

ANALYZING THE PARAPHRASING TECHNIQUES IN ACADEMIC WRITING SKILLS AND THE PARAPHRASING CHALLENGES ACROSS GENDER

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Article Info	Abstract
<p>Article History Received: November 2023 Revised: December 2024 Published: January 2024</p> <p>Keywords Gender Differences; Paraphrase techniques; Challenges of paraphrase;</p>	<p><i>Gender differences is assumed as the general individual's differences that exists and catches an attention of many aspects in ELT. Writing techniques could have examined and yielded the potential facts in gender differences on the development of writing proficiency in English language learning. The study aims at identifying paraphrase techniques in gender differences and to explore the challenges the students encountered. A Mixed method research design was carried out. The participants of this study were 33 male students and 34 female students for writing test and 5 male students and 5 female students for interview. Data collection involved the distribution of writing tests to the participants and doing interview. The findings showed that the frequency percentages for male students NC 14%, Mi.R 27%, Mo.R 28%, SR 31% & for female students NC 31%, Mi.R 21%, Mo.R 29%, SR 37%. The most frequent paraphrase technique employed by male and female students is moderate revision (SR). Then, male students (57,73%) are more dominant than female students (41.32%) in using syntactical paraphrase, male students (37,65%) more frequent than female students (32,62%) in using semantic paraphrase, female students (26.06%) are more frequent than male students (4.62%) in using organizational paraphrase. The paraphrase challenges found on how to organize the ideas, problems of source text comprehension, problems of stylistic styles of writing, grammar or rules of sentences and vocabulary knowledge (Language Proficiency-Based Problems).</i></p>
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INTRODUCTION

Learning English as a Foreign Language (EFL) also requires mastering both in mastering spoken language skills and writing skills (Pervaiz et al, 2021). The role of the English teachers has important role in designing an English learning approach or a technique not only in speaking and reading skills but also in a writing skill. Writing is a skill to clearly and easily understand information and communicating with representations of symbols and signs (Pervaiz et al, 2021). It is developed as a very important skill for a writer among students, lecturers, and researchers in the academic and professional world. However, writing is the most difficult skill and thus requires a lot of practice because it has many different genres, each type has dynamics, types of writing formats, and varied text structures. There are several problems found; structures, punctuations, spellings, words-choice, content repetition, mother tongue interference, and type identification (Peter & Singaravelu, 2020). A number of related studies on the use of paraphrasing techniques in academic writing skill improvement

(Ariyanti & Anam, 2021; Zohra et al, 2022). They said also the use of Paraphrasing software to improve learning to write. The strategies for using paraphrasing techniques (Pratama et al, 2022). Students' skills in carrying out paraphrasing techniques for literature studies (Akbar, 2020). Here, the reserachers had explored the types of paraphrasing techniques used by students across Genders. The use of paraphrasing techniques based on genders has never been studied. The benefits of this research can provide insight to English teachers to be able to design appropriate types of techniques for English learners in writing skills courses based on Genders, because male and female learners have their own uniqueness in learning an academic writing. The importance of understanding concept of paraphrasing and being awared of applying the principles of paraphrasing skills have might ciontributed to academic writing skills and impact positively on how to prevent the plagiarism. Paraphrasing aims to encourage students to creatively develop their writing skills. Thus, the benefits of using paraphrase techniques prompted to investigate three questions, namely; (1) What is the most-frequent paraphrase technique that male and female students used in rewriting based on Keck's paraphrasing Models? (2) What is the most-frequent paraphrasing technique that male and female students used in rewriting based on modified Jackie Pieterick's paraphrasing strategies? and (3) What the paraphrasing challenges did male and female students face in rewriting? The novelty of study is specifically concerned with the examination of the most dominat usage of paraphrase technique and problems in gender differences.

This a kind of study had been carried in a lot of perspectives but the gender difference perspective is limited. As Al-Saadi (2020), a growing body of study about writing has suggested that female students outperformed to male students in some aspects of writing but understanding of gender differences is still limited. However, a number of studies on paraphrasing strategies dealing with paraphrasing to improve writing skills and the students' strategies (Ismail et al, 2020; Pratama et al, 2022). A paraphrasing as a strategy to develop reading comprehension and relatinship of paraphrasing with reading comprehension and vocabulary (Barua, 2021;). Lots of studies on writing acros genders and towards plagiarims (Alimorad, 2020; Jereb et al, 2018; Pagaddu, 2021). Genders effect on EFL writing strategies in text-genres (Mortaji, 2019). This research assured no study discussing about the use of paraphrasing strategies based on genders' preference and suggested the importance of present study providing a new perspective on ELT in writing proficiency, paraphrasing strategies in EFL contexts, selecting appropriate paraphrase strategies in gender differences.

