STUDENTS' PERCEPTION OF PARAPHASING IN WRITING: COGNITIVE, AFFECTIVE AND CONATIVE

Aprilia Muliawati Tutupoho[1], Elysa Hartati[2].
Universitas Mercu Buana Yogyakarta
Indonesia
[1] apriliamuliawati7@gmail.com

Abstract

This study aimed to find out students' perception of paraphrasing by seeing cognitive, affective, and conative aspects. It involved 20 English students who had taken an academic writing course in the year 2020/2021 in one of private universities of Yogyakarta. By carrying out a descriptive quantitative design, the questionnaire was used to gain the data. The result showed that the students had a good knowledge of paraphrasing. It shows 80.7% related to the cognitive aspect. They comprehend the concept of paraphrasing as rewriting and technique to avoid plagiarism in writing. In the affective aspect, the majority of students (79%) were influenced by their emotions to paraphrase text. The students' feeling has correlation with the affective values that give impacts to the how students write the paraphrase. Furthermore, the conative aspect had a percentage of 76.8% which showed students' attitude of paraphrasing. This aspect has affected students' performance on paraphrasing constantly in their writing. Thus, it is essential to familiarize paraphrasing skills to enhance student's quality in writing.

Keywords: paraphrasing, perception, affective, cognitive, conative

INTRODUCTION

Writing can encourage students to recall knowledge and focus on learning which they will be better understand and remember the lesson, and it will remind them longer. Khazrouni, 2019 mentions that for EFL learners to develop any writing skills are required in their English study, including analyzing, argument, and critical thinking. Nevertheless, according to Harmer, 2001 as cited in Habibi et al., 2017, when students do not have the words or language, they need to express themselves in writing, they might become very frustrated. Therefore, an educational institution provides academic writing classes to learn and develop the structure of writing. The educational institution also serves regulations that the students have to write academic writing to required graduation (Ismail et al., 2020). Creating academic writing is not easy for them by seeing they have to pass a long writing process. Through the writing process, the students can

identify, understand, and search the information from other references (Pinjaroenpan & Danvivath, 2017). Search the references include the academic papers not only from the book but also on the internet website. Internet website has many sources to support students' reference, but they must be careful because it will be issue in their academic writing. The number of open-access academic papers and internet websites increases every year, the students and researchers faced a significant issue in maintaining academic integrity and honesty by appropriating someone else's ideas into their writing manuscripts (Mira & Fatimah, 2020). Copying someone ideas without mention the author is the same as plagiarism. Overcoming students' plagiarism on writing performance, they can use paraphrasing skill in their writing.

According to Khairunnisa et al., n.d. , paraphrasing is a technique for quoting others' ideas that students must master to complete a writing product for

academic purposes. Similarly, paraphrasing is a technique for delivering someone's thoughts by totally rewriting different writing from the original text (Ismail et al., 2020). In this case, paraphrasing is a way to rewrite a quote by the editor through a new language without changing idea and meaning from the original author. For most students, performing paraphrasing is difficult because they lack knowledge and practice in doing so, as well as awareness of excellent paraphrasing strategies (Rahmayani, 2018). There are three criteria to good paraphrase from Bailey, 2011: (1) about the same length as the original, (2) the meaning of the original which is still maintained, and (3) changing appropriate vocabulary and grammar from the author's style to own style.

Unfortunately, as reported in several studies, the students still paraphrase in academic writing. The study by Liao & Tseng, 2010 shows that errors from non-native writers in paraphrasing are closely related to plagiarism. In addition, Shi, 2012 mentions that students have difficulty paraphrasing to avoid plagiarism. If the students plagiarize other ideas, it can be illegal and not tolerated in all academic institutions. The resulting study by Park, 2003 as cited in Santoso et al., 2019, reveal that over 50% of students at university cheat on plagiarism in the online world. Furthermore, Nurul & Sulistyaningrum (2021), mention that most students fail paraphrasing text because they mostly rely on the synonym. Failing paraphrasing relate to the students' knowledge, emotion, and attitude about concept paraphrasing. In addition, the study by Liao & Tseng, 2010 find that the students deny having committee plagiarism and claim they are aware of the importance of paraphrasing. Nevertheless, the result contrast with the student's attitude toward paraphrasing task which was the

postgraduates and undergraduates failed to create acceptable texts. In consequently, it is important to lecturer to know how students' perception of paraphrasing.

