is classified into four types: near copy, minimal revision, moderate revision, and substantial revision. Using taxonomy paraphrasing, it can identify the quality of paraphrasing products and the techniques. Pertiwi (2019) investigated students' paraphrasing techniques through paraphrasing tasks. Students frequently applied to change synonyms as the most frequent technique of paraphrasing. It was the easiest and simplest technique to do. The types of paraphrasing produced by students are commonly near copy and minimal revision, caused by the lack of vocabulary mastery, limited knowledge of paraphrasing techniques, and an inappropriate learning strategy.

The English Education Department is one of the Teacher Training

Education Faculty at the University of Muhammadiyah Kotabumi. This department, after being in the fifth semester students will be given a project to make a research proposal in the Seminar on the ELT course. The students would be asked to make a research proposal and apply the paraphrasing techniques—each research proposal written with various paraphrasing techniques in the Seminar on ELT.

This research is different in two ways, namely the aspects sought and the research subject. The two previous studies above investigated the way to develop students' writing and academic writing using paraphrasing techniques. In this research, researchers tried to investigate the paraphrasing techniques used by students in writing research proposals. The subject of this research is also different from previous studies.

Nevertheless, the researcher investigates students' paraphrasing techniques in the research proposal task of fifth-semester students at the University of Muhammadiyah Kotabumi in the academic year 2023/2024 and analyses the

dominant type of paraphrasing techniques. This study focuses on identifying paraphrasing techniques in the research proposal task,

especially the underlying theory written by fifth-semester English Education students.

II. LITERATURE REVIEW

a. Definition of Writing

Based on Risa (2014) writing proficiency is the capacity to communicate thoughts, feelings, and ideas to others using written symbols in a way that helps readers comprehend the concepts or information being presented. So, writing means expressing in writing ideas, opinions thoughts, and feelings. Besides, writing is putting graphic symbols that represent language that others understand.

Kalbarinda *et al.* (2018) state that writing is a product of a skill other than speaking skill. Writing is one of the most expressive and productive language skills. It's said to be expressive because writing is the result of thinking and feeling that can be poured out through motor activity through scratches of hands. The latter is said to be productive because it is the process of producing

language units in the form of real works until they are born in written form. In writing, all the elements of language skills must be fully concentrated to get a really good result.

Writing is the process of pouring a person's thoughts, ideas, and feelings into the form of writing. Writing can also be defined as the process of turning someone's thoughts, dreams, or feelings into meaningful writing, signs, or symbols. Writing is the act of putting ideas and sentiments into words that are meant to be understood by the reader and act as a conduit for more covert forms of communication. Writing, then, can be defined as an individual's activity that involves communicating ideas to readers in a written form such that readers can understand them. The abilities and demands of the reader must be considered by the writer.

Based on the description above, it can be concluded that writing is one of the most important language skills because it allows someone to convey ideas, thoughts, feelings, and information indirectly thru symbols or writing that can be understood by the reader. Writing is not only expressive, as it is the result of the author's thinking and feelings, but also productive, as it produces a tangible work in the form of writing. In the writing process, authors must consider the abilities and needs of the readers so that the message is conveyed clearly. In addition, writing plays an important role in the world of education because thru writing activities, students can develop, organize, and communicate knowledge in various written forms such as essays, scientific reports, short stories, poems, and others. Thus, writing is a complex yet essential skill in the communication and learning process.

To write well, there are several aspects which should be considered by students. According to Syafii (2007), there are five aspects of writing, namely content,

organization, grammar, mechanics, and vocabulary.

b. Writing Difficulties

Writing is a difficult intellectual endeavor that requires a variety of skills, some of which students may only have partially acquired and some of which they may completely lack. Parmawati, Santoso, and Yana (2020) state that students have to struggle significantly with writing, and if someone does not write well, he will find difficulties in the process of learning, education, and work. However, writing is an important skill because writing is the way to share and deliver our ideas in our brain into writing language and writing also is a tool of communication indirectly to express what is thought and felt.