Literature Review

Writing Proficiency

Learning to write is part of an academic activity that requires mastery of cognitive aspects, sociocultural aspects, and linguistic competence (de Oliveira & Silva, 2016). This means writing skills must have special skills that can express opinions and thoughts clearly and efficiently. However, writing skills can be optimized if students master several writing techniques, such as how to get ideas in writing, how to write ideas in sentences, how to organize ideas chronologically and coherently, and how to properly review and improve your writing (Isra' & Asrobi, 2018). The use of techniques, methods, or approaches is an important part that cannot be separated in the process of the effectiveness of learning to write. It is said that techniques, methods, and approaches are needed to arouse students' interest in carrying out writing skill activities, writing exercises, and improving other writing skills (Airey, 2016). The importance of using effective writing techniques and approaches is a step taken by students to assist in the process of acquiring, storing, and retrieving information (Hussain, 2017). So, determining the use of writing strategies that refer to the use of techniques, attitudes, or actions, learning to solve problems, and using strategies is oriented towards making the learning process more effective and efficient. Attention must be paid to using the right technique and it is a difficult cognitive skill because on the one hand, it requires high-

level thinking capacity, language competence, and high memory (Fatmawati et al, 2022). Changing the existing writing techniques or strategies as the way to assist the university students' academic writing skills in which those have ineffective writing learning activities (Madjid, et al, 2017).

Several writing activities involve setting goals, generating ideas, organizing information, selecting languages, drafting, reading and reviewing, revising and editing processes. Isra' and Asrobi (2018) suggested that five aspects must be met in making good writing, namely content in the form of ideas, text organization, diction, use of language in the form of grammatical structures, mechanics, in the form of technical aspects in writing; punctuation, capitalization, paragraphs, and spelling. Thus, the need to write well is a must. Conversely, if someone writes without paying attention to the guidelines, she/he will find difficulties. Therefore, writing is a complex activity that is neither easy nor spontaneous for learners (Fatmawati et al, 2022). However, it usually gives the students problems in English language learning, especially in academic writing activities, such as writing papers, research proposals, and reports. In addition, writing is the most difficult language skill of the four skills. Fortunately, several studies concerning how to effectively develop writing skills to contribute to the development of the student's writing ability show several writing strategies which can be used to avoid the students' writing problems. The strategy used in writing learning activity is a paraphrasing technique.

Paraphrasing Techniques

Even paraphrasing is the principal devices to do borrowing strategies in academic writing activity, there is little attention in both the pedagogical activities and English second language research literatures (Cesme, 2022). The different types of paraphrase can be described by several studies designated on the use of paraphrasing strategies over years (Sun & Yang, 2015). The aforesaid studies suggest the results have significant role to classify the types of paraphrasing, but the definition and classification of what appropriate and effective paraphrasing is still substantially can be changable on what extent to borrow the lexical and syntactical structures of the source texts. However, here study of paraphrasing is defined as part of writing skills by rewriting written text sources using the author's language systematically and semantically while maintaining the substance of the main idea (Pratama et al, 2022). If a word changes lexically and syntactically, but is still intact or semantically consistent, then it is referred to as a paraphrasing process (Hasanah & Fatimah, 2020), or a process of rewriting text but still maintaining the original meaning (Vrbanec & Meštrović, 2020). It is also called borrowing text from primary sources in academic writing, a process of conveying ideas from sources using one's language (Akbar, 2020). This technique is a process of relaying information by integrating linguistic features, such as synonyms, substitution, changing word forms, and changing sentence patterns. So, paraphrase is a skill is subjected to be possessed by a writer in academic writing activities.

Keck (2006 cited in Pratama et al, 2022) said that a paraphrasing technique is an effective technique to synthesize and integrate ideas in writing. Paraphrase is a major skill in academic writing aiding learners to avoid plagiarism (Rezkilaturahmi et al, 2021). It is also recognized as the rewriting, restating, and rewording process to rephrasing the sentences of the source texts in different forms by changing the words in sentences, changing the sentence structures, and sentence fractures (Escudero et al, 2019). As a result, the students can combine and integrate the language elements of the source texts with their language features by modifying the ideas without removing the essence of the source texts. Paraphrase technique is not only used for writing literature reviews but also to avoid plagiarism in writing scientific papers in journals (Ariyanti & Anam, 2021; Zohra et al, 2022).

As Sarwat et al, (2021), the problems that are often found in paraphrasing are using poor grammatical structures, such as the use of tenses, syntax, inappropriate vocabulary, lack

of creative ideas, problems of anxiety in writing, and organizational structure of texts, and first language interference (L1). The main difficulties students often faced are limited vocabulary, lack of understanding of grammar, inability to read, and difficulties in summarizing and paraphrasing (Mustafa et al, 2022). However, They also conveyed strategies for dealing with the difficulties, namely having feedback from the teacher, using the English dictionary properly, reading a lot about the topic, studying lots of essay examples, writing outlines and written drafts, and the application of collaborative learning. Meanwhile Al-Mukdad (2019) states that the problem of writing skills is also caused by a lack of knowledge about the principles of academic writing and the use of different language elements in types of academic writing and general English writing. Finally, Nenotek et al, (2022), four aspects are still obstacles in academic writing; content, organization, discourse, and mechanics.

RESEARCH METHOD

Research Design

A mixed method was carried out to reveal a comprehensive understanding of the subjects of the study regarding with the use of paraphrasing techniques in gender differences and challenges. To achieve the appropriate data, the researchers used a quantitative descriptive approach involved a test used to collect the data by obtaining measurable insight for finding the students' most frequent paraphrasing techniques. An interview was used to provide rich information and to delve deeper understanding of the research, students' experiences, and knowledge about the paraphrase challenges.

