
Doing Manual Paraphrasing: What Should the Students Do in Paraphrasing or Rewriting English Writing?

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Abstract

The issue of plagiarism and students' writing difficulties appeared to be a difficulty for teachers, so the existence of paraphrasing is a means to prevent plagiarizing. The objective of this study is to describe manual paraphrasing for students in paraphrasing or rewriting English writing. This research is descriptive qualitative. The analysis shows that manual paraphrasing is the activity of rewriting a text into another form manually without the help of online tools. In teaching paraphrasing manually, ten several strategies can be used by students, including using synonyms, changing the word form, changing active or passive sentences, changing transitions/connectors, changing/rearranging the order of ideas, changing or modifying text structure, simplifying or summarizing sentence, changing the double negative into a positive form, adding quotation marks for important points, and combining paraphrasing techniques. Students need to combine these strategies by applying more than two strategies than a single paraphrase. In manual paraphrasing, students must carefully study the source material, comprehend its meaning, attempt to explain it, and then rewrite it using their words while preserving the same meaning. Manual paraphrasing requires more effort and takes time than using automated tools, but the results may be better than expected.

Keywords: Manual paraphrasing, paraphrasing, rewriting, English writing

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1. Introduction

Writing and producing scientific papers involves supporting material in the form of a topic sentence provided by references (Basori, 2017). Frequently, scientific paper represents the greatest challenge for students (Lina & Supriyono, 2021). Writing scientific papers involves supporting material in the form of a topic sentence provided by references (Basori, 2017). Relating to this content, it's important to observe the processes for obtaining expert opinions other than direct quotations. The procedure of picking and borrowing sentences to support the primary concept in our work is not permitted to utilize the same words as the phrases we are referencing. In this situation, the exact phrases are presented as quotes. The majority of our written work demonstrates our inability to reformulate the meaning of a sentence and alter its grammatical structure.

According to Safitri et al. (2021), certain students may think that writing a scientific paper is a challenge. This occurs because students must pay attention to several crucial components. The scientific works in question are papers, research reports, theses, and so on. Some of these types of work must be done by students who are currently undergoing lectures. As one of their necessities, students frequently access, receive, and analyze information or data instantly over the Internet (Halimah, 2022). Plagiarism is one of the ways students utilize technology to complete their tasks more quickly. The most efficient method for copying or plagiarizing the work of others is not always the best one. Paradoxically, technological advancements are not utilized as a means to expand information sources, but rather as a bad technique to swiftly fulfill a responsibility. However, scientific work should be made according to standard rules and not copied and paste.

Recent advances in science and technology make it impossible to prevent student plagiarism. Not only do senior students plagiarize in their student tasks, but also students at lesser academic levels (Syafuddin et al., 2021). This occurs due to the accessibility of information/data on the internet and the lack of student understanding regarding plagiarism. One example of plagiarism carried out by students, for example, in compiling assignments from lecturers, they tend to take them from the internet without editing or changing the sentences or words of the assignments they take, even some students just copy their friends' assignments and replace the assignments with their names. This proves that students cannot think critically and creatively. Plagiarism is also a problem for final-year students in compiling their final assignments. Students tend to copy and paste other people's opinions and ideas from various sources. Technology advancements make it simpler to obtain knowledge regardless of distance or time constraints. Nevertheless, excellent literacy knowledge has not followed this ease. In academic culture, copy-and-paste ethics and citing

information sources have not become an issue. As a result, many individuals are irresponsible while copying and pasting, particularly from the internet.

The issue of plagiarism and the writing challenges of EFL students looked to be a challenge for teachers (Ariyanti & Anam, 2021). Barry (2006) states that On college campuses, plagiarism is the new dirty word, and instructors are more concerned with teaching students how to avoid plagiarizing. Copy-pasting appears to have become a well-known practice among college students and students. It is not difficult to find materials or references to accomplish academic tasks when information is readily available. If let continue, this will exacerbate the culture of plagiarism. Some acts of plagiarism occur around us. Of course, this is quite a problem for all of us as educators (teachers or lecturers), thus it becomes quite vital for us to anticipate this behavior. It is not an exaggeration to state that plagiarism is an intellectual crime since it tarnishes and obscures our academic environment. There are several precipitating or driving elements for plagiarism, including 1) Restricted time to do scientific work, which is a significant stress. So motivated to copy and paste others' work. 2) Low level of interest in reading and in understanding reference sources. 3) Insufficient knowledge of when and how to cite. 4) Teachers and professors pay insufficient attention to the issue of plagiarism.