Many consequences can lead to a major decline in student academic achievement if they have a weak foundation in writing. Writing is not only essential to developing their academic achievement but also contributes to their social and emotional development. Moreover, in this competitive world, writing is also one of the skills needed to excel. Their inability to write well can

affect their chances of getting a job in the future. Therefore, this problem needs to be dealt with effectively. However, teaching writing becomes difficult because of the challenges students face in learning writing skills. Some of the challenges faced by EFL students are lack of vocabulary, poor grammar, poor spelling, student preparedness, and lack of exposure to books and reading materials

In linguistics, there are some difficulties in writing that students experience. The first is a lack of vocabulary. Lack of vocabulary causes students to face the challenge of acquiring writing skills (Misbah et al. 2017). Vocabulary is a fundamental element in the composition of sentences that are the core of effective writing skills (Asep, 2014). Students convey their thoughts, opinions, and feelings to others around them daily through written and spoken words. Students can communicate their ideas more effectively while speaking or writing if they have a strong vocabulary.

In addition to difficulties at the writing stage, students often

experience difficulties on non-linguistic. The first is Student readiness, which is another challenge in learning to write and it is supported by (Magombo 2015). According to Winarso (201) To be able to complete a task successfully, preparedness is crucial. Such preparedness can be both physical and mental. If this doesn't happen, students will have trouble writing. The student will not be mentally ready to study in the classroom if he is not ready. Students need to prepare before entering the class. Magombo (2015) motivating and attracting students can help students' readiness to learn to write.

The second is lack of motivation, Lack of motivation is another challenge facing students. If students are not motivated, they may not be interested in continuing their learning. Important motivation in improving student learning results is claimed (Gbollie & Keamu, 2017). Teachers can motivate students by commending them with simple motivational expressions such as saying "Good work!", "Great work!" and "Continue!" and so on. Positive

appreciation will make students step further in their learning process.

The third is the lack of student interest. According to Anyiendah (2017), the lack of student interest is another challenge. Developing writing skills is always challenging, but it's always an exciting task. Especially in terms of writing, some students are out of the zone. Because writing requires a wide range of knowledge to generate quality work, students become less interested in the genre. To write well, students must be proficient in reading comprehension, grammar, vocabulary, spelling, and sentence structure.

c. Writing Strategy

According to writing strategy is the deliberate choices made by writers to solve a writing problem. When it comes to choosing the writing techniques that will be applied, the user is well-informed. That is, the choice of whether or not to utilize a specific technique rest with the user. They also clarify that the goal of employing writing strategies is to address a writing challenge. Experts suggest four stages based on the (Abulyatama *et al.* , 2022 ; Oshima and Hogue , 2007

; Gebhard , 2006) there are four strategies to the writing process: prewriting, drafting, revising, and editing

d. Definition of Research Proposal

A research proposal is a document that outlines a research project's goal, significance, and practical application, i.e., how it will be done. According to Sajjad (2016) research proposal is a document written by a researcher that provides a detailed description of the proposed program. It should establish a need for the research within its field and must also convince readers about its credibility, achievability, practicality, and sometimes even reproducibility. A research proposal is "a detailed plan of a study designed to investigate a research problem, including a description of the background, purpose, methodology, and expected contributions of the proposed research" (Creswell & Creswell, 2018). Some may be shorter, and others may be longer, so be sure to check the specific requirements and examples from your program. A research proposal is a document that describes the

essential features of a study to be conducted in the future, as well as the strategy whereby the inquiry may be logically and accomplished.

Based on the description above, it can be concluded that a research proposal is a document containing a detailed plan regarding the objectives, background, methods, and contributions of the research to be conducted. This proposal must demonstrate the importance of the research, as well as convince the reader that the research is feasible, achievable, and beneficial. Thus, the research proposal becomes the main guideline for conducting research systematically and purposefully.

e. Definition of Paraphrasing

Writing for academic purposes generally presents some information based on research results written in formal language. Several theories are usually collected to support academic writing. A researcher is possible to use the same theories as others but to avoid similar research, it shall be delivered in a distinguishable manner. Therefore, to apply some theories, researchers or writers need a strategy to convey their ideas by

paraphrasing. According to Starkey (2021), Paraphrasing means expressing something spoken or written by another person in your own words. You may use the original writer's language in your paraphrase, but only for a word or brief phrase, which should be put in quotation marks.

In advance of paraphrasing, it is necessary to comprehend the original text because paraphrasing means a transcendent skill to interpret and reconstruct an idea or concept in writing. By retaining the same idea and citing the original writer's thoughts, Irmadamayanti (2018) argues that paraphrasing should distinguish between the source text and the paraphrased version, thus becoming a method for academic purposes. As retrieved from the University of Waterloo's website, paraphrasing means obtaining the notion from the writing of the original author and restating it with other words concisely and understandably.