Population and Sample

The target population involved all English literature students of Bumigira university. The study includes 67 students as sample. They were selected by using opportunistic sampling meaning that researchers selected all students as the sample which fitted with the createria looked for *i.e.*, the students studying writing and EFL. Prior to selecting the sample, reseracher made sure that all students have completed English writing class except students of semester one, but they are considered as intermediate English writers. The sampling technique was conducted by using Slovin's technique. As displayed in table 1, all samples were divided into two categories, namely 67 participants were selected to do a test conducted to obtain the most frequent paraphrase techniques and 10 students becomes the respondents of the interview.

Table 1
The Participants 'Demographic Information

Year	Semester	Completed a writing subject	Sample for Test			Sample for Interview		
			Number of Sample		Total Students Per-year	Number of Sample		Total selected Students
			M	F		M	F	
2023	I	Not yet	6	10	16	2	1	3
2022	III	Completed	8	7	15	1	1	2
2021	V	Completed	11	11	22	1	2	3
2020	VII	Completed	8	6	14	1	1	2
Total			33	34	67	5	5	10

Instruments and Data Collection

A writing test was used to explore the frequency of paraphrase and the interview was performed for investigating the paraphrase challenges. The writing test was developed from three different *e*journals; two nationally-accredited journals and an international Scopus index journal, included three articles' components, namely abstract, reserach method, and

conclusion. Before the writing test was provided to the participants, it was tried out to know its reliability 0.78 and the validity was administrated by using Aiken’s content validity coefficient. The procedures of content validity by developing; validating; revision; scoring; tabulating and drawing conclusion. The coefficient content validity is thought as having adequate validity with coefficient’ mean value 0.438.

The researchers distributed the developed writing test to the all students as the participants of study. The students were asked to paraphrase all source texts composed by five paragraphs. After having paraphrased the texts, the researchers are to categorize the paraphrasing techniques-based gender differences by grouping the male students’ paraphrased texts and the female paraphrased texts. The results of the writing test were categorized and compared based gender differences by using Keck’s paraphrase models and modified Jackie Pieterick’s paraphrase strategies. Interview questions have been specifically designed for gaining the qualitative data about the respondents’ ideas, opinions, and experiences in using paraphrase techniques. The questions of the interview focus on the challenges male and female students faced in rewriting the source texts, the paraphrasing problems the students faced in rewriting long source texts, the challenges in the difficult reading texts along with the patterns, the students’ problems in grammar use and vocabulary, and the students’ experience in paraphrasing. The interview was employed to ten randomly selected EFL students of English literature department. The interview was conducted once for each respondent of the ten ones and each of which took approximately an hour per-interview.

Data Analysis

To analyze the frequency of paraphrase techniques was conducted by using content analysis method. It can be used to analyze symbols, parties, components, aspects, and characteristics of texts, in the texts or writings, in order to make repeatable and reliable inferences from data to context, intending to send knowledge, innovative insights, factual representation, and actionable advice (Elo and Kyngas, 2007, in Rusdianto & Fitrawati, 2022). This method can obtain the quantitative data subjected to the frequencies and percentages of the use of paraphrasing technique types. Before the reseracher analyzed the quantitative data by using the descriptive statistics, they used the taxonomy of paraphrase by Keck (2006, cited in Pratama et al, 2022), as the indicators to analyze the students’ paraphrased version, as follows:

Table 2
Taxonomy of Paraphrase Technique Types

Types	Linguistic Createria	Examples of Paraphrased Version
		<u>Original Excerpt:</u> “Comparable worth,” the notion that different jobs can be rated equal and paid equally.
Near copy	50% more words contained within unique links.	<u>Comparable worth</u> is an idea that different jobs can be rated equal and paid equally.
Minimal revision	20%-49% words contained within unique links.	<u>Comparable worth</u> is the idea that different jobs can be rated equal by a set of standards and be paid equally.
Moderate revision	1%-19% words contained within unique links.	<u>Comparable worth</u> is the idea that various jobs may be ranked equally and therefore, should be paid equally.
Substantial revision	No unique links	<i>This article discusses</i> the concept of <u>Comparable worth</u> , a concept set on balancing out wages for all workers of the same job level.

Note: Unique links are in bold; general links are underscored with dashed lines; reporting phrases are in italics (Keck, 2006 in Pratama et al, 2022).

*Borrowed word and phrases enclosed in quotation marks were not counted as unique links

*If reporting phrases (e.g., “According to Richard, etc.”) were used, they were not included in the total paraphrase word count.

The second indicators researchers used to analyze the students’ paraphrased version is using modified Jackie Pieterick’s paraphrasing strategies (cited in Masniah, 2017), as follows:

Table 3
Modified Jackie Pieteric’s Paraphrase Strategies

Syntactical paraphrasing (Changing the structures)	Semantic paraphrasing	Changing the structures of ideas (Organization of text)
Active voice to passive voice, Positive sentence to negative sentence, Expanding a phrase for clarity, etc.	Change of word order (main clause to sub-clause), Change of word order (sentence to adverb), etc.	Changing the structure of idea within sentence and paragraph, etc.