Perception is how to affect the stimulus-response an object receives through personal sense, which is interpreted into a meaningful picture. Perception is an essential psychological aspect to know phenomena related to our environment. People have different perceptions of every object, which can be negative or positive. There are several aspects of perception from Bimo Walgito in Yeni, 2021: (1). Cognitive: knowledge, views, expectations, ways of thinking/gaining of knowledge, experience in the past, and thoughts or beliefs related to how to perceive the object. (2) Affective: the person feeling and emotional toward object and concern excellent or bad evaluation on individual emotion factors. (3). Conative: attitude, individual activity, behavior, and motivation by perceiving a particular object or circumstance. These aspects are essential since the students relate to knowledge, feeling, and attitude in the behavioral tendency toward self-perception. This research aims to find out students' perception of paraphrasing in their writing by seeing the cognitive, affective, and conative aspect.

RESEARCH METHOD

This study employed a descriptive quantitative data. According to Creswell, 2012 Quantitative research is identifies problem based on the trends to explain why something occurs. The participants involved 20 English students from batch 2017 and 2018 who took an academic writing course in one of the private universities in Yogyakarta. The instrument used was close-ended questionnaire. It was used to gain students' perceptions of paraphrasing in their writing. There are

three perception indicators from Bimo Walgito (2010) as cited in Yeni, 2021 cognitive, affective, and conative aspects. The scale choice points used the Likert Scale with five options (strongly agree, agree, neutral, disagree, and strongly disagree) by Sugiyono, 2013. Furthermore, analyze the data and classify the percentage of students' perception using paraphrasing in writing.

The scoring formula
$P = \dfrac{W}{(QRS)} \; X \; 100\,\%$

P = Percentage score
R = Total question
W = Frequency (total respondent choice)
S = Total respondents
Q = Maximum score each

Table 1. Percentage Questionnaire

No	Percent (%)	Qualification
1	75% - 100%	High
2	50% - 75%	Medium
3	25% - 50%	Low
4	0% - 25%%	Very Low

FINDING AND DISCUSSION

The purpose of this study is to find out students' perception of paraphrasing in their writing.

Questionnaire

To measure how the students' perception of paraphrasing in their writing, this study used Bimo Walgito's theory about aspects of perception. These aspects contains cognitive, affective, and conative.

Table 2. Cognitive aspect

Statmemt	SA	S	N	SD	D
I know paraphrasing could minimize plagiarism	45%	55%	-	-	-
I know paraphrasing as rewriting the sentence	20%	75%	-	5%	-
Before I know paraphrasing, I often copy the sentence directly	15%	30%	30%	25%	-
I am able to improve my idea in paraphrasing	30%	55%	15%	-	-
I am able to improve new vocabulary in paraphrasing	50%	45%	5%	-	-
I am able to improve writing skill in paraphrasing	30%	50%	20%	-	-
I write the sentence based on context and language in paraphrasing	20%	40%	25%	15%	-

Table 2 about the cognitive aspect showed that most of the students had a good knowledge of paraphrasing. It can be seen from the percentage number 1 and 2. The data showed that they were able to perceive the concept of paraphrasing. The first statements showed most of the students (SA = 45%, A = 55%) which "I know paraphrasing could minimize plagiarism". This percentage was higher to prove that paraphrasing could minimize plagiarism in writing. Furthermore, the second statement was "I know paraphrasing as rewrite the sentence". It can be seen (SA = 20%, A = 75%, D = 5%), which means most of the students know the definition of paraphrasing as rewriting sentence than

