A PARAPHRASING STRATEGY INSTRUCTION MODEL TO HELP UNIVERSITY STUDENTS AVOID PLAGIARISM IN ACADEMIC WRITING

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ABSTRACT

A paraphrasing strategy instruction model has been developed through a research and development method. The developed model is called the 3RI (Read, Rewrite, Revise, Integrate) paraphrasing strategy instruction model. This is a part of the research and development, which is aimed at evaluating the effectiveness of the developed model. For evaluation, the field testing was carried out in the English study program at the University of Mataram. Seventy-five students who were taking academic writing courses were involved in this study. To evaluate the effectiveness of the developed model, the students self-assessed before and after having been treated using the 3RI paraphrasing strategy instruction model. After the treatment, the students were asked to fill in the questionnaire, which covered statements about the students' responses toward the instruction with the developed model. The results indicated a significant difference between the student's scores in the self-assessment before and after the treatment. Further, the students generally responded positively to the treatment with the developed model. The 3RI paraphrasing strategy instruction model can be one of the ways to help students avoid plagiarism and develop their creativity and critical thinking skills.

Key Words: writing; paraphrasing strategy; plagiarism

ABSTRAK

Sebuah model instruksi strategi perparafiran telah dikembangkan melalui metode penelitian dan pengembangan. Model yang dikembangkan disebut sebagai model instruksi strategi perparafiran 3RI (Read, Rewrite, Revise, Integrate). Ini merupakan bagian dari penelitian dan pengembangan yang bertujuan untuk mengevaluasi efektivitas model yang dikembangkan. Untuk evaluasi, uji lapangan dilakukan di program studi bahasa Inggris di Universitas Mataram. Tujuh puluh lima mahasiswa yang mengikuti mata kuliah penulisan akademis terlibat dalam penelitian ini. Untuk mengevaluasi efektivitas model yang dikembangkan, mahasiswa melakukan penilaian diri sebelum dan setelah menerima perlakuan menggunakan model instruksi strategi perparafiran 3RI. Setelah perlakuan, mahasiswa diminta untuk mengisi kuesioner yang mencakup pernyataan tentang tanggapan mahasiswa terhadap instruksi dengan model yang dikembangkan. Hasilnya menunjukkan perbedaan signifikan antara skor penilaian diri mahasiswa sebelum dan setelah perlakuan. Selanjutnya, mahasiswa umumnya memberikan tanggapan positif terhadap perlakuan dengan model yang dikembangkan. Model instruksi strategi perparafiran 3RI dapat menjadi salah satu cara untuk membantu mahasiswa menghindari plagiarisme dan mengembangkan kreativitas serta keterampilan berpikir kritis mereka.

Kata Kunci: menulis; strategi perparafiran; plagiarisme

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INTRODUCTION

Plagiarism in higher education or college is not a new issue, especially in today's digital age, where college students or academics, including lecturers, can easily access information through the Internet and the development of the Internet has made plagiarism not only easy to commit but also easy to be detected or recognized.

Experts or researchers give a number of different definitions of plagiarism, but the essence of the definitions given are generally similar. The key point in plagiarism refers to "a form of bribery," "theft of ideas," "academic violation," and "abuse or misuse of intellectual property". From those various definitions of plagiarism, it can be stated that plagiarism is an act of an author to write information, opinions, or ideas of others and make them the author's own (Axelrod & Cooper, 2014; Bailey, 2014; Chin, 2004(Chin, 2004); Stark, 2003; Swales et al., 2012).

Plagiarism occurs certainly not without cause or reason. In doing their course assignments, such as writing tasks, university students are prone to commit plagiarism and do this without reason. According to Huntsville (2007), as quoted by Roberts (2008:2), data taken from Alabama University showed a number of reasons why students committed plagiarism, two of which were the absence of knowledge about plagiarism and the lack of writing skills. In this regard, Zimitat (2008:20) stated that students' low academic writing and research skills can make or encourage them to commit unintentional plagiarism. Thus, when writing scientific work or manuscripts, an author or student needs to know and understand about plagiarism and how to avoid committing plagiarism.