After the paraphrased version has been analyzed, identified, compared, and grouped, researchers computed frequencies along with percentages of the paraphrase in order to know the frequently-used techniques. To measure the frequency percentage, researchers used the statistical calculation by using IBM SPSS statistics software. Based on the result of frequency percentage, the quantitative data was further analyzed by measuring the mean values and standard deviation. The qualitative data of the interview provides more information and much more complementary data about the students’ paraphrasing techniques. According to Akbar (2020), the qualitative data will be analyzed through three stages; identifying; collecting the students’ paraphrases in the form of writing tasks. The paraphrase results are compared with the source text. Then the primary data is displayed in which the stages of presenting the data refer to the results of the paraphrased texts and the source text. Coding or classification; data classification is done after the primary data is identified. Likewise, primary data is in the form of paraphrases compared to the source text as secondary data.

FINDINGS & DISCUSSION

Research Findings

The Frequent Paraphrase in Gender Differences by Keck

The presentation of data shows that four paraphrasing techniques are used by male students in paraphrasing by showing the frequency of use of paraphrasing techniques based on four Keck’ taxonomy of paraphrasing.

Table 4
Frequency of Paraphrase Technique Use in Gender Differences

Males	N	Range	Min.	Max.	Mean	SD.	Frequen	Percent
	Stat.	Stat.	Stat.	Stat.	Stat.	Stat.	cy	
NC	67	25.00	7.00	32.00	17.1194	7.04213	1.147	14%
Mi.R	67	17.00	25.00	42.00	33.0299	5.75239	2.213	27%
Mo.R	67	27.00	21.00	48.00	34.8060	7.60629	2.332	28%
SR	67	19.00	30.00	49.00	39.0448	5.95293	2.616	31%
Valid N	67							

Females	N	Range	Min.	Max.	Mean	SD.	Frequen	Percent
	Stat.	Stat.	Stat.	Stat.	Stat.	Stat.	cy	
NC	67	26.00	6.00	32.00	15.9104	5.72006	1.066	31%
Mi.R	67	19.00	18.00	37.00	26.4328	3.84244	1.771	21%
Mo.R	67	20.00	25.00	45.00	35.7612	4.50955	2.396	29%

SR	67	34.00	30.00	64.00	45.8955	6.58772	3.075	37%
Valid N	67							

The frequency of NC males employed is 1.147 (14%). There are 2.213 (27%) texts written in the form of Mi.R. However, the use of Mo.R male students wrote the paraphrased version with 2.332 (28%) frequencies. The most frequently used paraphrasing technique is SR with the 2.616 (31%). As a result, the most frequently used paraphrase technique by the male students is SR. Then the frequency of paraphrase techniques which are used by female students in which they used the 1.066 NC techniques (31%). The Mi.R technique was found 1.771 frequencies (21%), Mo.R the female students used is 2.396 frequencies (29%), and the SR that had been analyzed and counted is 3.075 (37%). Based on the data, female writers are better than male writers in the use of Mo.R and SR. In contrast, male writers are better than female writers in NC by involving 50% unique links and in Min.R with 20-49% unique links. The uniqueness of this finding suggests that the frequency of paraphrase techniques used in gender differences; they show the differences in using the paraphrasing techniques in which male students show NC and Min.R is less to write the unique links than female students.

In brief, all the paraphrase techniques male and female students used proportionally or rather equally. So, comparing the frequency percentage of paraphrase in gender differences can be thought that all genders used positively. The results can be proven by the frequency percentage of each model of paraphrase (Adopted from Keck, 2014 on the taxonomy of paraphrase types, cited in Mariani et al, 2021). Male students used paraphrase techniques; NC (fair) 14%, Mo.R (good) 27%, Mi.R (very good) 28%, and SR (excellent) 30%. Meanwhile, female students used the paraphrase technique with the percentage score for each technique; NC (fair) 31%, Mi.R (good) 21%, Mo.R (very good) 29%, and SR (excellent) 37%. If Min.R's, Mo.R's and SR's scores are combined for both male students' paraphrase techniques's scores, male students got 86% and female students got 87% in which those students indicated positive usage of paraphrase techniques.

The Frequent Paraphrase in Gender Differences by Modified J Pieterick

As the table 5 displayed, male students have been assessed to know their paraphrasing techniques by using modified Jackie Pieterick's model that the male students tend to use syntactical paraphrase 4.796 frequencies, semantical paraphrase 3.128 frequencies, and the organizational paraphrase 384 frequencies.