The study written by Shi (2012) states that students struggle to paraphrase to avoid plagiarism because of seemingly simple academic literacy skills such as paraphrasing or summarizing and citation practices. The study written by Sarair et al. (2019) states that the student's awareness of plagiarism in paraphrasing English text was extremely low. It was because many students still struggled to avoid plagiarism. After all, they did not understand how to quote or paraphrase the ideas of others. The students do not appear to comprehend the complete meaning of the text. Then, the study written by Maiyoritsa & Wahyuni (2021) states that the issues students face when paraphrasing in academic classes are difficulty in changing structures of ideas, word order, and sentence structures. Besides they lack vocabulary and lack of paraphrasing knowledge.

Existence of paraphrasing as a means to prevent plagiarizing. The authors can paraphrase a straight quote using their words. This is an excellent method for improving the quality of research articles (Ramadhani, 2019). The subject of paraphrasing as an element of academic writing has been a key concern for several researchers the author describes the strategies and techniques of paraphrasing (Akbar, 2020). Students may be enticed to engage in "patchwriting" due to a lack of comprehension of the previous paraphrasing concept. Paraphrasing activity allows the students to interpret what they have understood from the text (Swarini et al., 2018).

Paraphrasing as a term comes from the Latin "paraphrase" or Greek (Paraphrasein), with the same meaning, namely "Additional Expression Methods". Paraphrases are alternative ways to convey the same information (Bannard & Callison-Burch, 2005). In a generation,

paraphrasing is used to generate language that is more diverse and fluent (Barzilay & McKeown, 2001). To paraphrase means to rewrite content while preserving the original meaning (Burrows et al., 2013). The definition of paraphrase is the restatement (or reuse) of material to convey its meaning differently (Fernando & Stevenson, 2008). Paraphrases convey sentences or phrases that have the same meaning using different wording (Bhagat & Hovy, 2013).

Shinyama et al. (2002) state that paraphrases contribute significantly to the diversity and complexity of writings written in natural language. The skill of paraphrasing is essential for avoiding plagiarism charges on tests and seminar papers. In a case brief, paraphrasing implies using our words instead of directly replicating the opinion's terminology. The capacity to paraphrase a case exhibits comprehension of the case. Moreover, paraphrasing enables you to acquire the capacity to simplify difficult concepts, which is an essential skill when dealing with individuals (Baffy & Schaetzel, 2019). Androutsopoulos & Malakasiotis (2010) state that methods for paraphrasing are identifying, constructing, or extracting phrases, sentences, and longer natural language expressions that communicate essentially the same meaning. Basori (2017) noticed that paraphrasing besides functioning to express the meaning in which different editorial words are realized from the original sentences, paraphrases play a helping role in readers' understanding of the pillars of paragraphs that function the same as concluding.

There are two types of paraphrasing, namely manual paraphrasing and automatic paraphrasing. Manual paraphrasing is the activity of rewriting a text into another form manually, without the help of tools. In making paraphrases manually, there are several steps that students can do. Manual paraphrasing is the process of changing the original text into a different text using our own words. This is done manually without the help of tools or automated tools. In manual paraphrasing, we must read the original text carefully and understand the meaning it is trying to convey, then write it in our own words while maintaining the same meaning. Manual paraphrasing requires more effort than using automated tools, but the results are better and as expected. Manual paraphrasing involves summarizing the essential ideas, simplifying them, and summarizing the added quotations and references. Meanwhile, automatic or online paraphrasing is the activity of rewriting a text into another form with the help of an automatic paraphrasing tool. These automatic paraphrasing tools generally take the form of online paraphrasing platforms or applications. Currently, many Indonesian and English online paraphrasing applications can be used free of charge or free. Automatic paraphrasing uses paraphrasing tools (applications) from bots/machines, such as SEO Magnifier, Paraphrasing Tool, Prepostseo, Paraphrase-online, Article Rewriter, Spinner, Quillbot, etc.