Considering the aforementioned theories, paraphrasing in academic writing is an essential skill intended

to describe the main idea from an original text by restructuring and converting the sentences into students' own words or statements with a proper citation in order to make the paraphrased version better to be comprehensible by the readers. Based on the description above, it can be concluded that paraphrasing is an important skill in academic writing that aims to restate the main ideas of the original text using different words and sentence structures without changing its meaning. Paraphrasing requires a deep understanding of the source text, clear language use, and the inclusion of appropriate citations. Thus, paraphrasing helps writers avoid plagiarism, clarify ideas, and improve the quality of academic writing.

f. The Problems In Paraphrasing

Even though students already know the concepts and techniques of paraphrasing, they still face difficulties. Relia *et al.*, (2021) investigated students' ability to paraphrase paragraphs. Three aspects of the paraphrase were studied and analyzed.: information content,

choice of words, and writing convention. The students still made some mistakes while paraphrasing, which is considered unacceptable. The most challenging method for students is word selection. Among other things, it indicates the lowest overall score.

Moreover, Mira & Fatimah (2020) argued that the main problem faced by students English Language Education Study Program of UNP academic year 2017 was that several learners still need clarification on the differences between summaries and paraphrases. A lack of practice also influenced the difficulty of paraphrasing. Furthermore, there needed to be a book source to provide mastered paraphrasing in academic writing.

A similar issue with paraphrasing also plagued the mechanical 15 engineering vocational school students. According to Drivoka Sulistyaningrum, (2021) the most challenging challenges in terms of content, structure, language, paraphrasing technique, employing punctuation, recognizing the part of speech, and capacity to provide the same information as the original.

Additionally, using internet tools for paraphrasing might assist pupils in overcoming their paraphrasing challenges. A recent study by Rusdianto & Fitrawati (2022) found that the problems in students paraphrasing paragraphs are understanding the source text and finding an appropriate synonym. Those became a great challenge for the writer to convey the message to the target text. The result was that most students in paraphrasing products could be categorized as unsatisfactory.

On the whole, lack of reading comprehension and practice of paraphrasing are the leading causes of the barriers faced by students. Reading the habit of reading English texts may help students understand the information well.

Based on the description above, it can be concluded that students face various obstacles in paraphrasing, particularly in understanding the source text, choosing the right synonyms, avoiding changes in meaning, and applying correct sentence structure. This problem is usually caused by limited

vocabulary, low language proficiency, lack of practice, and poor reading comprehension. Therefore, consistent reading improvement and paraphrasing practice are essential for producing accurate and acceptable paraphrases.

g. The Technique of Paraphrasing

Changing vocabulary with synonyms is synonyms are words that have the same meaning. The procedure of substituting synonyms is pretty simple. Since the author only needs to change the words from the original document to our word. Nonetheless, the selection of synonyms related to the original context must be checked.

Changing the word class:
Original: Pronunciation influences how clearly a message is delivered, and different phonological features can affect listeners' understanding. (Gilakjani, 2016). Paraphrase: Gilakjani (2016) explains that pronunciation plays an essential role in listening comprehension because

phonological features contribute significantly to how messages are perceived. The verb “**influences**” in the original sentence is not repeated in the paraphrase; instead, it is expressed implicitly through the noun phrase “**plays an essential role.**” This represents a shift from a verb (*influences*) to a nominal construction emphasizing the importance of pronunciation. Changing the word order is word order means presenting ideas in a different order from the original text. This ensures that the structure of the paraphrase does not look too similar to the source text.

III. RESEARCH METHOD

a. Method

This research use qualitative research to collate the data. Qualitative research is the study of the nature of phenomena, which include feelings, ideas, or experiences Chinyere and Val (2023). In qualitative research, the researcher becomes an instrument. Therefore, in qualitative research, the instrument is a person or a human instrument. qualitative research relates to the ideas, perceptions, opinions, or beliefs of the people

surveyed, and all of them cannot be measured by numbers. Lubis and Husein (2023) state that the researchers used qualitative research to analyze data collected in words, images, and not numbers.

b. Place of Research

This research will be conducted at the University Of Muhammadiyah Kotabumi, in the fifth semester English Education study program. Muhammadiyah University Kotabumi is located Jl. Hasan Kepala Ratu nomor 1052 Sindang Sari, Kotabumi, Lampung Utara. The reason researchers conduct research at UMKO is that 1) Kotabumi Muhahammadiyah University has an English language study program that includes writing courses and learning about paraphrasing techniques.