Table 5
Frequency of Paraphrase Techniques by Modified J Pieterick

No.	The Techniques of Praphrasing	Frequ ency	Mean	Perce nt
	Syntactical paraphrasing			
1.	Active voice to passive voice	492	7.34	5.92
2.	Passive voice to active voice	642	9.58	7.73
3.	Positive sentence to negative sentence	53	2.88	2.32
4.	Expanding a phrase for clarity	630	9.40	7.58
5.	Shortening phrases for conciseness of the key points	459	6.85	5.52
6.	Apostrophe ('s) to preposition	486	7.25	5.85
7.	Apostrophe ('s) to static 'of'	173	2.58	2.08
8.	Active nominal sentence to passive form	333	4.97	4.01
9.	Long sentence to short sentence	126	1.88	1.52
10.	Noun phrase to the use of indefinite subject <i>there</i>	397	5.93	4.78
11.	Change of prepositional phrase to complete sentence	146	2.18	1.76

12.	Noun phrase as the attributive	136	2.03	1.64
13.	Nominal sentence to verbal sentence or vice versa	164	2.45	1.97
14.	Extraposed subject to simple or complex sentence	245	3.66	2.95
15.	Complex sentences to simple sentences vice versa	174	2.60	2.09
	Total	4.796	4.77	57.73
Semantic paraphrasing				
1.	Change of word order (main clause to sub-clause)	125	1.87	1.50
2.	Change of word order (sentence to adverb)	110	1.64	2.31
3.	Change of parts of speech (verb to noun)	342	16.48	13.29
4.	Using synonyms	1.447	21.60	17.42
5.	Using the closest meaning	1.104	5.10	4.12
	Total	3.128	9.34	37.65
Organization of idea				
1.	Changing the structure of idea within a paragraphs or paragraphs	275	4.10	3.31
2.	Changing the structure of idea within a complete sentence	193	0.78	0.64
3.	Mergering the sentences to one idea	56	0.84	0.67
	Total	384	1.91	4.62

Table 6 shows frequency of modified Jackie Pieterick's paraphrases used by the females; syntactical paraphrasing 3.433, semantical paraphrase 2.710, and organizational paraphrase 2.165. All categories of the modified Jackie Pieterick's paraphrase have been analyzed and identified into phrases, simple sentences, and complex sentences in the forms of main and subordinate clauses. Each category has several sub-techniques of paraphrasing grouped into three ones which have been analyzed and counted their mean scores.

Table 6
The frequency of paraphrasing techniques through modified J Pieterick

No.	The Techniques of paraphrasing	Frequency	Mean	Percent
Syntactical paraphrasing				
1.	Active voice to passive voice	275	4.10	3.31
2.	Passive voice to active voice	312	4.66	3.76
3.	Positive sentence to negative sentence	7	0.10	0.08
4.	Expanding a phrase for clarity	286	4.27	3.44
5.	Shortening phrases for conciseness of the key points	398	5.94	4.79
6.	Apostrophe ('s) to preposition	193	2.88	2.32
7.	Apostrophe ('s) to static 'of'	373	5.57	4.49
8.	Active nominal sentence to passive form	69	1.03	0.83
9.	Long sentence to short sentence	443	6.61	5.33
10.	Noun phrase to the indefinite subject <i>there</i>	63	0.94	0.76
11.	Change of prepositional phrase to complete sentence	184	2.75	2.21
12.	Noun phrase as the attributive	250	3.73	3.01
13.	Nominal sentence to verbal sentence or vice versa	132	1.97	1.59
14.	Extraposed subject to simple or complex sentence	81	1.21	0.97
15.	Complex sentences to simple sentences and vise versa	367	5.48	4.42
	Total	3.433	3.42	41.32
Semantic Paraphrasing				
1.	Change of word order (main clause to sub-clause)	402	6.00	4.84
2.	Change of word order (sentence to adverb)	389	5.81	4.69
3.	Change of parts of speech (verb to noun)	517	7.72	6.22

4. Using synonyms	818	12.21	9.85
5. Using the closest meaning	584	8.72	7.03
Total	2.710	8.09	32.62
Organization of idea			
1. Changing the structure of idea within a paragraphs or paragraphs	1.364	20.36	16.42
2. Changing the structure pf idea within a complete sentence	567	8.46	6.82
3. Mergering the sentences to one idea	234	3.49	2.82
Total	2.165	10.77	26.06

In sum, the comparison of the modified Jackie Pieterick’s strategies used by all students indicated that males are more dominant than females in syntactical paraphrase. Males are said to be more dominant than females in semantic paraphrase. However, females are more dominant than males in organizational paraphrase to establish organization of ideas.

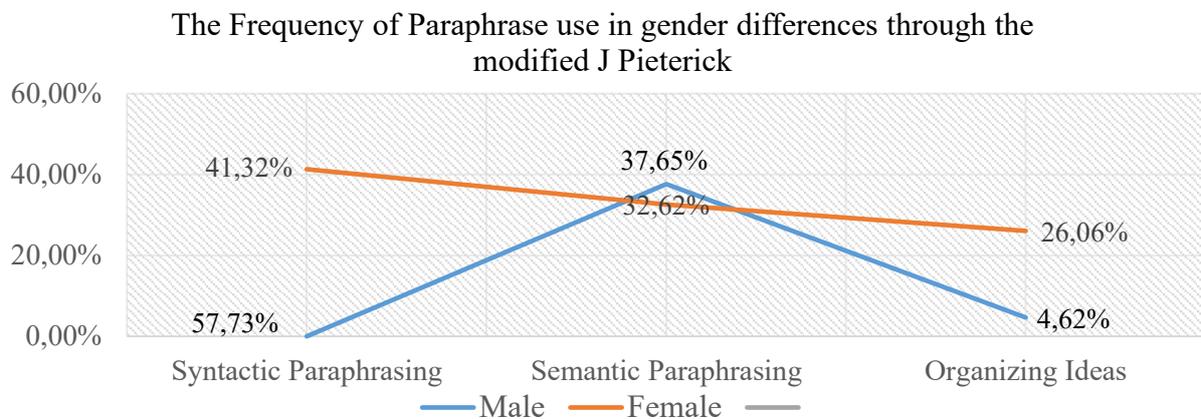


Figure 1. The use of paraphrasing techniques through modified J Pieterick’ strategies