In the context of Indonesian education, especially in universities, the practice of plagiarism is certainly prohibited, and this is in accordance with the Regulation of the Minister of National Education of the Republic of Indonesia Number 17 of 2010 concerning the prevention and treatment of plagiarism in universities, in which the prevention is accentuated so that a university might be free from plagiarism and when plagiarism occurs, it must be treated appropriately in order to maintain the credibility of the university.

For prention purposes, it is the teacher or lecturer who can serve the understanding about plagiarism and training for students so they can avoid plagiarism in their writing. There are a number of ways or strategies that teachers or lecturers can teach to their students so that they can avoid

plagiarism. According to Cogdell & Aidulis (2008:38), some of the strategies the lecturers can use are to provide an understanding of plagiarism, prepare exercises in referencing or citing, and improve writing skills so that students are more confident in their writing abilities. Therefore, they do not tend to commit plagiarism. Meanwhile, (Roberts, 2008:5) states that the common basic strategy is to provide students with an understanding of what plagiarism is, that intentionality in plagiarism is an unacceptable act in the academic world, and that plagiarism can be avoided by correctly referencing or correctly referencing.

In making references or doing citations in a manuscript or scientific work, an author can quote another's work or write directly (direct quotation) or indirectly by summarizing and paraphrasing. According to Axelrod and Cooper (2014), acknowledging sources, quoting, paraphrasing, and summarizing are the strategies an author needs to use to avoid plagiarism in his/her writing.

Based on the issues mentioned above and to meet the need for writing skills that can help students avoid plagiarism in their academic writing, particularly in writing their final project, i.e., thesis, a paraphrasing strategy instruction model was developed. It is called the 3RI (Read, Rewrite, Revise, Integrate) paraphrasing strategy, and this article presents the issues about field testing for the developed paraphrasing strategy instruction model.

Paraphrasing is the process of restating or expressing pre-existing concepts, ideas, or thoughts using one's language without any additional points to the sources (Swales et al., 2012:202; Axelrod & Cooper, 2014:435). Instead of quoting directly from other papers, quoting by paraphrasing is one of the ways to avoid plagiarism. However, quoting by paraphrasing without referencing or acknowledging sources can constitute plagiarism, and thus referencing is a must (Wallwork, 2016:155; Axelrod & Cooper, 2014:428)

Further, paraphrasing can be an alternative strategy to improve the student's language competence. This is because the students learn words by paraphrasing and practicing using their grammatical knowledge. According to Swales et al. (2012:202), the most common paraphrasing strategy involves replacing words in the source with synonyms and perhaps changing the grammar. Through paraphrasing, the students can improve not only their language competence but also their critical thinking. For good paraphrasing, the students create something different from the original text but with the same

meaning. They need to comprehend the source text, rewrite it, and revise what they have written to have the same meaning as the original and make the reproducing text free from error in terms of grammatical structure, spelling, and punctuation.

METHOD

This study is categorized as a quantitative study with a pre-experimental research design. This study initially developed an instruction model for paraphrasing strategy by conducting the research and development (R&D) method proposed by Borg and Gall. However, due to the need and/or time constraint, in this study, those ten steps were modified and simplified into six steps, namely: the preliminary research (literature study), designing a model (identifying skills that will be learned, generating the objective and learning activities, and having expert's validation), field testing, revising a model, main field testing, revising final product. To know the effectiveness of the developed model, a pre-experimental method with one group pretest and posttest design was employed.

The instruments used to collect the data were self-assessment and questionnaire. The self-assessment was to evaluate the student's performance before and after the treatments. This self-assessment consists of 6 statements about paraphrasing and integrating sources in writing. The questionnaire consists of 8 statements and covers how the students perceived the instruction using a developed paraphrasing strategy model.

Further, the collected data from the self-assessment were analyzed quantitatively with the t-test formula with the help of SPSS 23 to know the effectiveness of the developed model. At the same time, the results from the questionnaire were analyzed quantitively in the form of a chart followed by a description for each. Further explanation and interpretation were given in the discussion section.

FINDINGS AND DISCUSSION

Findings

The paraphrasing strategy instruction model was developed based on the lecturers' and students' needs in teaching writing skills, particularly in helping students avoid plagiarism in their writing. The developed model is called the 3RI (Read, Rewrite, Revise and Integrate) paraphrasing strategy instruction model, which consists of 1) *a step-by-step paraphrasing strategy instruction model* accompanied with the worksheets and 2) teaching materials

consisting of two parts – paraphrasing and integrating sentences. In its implementation, the gradual release of responsibility approach was adopted, starting with modeling, guided practice, and independent practices, i.e., in groups, in pairs, and individually. The developed model for the paraphrasing strategy instruction can be drawn in Table 1 as follows.