Paraphrasing can be used to improve understanding, activate past knowledge, and aid in the development of writing abilities (McCarthy et al., 2009). The step for paraphrasing is to

find the essence of a text that has been read and find various problems in the text. A text that can be paraphrased quite a lot, such as narrative text, news text, advertising text, and so on. The characteristics of paraphrasing include the following: 1) paraphrasing has a language utterance that is different from the original text before it is paraphrased, 2) has a language delivery technique that is different from the source, 3) the meaning and content of the speech do not change from the source. So, paraphrasing is a scientific transformation approach that works like translating or seeking an equivalent meaning in a language. However, until the function of paraphrasing is equalized, which can replace the human role, all of us as readers or writers of scientific papers must equip ourselves scientifically to learn paraphrasing (Basori, 2017).

There are some previous studies about paraphrasing. First, Fitria (2021) explains that QuillBot is a fast paraphrasing tool that uses cutting-edge AI to rephrase any given piece of text. The tool's primary function is to rewrite text by altering sentence structure and replacing words with synonyms while preserving the sense of the original text. This tool may serve as an alternative to paraphrasing for students who lack the necessary understanding to paraphrase English texts in their writing. Second, Rahmatika (2017) explains that a paraphrasing tool is an application that can convey the same concept using many explanations. Using a tool for paraphrasing makes it easier for individuals to paraphrase without difficulty. YouParaphrase.com is appropriate for public usage. However, after utilizing this program to paraphrase, a second check is required. Because this application is inadequate in several ways, someone must replace the terms with their own, which are grammatically correct and contain sufficient vocabulary. Third, Inayah & Sulistyningrum (2021) explain that online rephrasing tools might be an option or solution for beginning English language learners who struggle with rephrasing while writing certain texts. To gain a deeper understanding of how students use translation machines and paraphrasing tools to overcome academic writing difficulties, it is necessary to conduct additional research involving a greater number of participants with a variety of academic writing difficulties and employ a variety of research instruments. Fourth, Sulistyningrum (2021) explains that students can overcome their paraphrasing challenges when writing literature reviews by using online paraphrasing tools. Online paraphrasing tools may be a solution for EFL and non-EFL students. Fifth, Maulida (2021) explains that The majority of online paraphrasing tools help students use correct grammar, and proper conjunctions, change word types, correct tense, rewrite source text into paraphrases with different writing, change words from the source text, change active sentences into passive sentences and vice versa, find synonyms to paraphrase an essay and alter the sentence structure of the source text. Sixth, Miranda (2022) explains that students agree that employing a tool for paraphrasing is an advantageous study aid with multiple benefits. Students use paraphrasing tools for a variety of purposes, including saving time, expanding their vocabulary, comprehending the context of a

document, and avoiding plagiarism checks. If utilized appropriately, paraphrasing tools will have a good influence as a learning tool.

The previous studies above show that all studies have discussed paraphrasing especially online paraphrasing tools including the implementation and its benefits for students. There is no previous research discussing manual paraphrasing or how to paraphrase manually. Therefore, the objective of this study is to describe manual paraphrasing for students in paraphrasing or rewriting English writing.

2. Method

This research applies qualitative descriptive research. Descriptive research is research that seeks to give an overview using words and numbers or a profile of the problem or an outline of the stages to answer questions, who, when, where, and how to destination and certain uses (Hamzah, 2021). This type of qualitative descriptive research displays data as it is in the process without manipulation or other treatments. This research aims to present a complete picture of an event or is intended to reveal and clarify a phenomenon that occurs. In this study, the researcher explains how to manually paraphrase. In this research, the researcher describes manual paraphrasing for students in paraphrasing or rewriting English writing such as articles.