The Challenges of Paraphrasing in Gender Differences

Problems of Organizing the Ideas & Reading Comprehension

The male students often found challenges in organizing the ideas of the paragraph by using SR’s patterns-like without understanding the source texts thoroughly and structuring the text into the paraphrased version with various patterns and models of texts. Some Saudi graduate students had difficulties at the organizational level in academic writing activity (Alaofi, 2020). The main problem found is reading comprehension indicated by reading inability of the source texts in detail to find the main idea of the passage. Poor paraphrasing is always reflected by the poor understanding of English text (Alaofi, 2020; Regala-Flores & Lopez, 2019; Hayuningrum & Yulia, 2012). The reciprocal relationship between reading comprehension with paraphrasing performance can be seen that the use of paraphrasing strategies can develop a reading comprehension (Barua, 2021). Text-reading inability could be shown in their paraphrasing results showing the unaccepted paraphrased texts because of the absense of main idea focus, vague elaboration of messages of the source texts which is not mentioned in the paraphrased texts. There three problems belonging to the writers in paraphrasing the difficult source texts are inability of identifying a topic or a main idea, inability of identifying supporting details, and inability of making a conclusion or inference (Regala-Flores & Lopez, 2019). Paraphrase must meet how to review and allocate the key points of the text so the students can paraphrase the source text representing the whole messege of the text. The problems have been found in Alaofi’s study (2020), the severe problems found were reviewing, criticizing, allocating the research gaps in the literature, research methods, and discussion.

Source text version:	OT-01
(1). Government 's communication messages are critical in resolving health problems such as the COVID-19 pandemic. The decision... (2). This study examined The study was conducted with a cross-sectional design survey involving 1339 respondents through online data collection. The findings reveal that different speech acts have varying effects on people's intentions to follow the health protocol appeal. This study is ... contribution ...communication. The findings are ... appropriate speech acts in the future.	
Paraphrased version:	Male Student
"The government plays a huge part in terms of the medical world parts. By sending messages to the people to inform about deadly disease just like covid-19 back then, the government could easily save thousands lives. It is pretty much approved and useful to society. Through online collection by involving 1339 respondents. The findings reveal that different speech acts have varying effects on people's perspectives about the health protocol information."	

The Patterns of Sentence & Forms of Paragraph (Stylistic Styles-Based Problems)

Sentence patterns structured with the source text consisting of six long sentences and three short sentences. All sentence forms in the box are in the form of simple sentences without their sub-clauses. However, nine simple sentences are modified with non-sentential elements, such as sentences with prepositional phrases as adverbs, long sentences with prepositional phrases as modifiers, a sentence with its appositive in the form of the the adjective clause, etc. The paraphrased texts can be analyzed that male student made four simple sentences and the female student made 3 simple sentences by following the source text as they simplified the all simple sentences of the source text into their simple sentence forms. Unfortunately, male and female students made paraphrases by shortcutting several main details and then combining them with the other shortcut information. So, the whole paraphrased paragraph cannot tell the messages thoroughly. Another barrier of paraphrasing is limited knowledge of grammar.

Paraphrasing long paragraphs consisting of various types of sentence patterns may complicate the students to make their own paraphrased text since those sentence structures are not acquired by all students comprehensively and cannot easily be modified into other forms or patterns of English sentences. There are lots of causes of problems encountered by the students to paraphrasing long paragraphs, namely limited vocabularies, mixed-patterns of short long sentences, grammars, unfamiliarity with the topic and subject matter, paraphrasing knowledge, having less awareness of picking up the important information (Regala-Flores & Lopez, 2019). The students' paraphrase techniques suggest the ways to paraphrase source text by shortening the long paragraph to a shortened one. The students' paraphrased versions indicated that those are merely categorized to self-paraphrasing without transferring the source text' message based on the chronological stages or the paragraph-stages (*e.i.*, Methods; purpose, finding, sample, and variables of sample).

Making chronological stages of paragraphs in paraphrasing aims at transferring the messages of the source text thoroughly and comprehensively in a structured form of paragraph. Based on the data, students did not follow all the chronological stages of the paragraph. Consequently, the paraphrased paragraph did not tell the entire message of the source text. The students need to map out by determining several key points in every part of the paragraph, and then they pick them up to be a complete paraphrased text consisting of the main idea, supporting details, and conclusion. Almarwani (2020) suggested that sense of dissatisfaction of a quality academic writing stemmed from poor English proficiency, insufficient academic writing skills, and lack of source-managing skills. The other sources of problem have to do with the students' writing proficiency in the forms of developing well-organized, Cohesive and coherent paragraphs in proper orders as the stylistic aspects of writing (Alaofi, 2020; Rahmawati et al, 2018).