Table 1. The Developed Paraphrasing Strategy Instruction Model

Meetings	Teaching Instructions
First meeting (Modeling, guided practice, independent practice – group work)	• Do brainstorming about paraphrase by asking students what they know about paraphrase, • Tell and explain to the students the definition of paraphrasing and issues related to paraphrasing. • Show and explain to the students the examples of paraphrased texts. • Explain the 3RI paraphrasing strategy to the students. • Provide examples of paraphrased texts in which vocabulary, word class, and word order are changed. • Invite the whole class to practice paraphrasing by making some changes: changing vocabulary (synonym), changing word class, changing word order, and then making all changes where necessary. • (Group Work) Put the students in groups of four or five and then give each group the worksheet (paraphrasing exercises) they need to do in the group. • Ask them to copy or photo their worksheet, which they will later need to write in an MS Word file. • Ask each group to send their files to the lecturer, which he will compile for a group presentation.
Second Meeting (Independent practice – pair work)	• Invite one student from each group to present their paraphrased texts. • Ask all students if they have any questions and/or corrections. • Give feedback and/or correction where necessary. • (Pair Work) tell the students that they will work in pairs to paraphrase the texts provided in the pair worksheet. • Put them in pairs (A-B students) and tell them what to do in no more than 15 minutes. • Hand out the pair worksheet and then do the monitoring. • As the students have finished their work, invite a student from two different pairs to write their paraphrased texts on the whiteboard.

	• Discuss one by one, ask students if they have any questions and/or corrections, and provide feedback and/or corrections where necessary. • Before ending the session, tell the students that they are going to paraphrase texts individually at home (homework) • Tell them what to do, i.e., paraphrase texts at home and bring their paraphrased texts to the following meeting. • Hand out the individual worksheet and ask students if they have any questions before ending the class.
Third Meeting (Independent practice – individual work)	• Ask two students as volunteers to write their paraphrased texts on the whiteboard. • Invite all students if they have questions and/or corrections for the paraphrased texts on the whiteboard. • Give feedback and/or correction where necessary. • Tell and present to the students how to integrate paraphrased texts in their writing, which includes showing where a point of view fits in, common reporting verbs or verbs of reference, integrating quotes and paraphrases grammatically, and choosing the correct tense • Show the students the example for each point and ask them to do the exercises provided. • Discuss the answers with the whole class and give feedback and/or corrections where necessary.

To assess the effectiveness of the developed model, two field tests were carried out by conducting an experimental study that involved 21 students in the first field test and 54 students in the second field test. The self-assessment was provided and given to the students to evaluate the student's performance before and after the treatments given. The results from the self-assessment were calculated statistically with the help of SPSS, which are displayed in the following tables. The first two tables display the results from the first field testing, and the second 2 tables present the results from the second field testing.

Table 2. Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre	.194	21	.039	.931	21	.142
Post	.219	21	.010	.938	21	.203
a. Lilliefors Significance Correction						

Table 3. 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 - Post	-6.048	2.692	.587	-7.273	-4.822	-10.294	20	.000

As the Kolmogorov-Smirnov normality test result indicated that the scores were normally distributed, the paired sample test was then conducted. Looking at the above-paired sample test result, it can be implied that there was a significant difference in the self-assessment results before and after the treatment using the R3I paraphrasing instruction model.

Table 4. Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre	.117	54	.064	.976	54	.340
Post	.145	54	.006	.962	54	.086
a. Lilliefors Significance Correction						

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 - Post	-5.389	2.709	.369	-6.128	-4.650	-14.620	53	.000

In the second field testing, in which more students were involved than in the first field testing, it was also found that the self-assessment scores were normally distributed. Then, the paired sample test result implied a significant difference in the self-assessment results before and after the treatment using the R3I paraphrasing instruction model.