The method of collecting data used documentation. The documentation data collection process is carried out with record data (information) that already exists. Documents can be in the form of literature, diaries, magazines, meeting minutes, audio corpus, videos, photos, and more, etc (Abdillah et al., 2021). In this research, the researcher collects several sentences on English abstracts published in the national journal. The method of analyzing data uses three steps of qualitative analysis as delivered by Miles et al., (2018), including data reduction, data display, and conclusion. In the reduction stage, the researcher carries out a selection or simplification process that emerged from the notes that appeared in the findings. The researcher displays the findings in the form of tables, graphs, or pictures to make the findings. Next, the researcher concludes the findings that are analyzed descriptively.

3. Findings

This study describes manual paraphrasing for students in paraphrasing or rewriting English writing. Each of the examples below exemplifies a strategy for paraphrasing:

3.1. Using Synonyms

This paraphrasing technique is the basic method of paraphrasing. Synonyms are words and phrases with a comparable meaning to the original. Using synonyms is an effective method for paraphrasing, but most English words have a slightly different shade of meaning (Baffy & Schaetzel, 2019). We can check an English-to-English dictionary when unsure of the minor distinction between two words. In this strategy, we are required to replace more than one

word or phrase. A paraphrase with a synonym should be able to paraphrase the statement in a way that another. In other words, replacing only one word in a sentence.

Students can take the help of a dictionary to find synonyms for the words in the content and use them to rewrite a piece of writing. When replacing words with their synonyms, make sure to use words that are simple and easy to understand. Do not use overly complex terms that damage the readability of the text. For example, in English, the terms can and can have the same meaning but are distinct words. By rephrasing a statement, it is possible to say that the sentence has been altered. This is the most fundamental form of paraphrasing. It is important to utilize appropriate synonyms since two words might have meanings that appear similar but are distinct (Fitria, 2021g). Below are some examples of paraphrasing sentences by using synonyms as follow:

Table 1. Example of Paraphrasing Sentences Using Synonyms

No	Original Sentence	Paraphrasing Sentence
1.	The findings show that gamification improves students' motivation, engagement, and learning outcomes (Fitria, 2022h).	The results indicate that gamification enhances student motivation, engagement, and learning outcomes (Fitria, 2022h).
2.	There are several barriers to implementing AR and VR in educational institutions (Fitria, 2023).	There are some challenges in implementing AR and VR in educational institutions (Fitria, 2023).
3.	Teaching materials are important for teachers and students in the learning process to improve the quality of learning (Fitria, 2022g)	Teaching materials are crucial/essential for teachers and students in the learning process to enhance/increase the quality of learning (Fitria, 2022g)
4.	This research simulates the use of Grammarly as an online assessment tool in identifying grammatical and mechanical errors (Fitria, 2022f)	This study demonstrates the utilization of Grammarly as an online evaluation tool in identifying grammatical and mechanical mistakes in students' essays in writing English (Fitria, 2022f)
5.	The objective of this study is to know the students' difficulty with the TOEFL prediction test reading skills (Fitria, 2022d).	The aims/purposes/goals of this study are to know the students' problems with the TOEFL prediction test reading skills (Fitria, 2022d).
6.	This research investigates the students' ability in identifying the passive voice and knows their opinions about the passive voice (Fitria & Muliasari, 2022).	This research explores/examines the students' skills in recognizing the passive voice and knowing their perceptions about the passive voice (Fitria & Muliasari, 2022).

3.2. Changing the Word Form

This paraphrasing technique involves changing the form of a word. But, there is a significant restriction when modifying word forms (Baffy & Schaetzel, 2019). When we start experimenting with word forms, we can wind up with a phrase that is awkward, overly lengthy, and perhaps not clear enough. We make sure our paraphrase is clear and simple to grasp for the reader. The form of the word referred to in this section is the word's

classification, such as verb, adjective, adverb, etc. To preserve the sense of the phrase and not break grammatical rules, it is occasionally necessary to alter, add, or remove additional words (Fitria, 2021g). Students can change nouns to verbs, verbs to nouns, nouns to adjectives, and so on. This process involves also making other changes in sentence structure. Below are some examples of paraphrasing sentences by changing the tenses as follows:

Table 2. Example of Paraphrasing Sentences Changing the Word Form

No	Original Sentence	Paraphrasing Sentence
1.	There are various steps in implementing gamification in the learning process which applied in the classroom (Fitria, 2022h)	There are a variety of classroom-applicable steps for implementing gamification in the learning process (Fitria, 2022h)