c. Data Source

In this study, data was taken from students who wrote research proposals task for the fifth semester of the English Language Education Studies Program at Muhammadiyah University of Kotabumi for the academic year 2023/2024. Considering the limitation of the source and the citations that fall into

the category of paraphrasing while conducting this study. This study focuses on the literature review section because this part includes more paraphrases by student researchers who have conducted preliminary research, to determine the students who will be the subjects of the research. Researchers found that students in the fifth semester of the English education study program consist of as many as 26 students. The researcher determined that the subject of the study would be focused on the students who have chosen three students who have the highest academic performance index in the Class. Based on their writing scores from the lecturer of the Advanced Writing course, Mrs. Rulik Setiani, S. S., M.Pd. From the results of the collected writing scores, the researcher identified 15 students with very good grades (A) / (A-) who will be selected as research subjects. 7 out of 15 students have participated in "*Kampus Mengajar*" activities so they are not followed the subject. Then only 8 students are participating in the course. The students are each identified by the

initials: BP, NNF, MA, CV, EDA, PA, YKH, NMS. This study focusses on literature review section because this part includes more paraphrase by students. These subjects are chosen by considering that those who achieved "Very good" categorization should have applied various different paraphrasing types.

d. Research Instrument

In this study, to find out student paraphrasing techniques in research proposals, the instrument used by the researcher is document analysis. According to Ary et al (2010), document analysis focuses on analyzing and interpreting recorded material to learn about human behavior. The material may be in public records, textbooks, letters, films, or other documents. In this study, the researcher used students paraphrasing in the Research Proposal document as the data. The researcher analyzes students paraphrasing techniques in the literature review section on for students with excellent writing Very Good (A) students of fifth semester students at Universitas Muhammadiyah Kotabumi.

e. Data Collecting Technique

In data collection, there are several ways that can be used in qualitative research. The researcher collected the data in student paraphrases of exemplary students research proposal tasks. The number of research proposals is eight. The researcher only focuses on analyzing the literature review section, which consists primarily of paraphrases of research proposals. In order to compare the paraphrase and the sources chosen, the researcher should find the sources that students used to create their research proposals. Then after collecting the students' paraphrases in research proposals, the next step is to compare the paraphrase with the original sources and the researcher analyzed the results of the data to find out the paraphrasing techniques in students research proposals.

f. Planning of Testing Validity and Reliability of The Data

Validating research findings is crucial for influencing conclusions and analyses in all kinds of studies. If the data is not valid the analysis is not reliable. Precision and accuracy of the data collected are essential to

validate the results of the research, that is, to influence the findings and analysis. In this study, the researcher uses the peer debriefing method, to test the validity of the data. The method is chosen by the researcher so that the results obtained from the study can be concrete. Komariah (2014) explains that peer debriefing is a discussion process with colleagues who understand the research being conducted to reduce subjectivity in analyzing and processing data. In this case, the peer will be the advisor of the researcher.

The researcher analyzed the data and made a conclusion using the theory by Pieterick in Injai (2015) and conducted the data analysis procedure as follows:

3.6.1 Reading and identifying quotes that fall into the paraphrase category, specifically focusing on the citations found in chapter two literature reviews.

3.6.2 Finding the original source and comparing the selected paraphrase with the original source.

3.6.3 Analyzing for code the selected paraphrasing based on techniques of forming paraphrase by (Bailey, 2015):

a. Changing vocabulary with synonyms (replace a word with its synonyms) = Vs

b. Changing the word class (changing nouns into adverbs, verbs, or adjectives) = Wcls

c. Changing the word order (changing the order of words in a sentence) = Wo

3.6.4 Categorizing students' paraphrases based on the paraphrasing techniques

3.6.5 Determine student's dominant type of paraphrasing techniques

3.6.6 Displaying the data by breaking down the results obtained through sentences that have been researched by the author

3.6.7 Interpreting the data by creating tables to make it more organized, easier to understand, and comprehend. After that, the researchers concluded the research findings.

IV. RESEARCH RESULT

After the researcher read and selected the data, the researcher presented the results of the research in this chapter. These results are obtained from the data that had been analyzed (document analysis). This

data came from the paraphrase analyzed in student's writing research proposal task in fifth semester of English Education Study Program Universitas Muhammadiyah Kotabumi graduated in 2023-2024. In the paraphrase analyzed, each paraphrase was analyzed and selected based on the strategies found in each paraphrase.

Then in selecting the research data, the researcher analyzes all the chapter in student's research proposal. In this study, student paraphrasing strategy are divided into 3 (three) types, namely changing vocabulary with synonym; changing the word; and changing the word order.