5% were not know paraphrasing as a rewrite. In contrast third statements "Before I know paraphrasing, I often copy the sentence directly" and which Percentage (SA = 15%, A = 30%, N = 30%, D = 5%). They chose 15% strongly agree, and 30% agree that they always copy the sentence without rewriting the sentence. It is same as plagiarism if they did not paraphrase the sentence before. Whereas the students who were 30% neutral did not answer the statement, and 5% were not copying directly, although they did not know to paraphrase before. In addition, the percentage numbers 4, 5, and 6 data showed that they could improve ideas, new vocabulary, writing skills. They could improve idea in paraphrasing which percentage (SA = 30%, A = 55%, N = 15%). They can develop their idea through paraphrasing because it makes them knowledgeable. Moreover, the percentage students choose (SA = 50%, A = 45%, N = 5%) which they find out new vocabulary when using paraphrasing. They strongly agree 50% and agree 45% many vocabularies used to paraphrase sentences. Then, students able to improve writing skill in paraphrasing (SA = 30%, A = 50%, N = 20%). Only 30% strongly agree, and 50% agree, it was higher for students to practice their writing skill in paraphrasing. Next, the students could write the sentence based on the context and language in paraphrasing which percentage (SA = 20%, A = 40%, N = 25%, D = 15%). The students were 20% strongly agreed, and 40% agreed that they could write sentences related to the context and language, although 15% disagreed.

Based on the questionnaire data related to cognitive aspect to measure students' knowledge of paraphrasing by the English department students (see appendix 1.2.1), the students' knowledge of paraphrasing shows a high number of 87.5% perceived. It shows that students comprehend the concept of paraphrasing in writing. According to Bimo Walgito, cognitive is one aspect of perception about knowledge, views, expectations, and belief related to how to perceive the object. Students' knowledge of paraphrasing as rewriting sentences could minimize plagiarism in their writing. Although, errors from the non-native writer in paraphrasing are closely related to the case of plagiarism (Liao & Tseng, 2010). It was related in statement 3 that they often copy sentences directly without paraphrasing previously. Nevertheless, the students could improve their ideas, new vocabulary, writing skills, and write sentences related to the context language through paraphrasing skills.

Table 3. Affective aspect

Statmemt	SA	S	N	S D	D
I realize using paraphrasing could avoid plagiarizing	45%	50%	5%	-	-
I am very confident in making my paper because of paraphrasing	35%	55%	10 %	-	-
I am happy when I find new vocabulary	40%	40%	20 %	-	-
I doubt if my writing is not related to the topic	10%	70%	20 %	-	-
I am comfortable when using paraphrasing website	15%	35%	45 %	5%	-
I am difficult	10%	60%	15	15%	-

to find the correct words to paraphrase			%		
I am lazy to read long texts to paraphrase occasionally	10%	55%	25%	10%	-

The table 3 about the affective aspect focuses on students' emotional paraphrasing. Students' feeling is part of the important influence to paraphrase a sentence. It also impacts students' interest and anxiety. In the data number 8 that students realize using paraphrasing could avoid plagiarizing, it showed (SA = 45%, A = 50%, N = 5%). Both percentages were higher to students' awareness use paraphrasing to avoid plagiarizing. Next, the students showed that (SA = 35%, A = 55%, N = 10%) it really confidently to paraphrase. Furthermore, the students were really happy to find new vocabulary, it can be seen (SA = 40%, A = 40%, N = 20%). Many vocabularies they could master would make it easier to paraphrase. In contrast to statement 11, the students doubted if their writing was not related to the topic, it could be seen (SA = 10%, A = 70%, N = 20%). They disbelieve 10% strongly agree, and 70% agree that their writing could not deliver the topic well. In other side, the students were comfortable using paraphrasing website with the percentage (SA = 15%, A = 35%, N = 45%, D = 5%). The students 15% strongly agree, and 35% agree they were confident to use paraphrasing websites as supporting their writing, and 5% disagree not using paraphrasing websites in writing. In addition, the students were challenged to find the correct word to paraphrase in the percentage (SA = 10%, A = 60%, N = 15%, D = 15%). The students 10% strongly agree, 60% agree to find correct words to paraphrase, and 15% they were easy to find the correct word.

Moreover, the students were lazy to read long texts occasionally which percentage (SA = 10%, A = 55%, N = 25%, D = 10%). The students 10% strongly agree, and 55% agree they were lazy when reading long text to paraphrase, while 10% enjoy reading long text.