In addition to the findings from the self-assessment done by the students, the findings from the questionnaire will be presented in the form of tables accompanied by an explanation for each table. In the first chart, the statement requires the students to reflect on their understanding of the meaning of paraphrasing after participating in 3R1 paraphrasing strategy instruction (*I think I understand the meaning of paraphrasing better after participating in 3RI paraphrasing strategy instruction*). From 75 students (see chart 1), 31 students (41.33%) stated strongly agree, 40 students (53.33%) stated agree, four students (5.33%) stated neutral, and no one stated disagree or strongly disagree.


Chart 1. Paraphrase Understanding
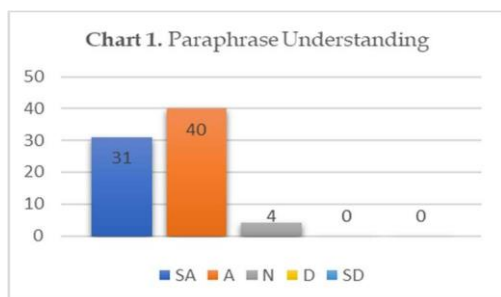
The second statement in the questionnaire is to know how the students feel about the learning material difficulty level (*I didn't find it difficult to understand the material in 3RI paraphrasing strategy instruction*). From 75 students (see chart 2), seven students (9.33%) stated strongly agree, 35 students (46.67%) stated agree, 31 students (41.33%) stated neutral, two students (2.67%) stated disagree, and no one stated strongly disagree.

Chart 2. Learning Material

Chart 3. Doing Exercises
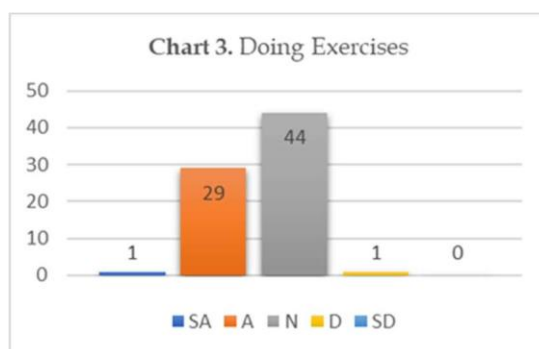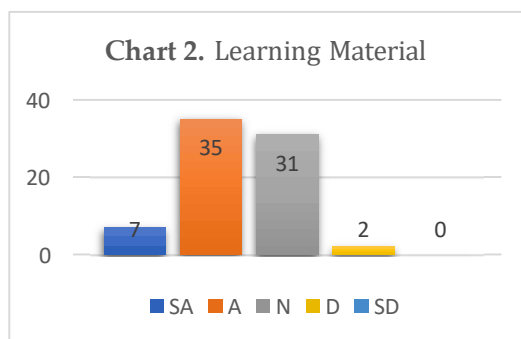
The third statement in the questionnaire requires the students to express their opinions about the exercises (*I didn't find it difficult to do exercises in 3RI paraphrasing strategy instruction*). From 75 students (see chart
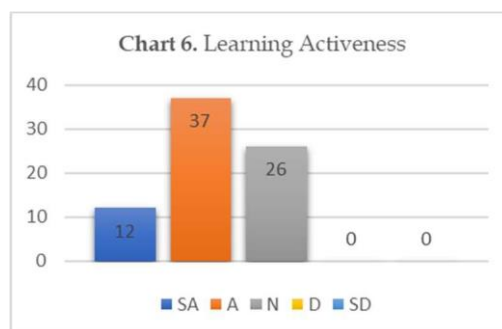
3), one student (1.33%) stated strongly agree, 29 students (38.67%) stated agree, 44 students (58.67%) stated neutral, one student (1.33%) stated disagree, and no one stated strongly disagree.
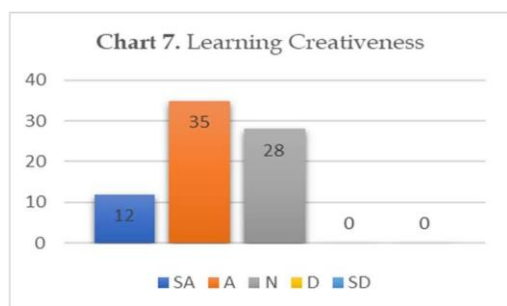
The fourth statement in the questionnaire requires the students to reflect on their opinion about working with others to do the exercises (*I learned from others when working together in group and pair works to do paraphrasing exercises in 3RI paraphrasing strategy instruction*). From 75 students (see chart 4), 33 students (33%) stated strongly agree, 37 students (49.33%) stated agree, five students (6.67%) stated neutral, and no one stated disagree or strongly disagree.