Research Proposal analysis has been carried out on students paraphrasing techniques. Based on the investigated that have been carried out by researcher through document analysis techniques. From the identification of all research proposal, the researcher found 94 citation, 36 of which were direct citation, while the 58 were paraphrase. Research proposal 1 contained 3 direct citation and 9

paraphrase, Research proposal 2 contained 3 direct citation and 10 paraphrase and Research proposal 3 contained 4 direct citation and 9 paraphrase. Research proposal 4 contained 3 direct citation and 5 paraphrase. Research proposal 5 contained 4 direct citation and 6 paraphrase. Research proposal 6 contained 5 direct citation and 8 paraphrase. Research proposal 7 contained 6 direct citation and 6 paraphrase. Research proposal 8 contained eight direct citation and 5

paraphrase. Then, the number of paraphrase of the entire research proposal is 58. Then in condensing data, the researcher has found that there are 3 techniques used in student research proposal. The Techniques used are changing vocabulary with synonym, changing word class, and changing word order. The researcher has presented the following summary of the results analysis that has been researched from all the research proposal.

TABLE 4.1
RESULT OF STUDENT PARAPHRASING STRATEGIES

Research Proposal	In Direct Citation (Paraphase)	Paraphrasing Techniques
1	9	5 (Vs), 2 (Wcsl), 2 (Wo)
2	10	6 (Vs), 2 (Wcsl), 2 (Wo)
3	9	6 (Vs), 1 (Wcsl), 2 (Wo)
4	5	3 (Vs), 1 (Wcsl), 1 (Wo)
5	6	4 (Vs), 1 (Wcsl), 1 (Wo)
6	8	5 (Vs), 2 (Wcsl), 1 (Wo)
7	6	3 (Vs), 2 (Wcsl), 1 (Wo)
8	5	1 (Vs), 1 (Wcsl), 3 (Wo)
Total	58	used three techniques; changing

There are many techniques used by students in their research proposal. In this study, the students

vocabulary with synonym changing word class, and changing word order. From all techniques of paraphrase

used by students, the researcher found that the most used dominant technique by students was *changing vocabulary with synonym*. In this case, students changing the word into the synonym forms. This techniques of paraphrase was found and frequently used in all paraphrases in students research proposal.

V. DISCUSSION

In the eight-research proposal analyzed in this study, the researcher obtained two findings. Firstly, the researcher found 3 (three) techniques of paraphrase. These techniques were changing vocabulary with synonym changing word class, and changing word order. The 3 (three) in line with Bailey (2015) who identified 3 (three) techniques; changing vocabulary with synonym changing word class, and changing word order. The researcher found the same three techniques in students paraphrase.

In all of eight Research Proposal, the researcher found that students used all techniques by Bailey (2015). These techniques were changing vocabulary with synonym changing word class, and changing word order.

Secondly, from all techniques of paraphrase used by students, the researcher found that the most used dominant technique by students was *changing vocabulary with synonym*. This techniques of paraphrase were found and frequently used for paraphrases in students research proposal.

These findings completed previous studies early conducted by several researchers. For example, Sanak et al. (2023) with the title “An Analysis of the Introductory Part of Research Proposals Written By The Students Of the English Study Program” produce several strategies used by students in reading and writing. The types of paraphrasing strategies are: using synonym, changing active sentences to passive sentences or vice versa, and changing direct quotations to indirect quotations.

Meanwhile, in this study the researcher found there were 3 (three) techniques of paraphrase used in students theses. These techniques were changing vocabulary with synonym changing word class, and changing word order. Then, from the

strategies of paraphrase found, the researchers found the most frequently used techniques of paraphrase in students thesis was *changing vocabulary with synonym*. In this case, students changed the word into the synonym forms.

VI. CONCLUSION

From the results of the study, the researcher found paraphrasing techniques used in students research proposal. The researcher obtained 3 (three) techniques used in paraphrase. Those 3 (three) in line with Bailey (2015) who identified 3 (three) techniques; changing vocabulary with synonym, changing

word class, and changing word order. The researcher found the same three techniques in students paraphrase. From these three techniques, the researcher found that there were 31 citations that were included in changing vocabulary with synonyms, then there were 11 citations that were included in changing the word class and there were citations that were included in changing the word order. The most common technique found by students was changing vocabulary with synonym. This techniques of paraphrase were found and frequently used for paraphrases in students research proposal.

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