Based on the questionnaire data related to affective aspect to measure students' emotion of paraphrasing by the English department students (see appendix 1.2.2). The students' emotion of paraphrasing had a high percentage of 79%. According to Bimo walgito, affective is an aspect of people's feelings such as like and dislike toward an object. An affective aspect related to what the students feel while using paraphrasing in writing. All of students agreed that paraphrasing could avoid plagiarism, it means that they like paraphrase text to avoid copying text. In addition, statements 9 and 10 showed that most of them feel confident and happy when using paraphrasing in their writing performance. Nevertheless, some of them get problem when they write correlate on the topic. They also difficult to find out correct word and read a long text to paraphrase. It was related study by Hirvela & Du, 2013 reveal that paraphrasing is difficult and complex for second language students, they lack of confidence in their English skills and lack of vocabulary in English language source is not an easy thing to do. Hence, to students' overcome problem on writing performance; some of students comfortable to use paraphrasing tools in writing.

Table 4. Conative aspect

Statmemt	SA	S	N	SD	D
I always use paraphrasing because it makes my writing more	15%	65%	15%	5%	-

quality					
I can express my idea when paraphrasing	15%	60%	20%	5%	-
I am motivated when lecture appreciates my paraphrase	25%	40%	35%	-	-
Sometimes I do not use paraphrasing in my paper	15%	20%	45%	20%	-
My lecture always reminds me to used paraphrase	25%	60%	10%	5%	-
My lecture always motivates me to improve my writing skills using a paraphrasing	25%	60%	10%	5%	-

The table 4 about conative aspect to measure students' attitudes toward paraphrasing. In questionnaires number 1, 2, and 3, the data showed that they practiced paraphrasing skills in writing. The first statements, the students use paraphrasing because their writing more quality which the percentage (SA = 15%, A = 65%, N = 15%, D =5 %). Only 15% strongly agree, and 65% agree that they write more quality when using paraphrasing skills, although 5% disagree were not used. Next, the students (SA = 15%, A = 60%, N = 25%, D = 5%) 15% students strongly agree and 60% agree were paraphrasing could express their idea. In addition, the statement number 17 was students were motivated when lecturer appreciates

their writing which percentage (SA = 25%, A = 40%, N = 35%). They chose 25% strongly agree, and 40% said that they thought the role of lectures was significant to appreciate their writing. Nevertheless, the number 18 students (SA = 15%, A = 20%, N = 40%, D = 20%) were not paraphrased in their writing. The percentage neutral 40% did not answer the statement. Furthermore, numbers 19 and 20 focus the students to always paraphrase by the lecturer in the classroom. The percentage number 19 (SA = 25%, A = 60%, N = 10%, D = %), they choose 25% strongly agree and 60% agree if teacher always reminds them to used paraphrase in learning process. However, the lecturer always motivates the students to improve writing through paraphrasing which percentage (SA = 25%, A = 60%, N = 10%, D = 5%. The percentage 25% strongly agree, and 60% agree they were essential; the lecture always motivates students to improve writing skills through paraphrasing.

Based on the questionnaire data related to conative aspect to measure English department students' paraphrasing (see appendix 1.2.3). The percentage of students' attitudes was 76. 8% by seeing conative aspect. According to Bimo Walgito, conative is the component of individual activity, attitude, behavior, and motivation by perceiving a particular circumstance. This aspect had a correlation between students' attitudes and students' performance in writing. Some of them use paraphrasing to increase their writing performance could be better. In addition, the lectures also influenced students' performance on paraphrasing text. According to Liao and Tseng mention that the lectures could discuss the requirement for acceptable paraphrasing, explain appropriate textual borrowing, and affirm the students to continuous practice in proper paraphrasing. Consequently, the

lectures had an important role to remind and motivate students on paraphrasing.

CONCLUSION

Based on the results obtained after researching, it can be concluded that paraphrasing is the technique which students used to quote original source text so that their writing could avoid plagiarism. This study has positive perception of paraphrasing appropriate cognitive, affective, and conative aspects. The students' knowledge has high percentage (see appendix 1.2.1) than students' feeling and students' attitude, but both of them influence each other to increase students' paraphrasing in writing.