3.3. Changing Active or Passive Sentences

This paraphrasing technique changes active sentences to passive sentences or passive sentences to active sentences in sentences with subjects, verbs, and objects (Fitria, 2021). In sentences, we need to consider that a sentence has subjects, verbs, and objects, so it can be changed from active sentences to passive sentences, or from passive sentences to active sentences. Passive voice sentences look completely different in readability but change the readability style of the sentence. Below are some examples of paraphrasing sentences by changing active or passive sentences in the abstract as follow:

Table 3. Example of Paraphrasing Sentences Changing Active or Passive Form

No	Original Sentence	Paraphrasing Sentence
1.	This research applies descriptive qualitative (Fitria, 2021h).	Descriptive qualitative is applied in this research (Fitria, 2021h).
2.	This study used a mixed-method both qualitative and quantitative approach (Fitria, 2020b).	Mixed-method both qualitative and quantitative approaches are used in this study (Fitria, 2020b).
3.	Errors can be caused by a lack of language skills such as the learner's lack of knowledge of the target language's correct rules (Fitria, 2020a).	a lack of language skills such as the learner's lack of knowledge of the target language's correct rules can cause errors (Fitria, 2020a).

3.4. Changing Transitions/Connectors

This paraphrasing technique changes transitions/connectors. Transitions/connectors are words that illustrate the connections between concepts inside a phrase or between sentences (Baffy & Schaetzel, 2019). To demonstrate the difference, authors might use terms such as "although," "nevertheless," and "in comparison." To demonstrate cause and effect, authors may use "as a result," "consequently," or "as a result." When rephrasing a statement containing one of these terms, we can change it with another transition. Below are some

examples of paraphrasing sentences by changing sentence connectors in the abstract as follow:

Table 4. Example of Paraphrasing Sentences Changing Transitions

No	Original Sentence	Paraphrasing Sentence
1.	The students can be given the opportunity outside of class to watch selected TED Talks, so these talks are can be analyzed in class (Fitria, 2022b).	The students can be given the opportunity outside of class to watch selected TED Talks, so that/therefore these talks can be analyzed in class (Fitria, 2022b).
2.	But , they agree that the English vlog is an interesting and fun task in English class ... (Fitria, 2022a).	However , they agree that the English vlog is an interesting and fun task in English class ... (Fitria, 2022a).
3.	Besides , they experience other various problems, such as quota and internet connection ... (Fitria et al., 2022)	Moreover/likewise , they experience other various problems, such as quota and internet connection ... (Fitria et al., 2022)
4.	Thus , directly or indirectly, whether consciously or not, each translation machine carries its characteristics (Fitria, 2021f).	Therefore/so/so that/consequently directly or indirectly, whether consciously or not, each translation machine carries its characteristics (Fitria, 2021f).
5.	Then the student characters will gather at the same table as in a real classroom (Fitria, 2021e).	After that/later , the student characters will gather at the same table as in a real classroom (Fitria, 2021e).

3.5. Changing/Rearranging the Order of Ideas

This paraphrasing technique rearranges the presentation of our ideas or thoughts in a sentence. For instance, the original statement describes a cause-and-effect connection, with the cause appearing first and the consequence appearing last (Baffy & Schaezel, 2019). In a paraphrase, the effect might come first, followed by the cause. In changing the order of words, so sentences still follow the applicable rules, sometimes there are additions or subtractions of words. We make sure that the resulting sentence is not difficult, illogical, or would break the flow of ideas in a paragraph. In a compound sentence, the quickest approach to modify the word order is by rearranging the clauses (Fitria, 2021g). Below are some examples of paraphrasing sentences by changing the order of ideas in the abstract as follows:

Table 5. Example of Paraphrasing Sentences Changing the Order of Ideas

No	Original Sentence	Paraphrasing Sentence
1.	After conducting online learning, English lecturers feel satisfied with online lectures for several semesters (Fitria et al., 2022).	English lecturers feel satisfied with online lectures for several semesters after conducting online learning (Fitria et al., 2022).
2.	After using Grammarly, the performance text score is 77 out of 100 (Fitria, 2021c).	The performance text score is 77 out of 100 after using Grammarly, (Fitria, 2021a).
3.	Before using Grammarly, the performance of the test score is 34 out of 100 (Fitria, 2021c).	The performance of test score is 34 out of 100 before using Grammarly (Fitria, 2021c).