Chart 4. Working With Others

Chart 5. Individual Work
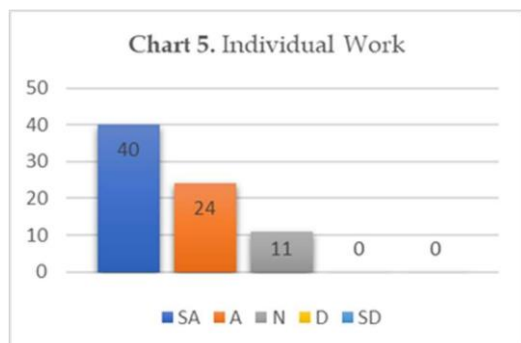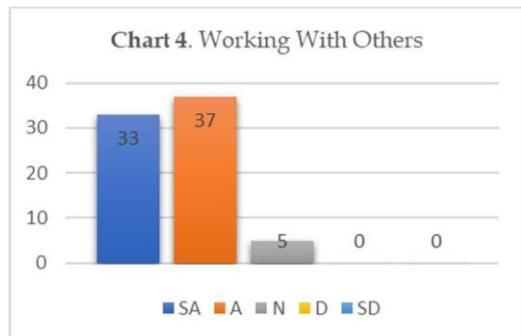
The fifth statement in the questionnaire requires the students to express their opinion about working individually to do the exercises (*After working in groups and pairs, I was more confident in doing paraphrasing exercises individually in 3RI paraphrasing strategy instruction*). From 75 students (see chart 5), 40 students (52.33%) stated strongly agree, 24 students (32%) stated agree, 11 students (14.67%) stated neutral, and no one stated disagree or strongly disagree.

The sixth statement in the questionnaire discovers the students' activeness or participation during the process of teaching and learning (*Learning 3RI paraphrasing strategy made me more active in learning*). From 75 students (see chart 6), 12 students (16%) stated strongly agree, 37 students (49.33%) stated agree, 26 students (34.67%) stated neutral, and no one stated disagree or strongly disagree.

Chart 6. Learning Activeness

Chart 7. Learning Creativeness

urther, the seventh statement in the questionnaire is about learning creativeness (*Learning 3RI paraphrasing strategy made me more creative*). From 75 students (see chart 7), 12 students (16%) stated strongly agree, 35 students (46.67%) stated agree, 28 students (37.33%) stated neutral, and no one stated disagree or strongly disagree.

Chart 8. Critical Thinking
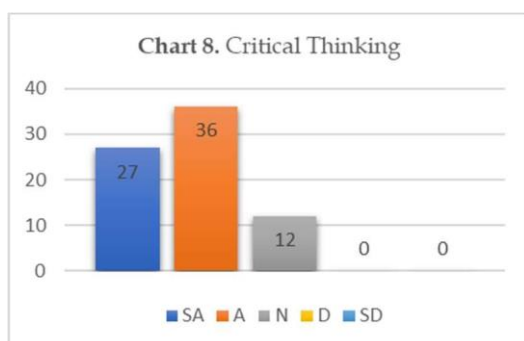
The final statement in the questionnaire deals with critical thinking (*Learning 3RI paraphrasing strategy encouraged me to think critically*). From 75 students (see chart 8), 27 students (36%) stated strongly agree, 36 students (48%) stated agree, 12 students (16%) stated neutral, and no one stated disagree or strongly disagree.

Discussion

A reading-to-writing instruction through paraphrasing strategy is an instruction model that emphasizes two language skills, i.e., reading and writing. In order to rewrite a text appropriately, a student must first read and comprehend the text. In other words, a paraphrased text written by the students can reflect or demonstrate their understanding of the text they paraphrase. Qin and Liu (2021) stated that reading-to-write is an essential skill in academic writing, and the tasks in reading-to-write, according to Plakans (2010), are more complex than independent writing tasks as they require writers to check their understanding of the tasks and interact with the source texts during the whole process. So do the tasks for paraphrasing the texts in the 3RI paraphrasing instruction model require the students to read the text, rewrite and revise what they wrote to get the same or similar meaning of the original text and a good paraphrasing, according to (Swales et al., 2012), can demonstrate that the students have understood the text they have read. At the same time, they can avoid plagiarism.