Source text version:	OT-02
<p>6). <u>The present study was conducted with a cross-sectional design survey. A cross-sectional analysis was done to reveal the response to the level of respondents' compliance with the social distancing appeals based on gender, education level, and age.</u> This research design is generally used to obtain information exposure related to planning, monitoring, and evaluating public policies (Setia, 2016). The findings about the respondents' level of compliance with the social distancing appeals based on the type of language used can be utilized by the government to formulate regulations addressing the transmission of information to combat the COVID-19 pandemic. Thus, the research design is consistent with the anticipated outcomes. 7). <u>This research included 1,339 individuals from Indonesia's major urban areas. Each respondent resides on one of eight major islands: Sumatra, Java, Kalimantan, Bali, Nusa Tenggara, Sulawesi, Maluku, or Papua. The respondents reflect Indonesians from a variety of cultures, ethnic groups, faiths, and occupations, as well as residents from both developed and developing regions. All respondents are residents who have access to the Internet and are connected to information sources, most notably information about the COVID-19 pandemic outbreak.</u></p>	
Paraphrased version:	Male Student
<p>A cross sectional analysis was done to response of Indonesian citizen about the covid pandemic outbreak. It is utilized to fight the outbreak to plan, monitor, and evaluate public policies. The research show 1339 individuals are included from Indonesia and the respondent varies from race, religion, cultures, occupation, and faiths. Most of them are people who have access to interrupt and knowledge of Covid 19.</p>	
Paraphrased text version:	Female Student
<p>The present study was conducted with a cross-sectional design survey. The research included 1.339 individuals from Indonesia major urban areas. The respondents reflect Indonesians from a variety of cultures, ethnic groups, faiths, and occupations.</p>	

Syntactic and Semantic Problems

One of the basic elements in paraphrasing is mastering English grammar, in which both students reported that they could not understand advanced English grammar, such as the use of complex sentences comprising adjective clauses, noun clauses, and adverbial clauses in the source text. Some students still are ignored with the modification of the three clauses of complex sentences in the forms of reduced complex sentences, omitted complex sentences, and the abridgment of complex sentences. many students suffered significantly with language-based problems as problems in using English grammars properly or they were found to mainly have struggles with the formal aspects of the language; grammars and lexis (Alhojailan, 2015; Rahmawati et al, 2018; Regala-Flores & Lopez, 2019). The last problem students always found is that they have limited vocabulary or glossary or they have semantic paraphrasing problems. Semantic paraphrase is required to enable paraphrasing words with a wide vocabulary or glossary knowledge. The students need to master at least synonyms, antonyms, and the glossary or words-choice if they want to paraphrase the recourse text well. The researchers identified that the students have English vocabulary problems in doing a paraphrase. Lack of the lexical repertoire or vocabulary can affect the problems of paraphrasing (Alhojailan, 2015; Rahmawati et al, 2018; Rinajni & Olivia, 2023).

Several problems have been found, namely too many source texts, misreading, leaving out the important information, and substituting with inappropriate synonyms. The students' low ability in paraphrasing occured, as they are problematic in three aspects of paraphrasing (content information, choice of words, and writing conventioan), they still have fatal mistakes in every aspect of paraphrasing (skipping the inportant details, making misinformation, misusing the vocabulary, problems in grammar, punctuations, and spellings (Relia et al, 2021). A s result, there are three types of paraphrasing challenges the students encountered; problems of language proficiency (vocabulary & grammars), problems with writing's stages, and reading comprehension. These findings are closely-related to what Alaofi (2020) revealed that language-related problems (vocabulary, expressing ideas in clear mannar, grammar), style-related problems, and reading comprehension problems.

Discussion

The research provides insight to students and teachers to be able to develop a learning method for learning an academic writing subject. based on the fact that it was found that there was not difference in the techniques often used by male and female students based on the paraphrasing technique mentioned by Keck and Jackie Pieterick. The importance of the findings of the study aims to provide an overview of more effective rewriting techniques and the shortcomings of their use based on genders. The advantages that can be obtained from the evidents found are that the writer can develop the writing by considering types of paraphrasing techniques, a way to improve quality of writing, understanding on paraphrase knowledge, paraphrase experience in order to minimize and avoid the plagiarism starting from no unique links to 50 percents of unique link. Paraphrasing has led and provided the beneficial knowledge concerning the practice of paraphrasing, in order to the fact that students may foster their paraphrasing standards (Fitria, 2022; Pinjaroenpan & Danvivath, 2017; Ramadhani, 2019; Tran & Nguyen, 2022). Likewise, the use of four paraphrasing strategies from linguistic and non-linguistic aspects, namely the writer can use various techniques to avoid plagiarism by using phrase, clause or sentence patterns that are different from the language patterns in the original text. Then the use of synonyms, closest meanings, changing parts of speech, and changing words-order can be used by the writer, so that he can make academic writing correctly.