4.	Students need to understand in-depth and re-check their writing to get better or higher-quality paraphrasing (Fitria, 2022e).	To get better or higher-quality paraphrasing, students need to understand in-depth and re-check their writing (Fitria, 2022e).
5.	During the COVID-19 pandemic, educators implement online learning in the education process (Fitria, 2021d).	Educators implement online learning in the education process during the COVID-19 pandemic (Fitria, 2021d).

3.6. *Changing or Modifying Text Structure*

This paraphrasing technique modifies the structure of the original text by splitting a sentence up into many sentences or merging shorter sentences into one longer statement (Baffy & Schaetzel, 2019). This way is similar to paraphrasing by separating/breaking information into separate sentences. While paraphrasing usually results in roughly the same word count as the original quote, we may want to play around with the sentence count to make the text different. In this situation, a lengthy sentence is divided into two sentences. If the original quotation was comprised of two sentences, we may be able to merge the material into a single statement. Students can change the object in a sentence with the subject to make it look different and can break larger sentences into smaller sentences. Students need to ensure that the intended sentence structure does not have any impact on the meaning and context of the writing. Students should not change the meaning in any way. Students need to put themselves in the reader's view to know whether the sentence will look good to them or not. Below are some examples of paraphrasing sentences in the abstract as follow:

Table 6. Example of Paraphrasing Sentences Changing Text Structure

No	Original Sentence	Paraphrasing Sentence
1.	There are various steps in applying gamification in the learning process that can be applied in the classroom (Fitria, 2022h)	There are many different ways that gamification may be integrated into the learning process. These methods can be used in the classroom (Fitria, 2022h)
2.	There are various steps in applying gamification in the learning process that can be applied in the classroom (Fitria, 2022h)	There are various steps in applying gamification in the learning process. These steps can be applied in the classroom (Fitria, 2022h)
3.	Several problems affect learning TOEFL by using Zoom and YouTube. Students have a problem with an internet connection (Fitria, 2021d).	Several problems affect learning TOEFL by using Zoom and YouTube, such as students having a problem with an internet connection (Fitria, 2021c).

3.7. *Expanding the Idea*

This paraphrasing technique adds or expands the idea in a sentence such as the number of clauses in a sentence, by inserting words into the sentence. Below are some examples of paraphrasing sentences in the abstract as follow:

Table 7. Example of Paraphrasing by Expanding the Idea

No	Original Sentence	Paraphrasing Sentence
1.	Gather Town is a virtual meeting platform designed like a video game (Fitria, 2021e).	Gather Town is a platform for conducting online meetings that take the style of a video game (Fitria, 2021e).
2.	Canva application is conveniently practiced and suitable for students who want to learn simple, creative, and innovative graphic designs (Fitria, 2022c).	Students who are interested in learning easy, creative, and unique graphic design might consider using the Canva program because it can be easily practiced and is ideal for them (Fitria, 2022c).
3.	E-learning's platform was made based on Learning Management System (LMS) that can be accessed at the website (Fitria, 2021a).	The Learning Management System (LMS), which can be accessed through the website, served as the foundation for the development of the platform for e-learning (Fitria, 2021a).

3.8. Simplifying or Summarizing Sentences

This paraphrasing technique reduces the words or clauses in a sentence, by simplifying or summarizing the words in a sentence. Below are some examples of paraphrasing sentences in the abstract as follow:

Table 8. Example of Paraphrasing by Simplifying or Summarizing Sentences

No	Original Sentence	Paraphrasing Sentence
1.	Grammarly helps check the grammatical rule, and the spelling rule in English structure, and also correct errors in writing such as punctuation and capitalization (Fitria, 2021c).	Grammarly checks English grammar, spelling, punctuation, and capitalization (Fitria, 2021c).
2.	Grammarly runs on an Artificial Intelligence (AI) system, which is built to analyze English sentences relying on a set of rules (Fitria, 2021c).	Grammarly uses AI to evaluate English sentences using rules (Fitria, 2021c).
3.	This tool can be the students' alternative which provides a solution by helping paraphrase when students do not have the idea to paraphrase English writing manually (Fitria, 2021h).	This tool helps students paraphrase when they don't know how to paraphrase manually (Fitria, 2021h).
4.	E-learning is one of the impacts of the development of information and communication technology (ICT) technology applied in education using the accessible website (Fitria, 2021a).	E-learning, which uses a website, is one result of ICT technology in education (Fitria, 2021a).