The results of this study could be ensured for lecturers to identify students' comprehension on paraphrasing skill while they were taught in the classroom previously. This research also can be a reference to other research in doing the research related problem of ELT especially about paraphrasing.

References

Bailey, S. (2011). Academic Writing: A Handbook for International Students. In *Academic Writing* (Third Edit). https://doi.org/10.11648/j.ijssn.20170504.11

Creswell, J. W. (2012). Educational research: Planning, conducting, and evaluating quantitative and qualitative research. In *Educational Research* (Vol. 4).

Habibi, A., Wachyuni, S., & Husni, N. (2017). Students' Perception on Writing Problems: A Survey at One Islamic University in Jambi. In *Journal of Islamic Education* ▪ (Vol. 22, Issue 1). http://jurnal.radenfatah.ac.id/index.php/tadib

Hirvela, A., & Du, Q. (2013). " Why am I paraphrasing ? " : Undergraduate ESL writers ' engagement with source-based academic writing and reading. *Journal of English for Academic Purposes*, *12*(2), 87–98. https://doi.org/10.1016/j.jeap.2012.11.005

Ismail, Sunubi, A. H., Halidin, A., Amzah, Nanning, & Kaharuddin. (2020a). Paraphrasing technique to develop skill for english writing among indonesian college students of English. *Systematic Reviews in Pharmacy*, *11*(11), 291–297. https://doi.org/10.31838/srp.2020.11.43

Ismail, Sunubi, A. H., Halidin, A., Amzah, Nanning, & Kaharuddin. (2020b). *Paraphrasing Technique to Develop Skill for English Writing among Indonesian College Students of English*. *11*(11), 291–297. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3732494

Khairunnisa, W., Sutapa, Y. G., & Surmiyati. (n.d.). Students' Problems in Paraphrasing. *Jurnal Pendidikan Dan Pembelajaran*, 1–9.

Khazrouni, M. (2019). Assesment for Improving ESL Learners' Writing Skills among Undergraduate Students: a Case Study of Skyline University College. *International Journal of English Language Teaching*, *7*(1), 30–44.

Liao, M., & Tseng, C. (2010). Students` Behaviors and Views of Paraphrasing and Plagiarism in an EFL Academic Setting. *Pan-Pacific Association of Applied Linguistics(PAAL)*, *14*(2), 187–211.

Mira, A. S., & Fatimah, S. (2020). *Students ' Paraphrased Texts and Their Perception s of Paraphrasing in Academic Writing*. *14*(1), 55–69. https://doi.org/10.24036/ld.v14i1.42494

Nurul, I. A. M., & Sulistyaningrum, S. D. (2021). Employing Online Paraphrasing Tools to Overcome Students ' Difficulties in Paraphrasing. *English Language*

Education Journal, *2*(1), 52–59. http://journal.unj.ac.id/unj/index.php/stairs/article/view/21052/10632

Pinjaroenpan, B., & Danvivath, U. (2017). Paraphrasing in English Academic Writing by Thai Graduate Students. *Global Journal of Business and Social Science Review*, *5*(4), 47–53.

Rahmayani, S. O. (2018). *Students' Difficulties in Paraphrasing English Text*. Ar-Raniry State Islamic University.

Santoso, M. H., Paramartha, A. A. G. Y., & Absari, R. M. (2019). Indonesian English University Students' Perceptions on Plagiarism in the Online World Era. *Journal of ELT Research*, *4*(2), 80–93. https://doi.org/10.22236/JER

Shi, L. (2012). Rewriting and paraphrasing source texts in second language writing. *Journal of Second Language Writing*, *21*(2), 134–148. https://doi.org/10.1016/j.jslw.2012.03.003

Sugiyono. (2013). Metode Penelitian Kuantitatif, Kualitatif, dan R & D. In *Metode Penelitian*. Cv. Alfabeta.

Yeni, E. P. (2021). Students ' Perception on Using Indonesian by Lecturer in Speaking Classroom at English Students Department Students ' Perception on Using Indonesian by Lecturer in Speaking Classroom at English Students Department. *Indonesian Journal of Learning Studies*, 149–157. https://www.dmi-journals.org/ijls/article/view/38