This study focused on investigating the effectiveness of the developed model, i.e., the 3RI paraphrasing instruction model viewed from the

results of self-assessment and questionnaire. The self-assessment results indicated a significant difference between the scores obtained before and after the treatments with the 3RI instruction model. On the other hand, the students generally responded positively on how the developed model was applied and how it changed their understanding of paraphrasing, encouraged their learning activeness and creativity, and promoted their critical thinking skills.

The gradual release of the 3RI instruction model confirms the claim of its effectiveness in teaching any skills to the students. In their study about the gradual release of responsibility model effects on language learning, Lin and Cheng (2010) found that students progressed a lot in terms of summary writing and held a positive attitude toward such kind of instruction. Further, in their study, Fisher and Frey (2007) confirm that the gradual release of responsibility model of instruction was an effective approach for improving literacy achievement. In addition, based on the gradual release of responsibility model in strengthening literacy and numeracy learning, Herawati (2022) recommended that supervisors and schools adopt the gradual release of responsibility model for both teacher and student guidance in improving literacy and numeracy skills.

On the other hand, the students work collaboratively in doing paraphrase exercises within the 3RI instruction model, both in groups and in pairs. Collaboration has become a trend or critical issue in the 21st century. It has been implemented for educational or learning purposes, i.e., collaborative learning, in which two or more people learn or attempt to learn something together. Laal et al. (2012) stated that the need to think and act together on crucial issues has grown, shifting the emphasis away from individual efforts and toward collective efforts, away from independence and toward community. They define collaboration as interaction and personal lifestyle in which individuals are accountable for their activities, including learning and respecting their peers' abilities and contributions. In addition, Laal et al. (2013) describe the potential advantages of learning in collaboration, particularly those that deal with academic advantages in which collaborative learning can improve problem-solving skills and increase a high level of thinking. In this case, Laal and Laal (2012) confirmed that studies by Gokhale, Johnson and Johnson, and Samuel Totten claimed that collaborative learning could promote critical thinking.

Teaching paraphrasing strategy to the students can support the

development of not only their writing skills (Rahmat, 2021: Choy & Lee, 2012; Sun & Yang, 2015) but also their reading skills (Hagaman & Casey, 2017; Hagaman et al., 2016: Hagaman et al., 2012; Washburn et al., 2021; Escudero et al., 2018; Nirwana, 2021; Karbalaei & Amoli, 2011). In rewriting or paraphrasing what the students have read, they need to think critically to construct sentences so that the paraphrased text has the same meaning as the resource text. Writing skills are closely associated with the critical thinking skill (Condon & Kelly-Riley, 2004; Soleimani et al., 2020; Suteja & Setiawan, 2022), and the teaching of writing might involve teaching critical thinking (Imaniar et al., 2018; Çavdar & Doe, 2012; Abdelrahim, 2023) and it was found that by rewriting or paraphrasing, learners can develop their critical thinking skill in which when paraphrasing, students must pay closer attention to the text since they must comprehend and accurately assess its meaning (Nghi & Thai, 2021)

CONCLUSION AND SUGGESTION

This study's developed paraphrasing strategy instruction model is called 3RI (Read, Rewrite, Revise, and Integrate) instruction. It consists of 1) *a step-by-step paraphrasing strategy instruction model* accompanied by the worksheets and 2) teaching materials consisting of two parts – paraphrasing and integrating sentences. In its implementation, this instruction model adopts the gradual release of responsibility in which guided practices were provided before independent practices.

The students' self-assessment scores from the field testing indicated a significant difference between those obtained before and those after the treatment with the 3RI paraphrasing strategy instruction model. In addition, the students showed positive responses about the 3RI paraphrasing strategy instruction in which their activeness, creativity, and critical thinking were promoted.

The 3RI paraphrasing strategy instruction model might be one of the ways that lecturers can help their students avoid plagiarism and improve their writing skills. As the self-assessment was applied to evaluate the effectiveness of this instruction model, it is suggested that the next researchers might use a writing test instead of a self-assessment.

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