3.9. Changing Double Negative into Positive Form

This paraphrasing technique reverses the negative form into a positive form or reverses the negative form into a positive form. Negative sentences (negations) are the opposite or opposite of affirmative sentences. This is stated by the presence of 'not' and negative prefixes to nouns, adjectives, and verbs. There are several negative prefixes in the English language including a-, dis-, il-, im-, in-, ir-, non-, and un-. The double negative is the presence of

two negative words at once in a sentence. Using two negative words in the same sentence can negate each negative word. As a result, the sentence becomes a positive sentence.

3.10. Adding Quotation Marks for Important Points

This paraphrasing technique uses quotation marks to sign important points. Sometimes, writing requires students to use the information provided in it. Students cannot change the information because it will make their writing sound weird. Students can enclose the same information in quotation marks and use it in writing. In this way, students will also save time in rewriting their writing.

3.11. Combining Paraphrasing Techniques

This paraphrasing technique applies a combination of several strategies instead of depending on simply one. Using only one strategy to paraphrase will result in a sentence that is nonetheless copied from the source (Baffy & Schaetzel, 2019). In reality, each of the instances offered above does not go far enough. They present an example of a single paraphrase approach. By itself, one approach is not adequate to construct a paraphrase.

4. Discussion

According to Keck (2006), teaching paraphrasing might prevent students from plagiarizing source materials. The issue of plagiarism and the writing challenges of EFL students looked to be a challenge for teachers (Ariyanti & Anam, 2021). Choy & Lee (2012) state that the incapacity of English as a second language (ESL) students to paraphrase texts is one of the most significant challenges they experience. The task of paraphrasing is not simple since it requires the writer to use many levels of expertise (Rahmat, 2021).

There are many complexity levels for paraphrasing, including the lexical, phrasal, and sentential levels (Li et al., 2019). Writing requires the application of both reading and writing abilities. It means that paraphrasing involves a cognitive talent that demands higher-order thinking and a high level of reading and writing skills (Na & Nguyen, 2017). To achieve the final manuscript, he or she must pass through the pre-, during-, and post-writing phases. The task of paraphrasing is not simple since it demands both cognitive and metacognitive methods. The cognitive and meta-cognitive techniques indicate that the individuals began by comprehending the original text, creating the paraphrase, and comparing the paraphrased text's fullness of meaning to the original (Khriismawan & Widiati, 2013).

Paraphrasing is an important skill in academic writing (Loh, 2013). Paraphrasing is a beneficial method for avoiding plagiarism, particularly in academic writing (Khriismawan & Widiati, 2013). The employment of a paraphrasing method is regarded as one of the most effective means of improving students' reading comprehension and writing performance. (Hans, 2017). Effective paraphrasing requires students to present existing ideas in their own words while making them as interesting as possible. For beginners, it is quite normal to feel

overwhelmed when faced with the task of writing English using paraphrasing techniques. After all, it would be quite time-consuming to do so. Here are some important secrets of paraphrasing techniques that students can use in writing English.

Based on the findings, there are ten paraphrasing techniques manually which can be done by the students including using synonyms, changing the word form, changing active or passive sentences, changing transitions/connectors, changing/rearranging the order of ideas, changing or modifying text structure, simplifying or summarizing sentence, changing the double negative into a positive form, adding quotation marks for important points, and combining paraphrasing techniques. According to Baffy & Schaezel (2019), we need to always combine these strategies, applying three, four, or five approaches inside a single paraphrase. It is supported by Malabay (2022) Other ways for paraphrasing include synonym replacement, antonym substitution, change of voice, change of person, referent substitution, and metaphor substitution, all of which try to make writing with accurate outcomes simpler.