Writing skill development activities must continue to be improved through the use of appropriate techniques and strategies. The improvement of writing proficiency is upgraded through the use of effective method in various types, such as a technology-enhanced tool impacting positively (Ariyanti & Anam, 2021). The use of appropriate strategies of paraphrasing has a positive impact on the development of writing skills, such as how to cite, how to develop ideas, how to transfer ideas from source text to new text, and how to develop paragraph's structures. These efforts aimed to avoid plagiarism in academic writing activities (Cesme, 2022). Furthermore, the effect of the thesis writing program has a significance on the writer's paraphrasing ability (Arifuddin, 2021). Furthermore, writing using the paraphrase method can make it easier for writers to be able to develop ideas and thoughts within a patterned and effective writing framework. A paraphrase is a key technique to improve English writing skills (Ismail et al, 2020). Thus, writing techniques have an important role in improving writing skills for students across genders (Ramadhani, 2019). Sometimes, gender differences can trigger differences in writing styles, where male students tend to be more explicit when compared to female students' writing style. The existence of differences in the way students write across genders can also result differences in writing results. However, the research shows that male and female students have the same tendency to use paraphrasing techniques, so the data shows that the four paraphrasing techniques have a good impact on male and female students in rewriting. There are several studies on writing accross genders (El-Mortaji, 2019; Jereb et al, 2018)

Furthermore, the paraphrase technique can also be carried out through three strategies, namely syntactic paraphrase, semantic paraphrase, and organization of idea. Paraphrasing techniques are often carried out by modifying sentences contained in reading sources by changing grammatical patterns and structures into patterns and grammar which can structurally and semantically be accepted. The use of syntactic techniques in paraphrasing is quite effective in avoiding plagiarism. Likewise, changing the form of words, changing the types of words, and changing the order of words can be done to prevent plagiarism. Finally, changing the pattern/structure of ideas is a very effective alternative for paraphrasing English rewriting activities. The three strategies that writers facilitate in paraphrasing are based on structural aspects of language which are quite easy to do. Structural aspects can be done by

changing the grammars of the source texts into different grammars in the paraphrased versions. Semantic aspects can easily be changed by replacing words in the original text with words that have the same meaning but a different form. Meanwhile, aspects of idea organization or idea structure can be done by repositioning ideas, coordinating ideas, correlating the ideas with the other ideas coherently.

The use of paraphrasing techniques based on Jackie Pieterick's three strategies in gender difference aspects shows the fact that rewriting using these techniques encourages students to use linguistic aspects (linguistic features) to reexpress the information contained in the reading source. Based on genders, each student uses these three techniques, where male students and female students use grammatical features and semantic features to avoid plagiarism. However, male students tend to be more dominant than female students in using syntactic and semantic techniques. However, the use of organizing ideas is more dominantly used by female students. Of these three paraphrasing techniques, idea organization done by changing the structure of ideas in the paragraphs is a quite sophisticated and challenging technique for some students. Changing the structure of ideas in the paragraphs by repositioning the arrangement of the ideas coherently and integratedly. Paraphrasing problems often occur due to text comprehension, inadequate English skills, writing and referencing/quoting skills, and writer's inability to use the paraphrasing technique showing that there are challenges between competent students and incompetent students (Mustafa et al, 2022). Furthermore, the next obstacle could be difficulty in organizing the ideas in which students found it difficult to organize the ideas properly. The third problem is related to the ability to develop new texts by following standards of source text patterns or developing and changing source texts in a structured manner, such as changing long sentences and long paragraphs into short, simple and complete sentences and paragraphs, changing sentence patterns in the form of complex sentences (reducing, omitting and abridgment). Finally, a classic problem that often becomes an obstacle to paraphrasing is L2 proficiency; vocabulary knowledge and grammars.

CONCLUSION

The researchers investigated paraphrase techniques based on Keck's models and Jackie Pieterick's strategies, then explored the challenges in gender differences. This research is aimed to know the most frequent paraphrase techniques used in gender differences and to provide the information about the challenges. 67 participants participated as research sample for gaining the frequent use of paraphrase and 10 respondents for exploring the information about the challenges in paraphrasing. The study revealed that males showed the use of NC (fair) 14%, Min.R (good) 27%, Mo.R (very good) 28%, and SR (excellent) 30%. Females demonstrated NC (fair) 31%, Min.R (good) 21%, Mo.R (very good) 29%, and SR (excellent) 37%. So, the most frequent paraphrase male and female students used is SR. However, females' SR is better than those males' SR. The study suggests the use of paraphrase techniques was used to rewriting showed positively. The finding on positive use of paraphrase techniques was identified through the frequency percentages by combining the scores of Mi.R, Mo.R and SR by showing that male students gained 86% and female students gained 87%. Then, male students are thought to be more dominant (57.73%) than female (41.32%) in using syntactical paraphrasing, male students (37.65%) were more dominant than female (32.62%) in using semantic paraphrasing, and female students (26.06%) were dominant than male students (4.62%) in using organization paraphrasing to establish the structures of ideas. The paraphrase challenges were found are organizing the ideas, source text comprehension, problems of stylistic modes of writing in the forms of sentence forms, sentence patterns and paragraph's patters, and the problems of grammar knowledge and lack of vocabulary.

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