Linguistically, paraphrasing is the re-expression of a concept, idea, or opinion using the same words in multiple ways without affecting the meaning. Paraphrasing tries to rewrite ideas and subject matter using our language and words. It can also be a step to retell other people's sentences differently, without changing the substance. Using paraphrasing is the same as citing other people's ideas by citing the main source. Paraphrasing is a re-expression of a speech into another speech without changing its meaning. Usually, the term paraphrase is used to explain that someone makes a piece of writing from another person's writing, but in their own language. However, an author who paraphrases may not change the content and meaning of the source. In addition, the author must also continue to write down the main sources of ideas written in the bibliography, even though the text is remade in its sentences. Writing citations in paraphrases is done to appreciate the author's ideas.

When paraphrasing, students do not need to replace every word in the sentence, especially for something like an idea or ideas related to science. Use language or words that we understand and we can also use synonyms. Students need to pay attention to the choice of synonyms we use because not all synonyms can be applied in a sentence. There are several tips for writing paraphrasing, including 1) Understanding the concept of writing to be paraphrased. The first paraphrasing technique is to understand the basic concept of the writing students are going to paraphrase. This is important and is the main step because we will find it difficult if students do not understand the main idea of the paragraph or writing that we are going to adapt. By understanding the initial concept of writing, students will easily explore a lot of vocabulary that has similarities with the words used in the writing. Not only that, students can even change the form of writing, for example from deductive to inductive and vice versa. This is because the most important thing is that the main idea is the same even though the writing style is different. 2) Expand vocabulary and terms. Furthermore, the second technique for writing paraphrases is to enrich students' knowledge

with current vocabulary and terms that are currently viral and widely used by people. This is important because when students know a lot of vocabulary, in the paraphrasing process students do not have difficulty choosing the right diction to replace the words that are already used in the text. In addition, by multiplying terms, students can also abbreviate a meaning from a word that usually has to be explained at length. One term is enough but already represents what 'thing' they want to convey. To enrich students with vocabulary and terms, they must read diligently so they are familiar with several new words and terms. 3) Pay attention to the rules of writing. Next, the third paraphrasing technique is to pay attention to the writing rules of the references to be used. Quotations are divided into two, direct quotations and indirect quotations. Not only that, in paraphrasing, students also have to be familiar with active sentences and passive sentences because one way to rewrite or adapt writing is to change active sentences into passive ones and vice versa. Writing rules are useful not only for paraphrasing but also for making their writing look good. 4) Increase knowledge and insight. The factors that support ease and speed in writing are the knowledge and insight students have. The reason is easy because students won't be able to adapt the writing if they do not recognize the topic written in the writing. Therefore, increase students' knowledge and insight by reading books and following the news. The more knowledge and insight they have, the easier it will be for them to paraphrase. Students are will more familiar with and not surprised by certain topics, so if students get assignments with various topics, it won't be a problem for them.

5. Conclusion

Manual paraphrasing may require more effort than using automated or online tools, but the results may be better than expected. There are ten paraphrasing techniques manually which can be done by the students including using synonyms, changing the word form, changing active or passive sentences, changing transitions/connectors, changing/rearranging the order of ideas, changing or modifying text structure, simplifying or summarizing sentence, changing the double negative into a positive form, adding quotation marks for important points, and combining paraphrasing techniques. We need to always combine these strategies, applying three, four, or five approaches inside a single paraphrase.

Therefore, students need to consider several points. Students need to read sources carefully. If necessary, they repeat it for better understanding. Make notes on the basic concepts of the essay and the key points they find in the original writing. When writing, they make sure that they do not need to look at the original text to avoid sentence overlap. Students can enrich their vocabulary by knowing many synonyms as alternatives. They can also use the help of a dictionary. Begin writing from a different point of view than the original text. If students still find similar phrases, they can change the order of the sentences or change passive sentences to active, or vice versa. If the sentence in the original text is too long,

students can divide it into several parts. They can combine two short sentences into one. They also can simplify the language, so that the reader easily understands the intent of their writing.

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