

**STUDENT VIEWS ON THE USE OF
PARAPHRASING TOOLS TO
AVOID PLAGIARISM
IN WRITING THESIS**

THESIS

This Thesis is submitted to Fulfill the Requirement
For Thesis Examination in English Department



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FACULTY OF TARBIYAH
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2023**



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Time : **08.00 AM - 09.30 AM**
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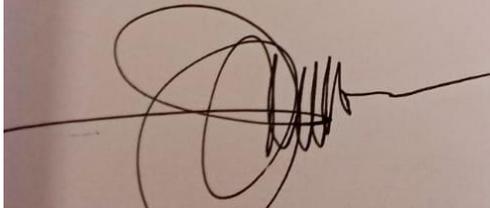
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Wassalamu'alaikum, Wr.Wb

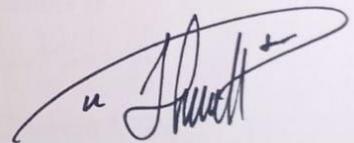
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PREFACE

All praises to Allah SWT that the writer had finally finished writing her thesis entitled **Student Views on The Use of Paraphrasing Tools to Avoid Plagiarism in Writing Thesis**.

This thesis is submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of IAIN Curup. The writer realizes that this thesis is far being perfect, therefore the writer really appreciates some suggestion and critics for being perfect in the future.

Last but not least, the writer hopes that this thesis will be really useful to those who are interested in this field of study.

Curup, 27 Januari 2023
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MOTTO

**“Berdoalah untuk apa yang anda kerjakan, Bekerja
keraslah untuk apa yang anda doakan.”**

**“ Apapun yang terjadi, semua pasti ada
indah dan pahitnya. “**

_ writer

DEDICATION

Allah is only reason why I can finish this thesis. Immeasurable syukur for letting me finish this thesis as soon as my hope. There is no miracle except by You Allah SWT. In the name of Allah and HIS messenger Muhammad SAW, I would like to dedicate this thesis for:

- ❖ My dearest family and always in my heart, thanks to my mother and father who always support me in all conditions, and never force me. Thank you for my father who has fought for his illness so he can see this thesis. I dedicate this thesis to my wonderful parents.
- ❖ My siblings, Teteh, Abang and Adekdo, thank you for supporting me physically and financially.
- ❖ My biggest Adi Sunaryo's Family, thank you to all my big family, Cik Yan, Cik Lis, Cik Sri, and Om Edu thank you for supporting me and believing in myself that I will get through this. Thank you to my beloved cousin, Marisa Puspita Sari, thank you for supporting me in every condition.
- ❖ Mr. Sarwo Edy, M.Pd, as my advisor in writing this thesis, by providing time, corrections, suggestions and support in completing this final project with good results.
- ❖ Ms. Henny Septia Utami, M.Pd, as my co-advisor in writing this thesis, by providing time, corrections, suggestions and support and motivation in completing this final project with good results.
- ❖ All lecturers of the department of English education. They have taught and educated the writer during her study at IAIN Curup.
- ❖ My beloved partner Vantrie Putra Wijaya, thank you for accompanying me in every condition and never getting tired and thank you for supporting me supportively and financially. Hopefully you will be a successful and wealthy person.
- ❖ My best friend Dea Gemvita, thank you for always supporting and helping me and never stopping under any circumstances.
- ❖ My Beloved best friends Dita Alwaasi and Ainul Mardiyah Thank you for being together all this time and always supporting me, I hope we are always

given the convenience to reach our goals. So lucky to have you as my best friends.

- ❖ My Mentor Mr Rachman Prasetio, Thank you for your time guiding me, I can be staged now because of your help, hopefully your path will always be made easier in the future.
- ❖ My Beloved friends GZ17+, Thank you for always supporting me, especially for Alya Salsabila and Adel.
- ❖ My HMPS Family, Thank you for being a part of my memories and encouragement.
- ❖ My classmates, Ardian Majid thank you for being a good class leader and always helping me. Dina Anggraini and Ihsan thank you for being my partner organization, my another classmates Astuti, Eka, Anggun, Azlina, Amalia, Azah, Citra, Yuk dwi, Cherill thank you and love you all.
- ❖ Thank you very much my class A TBI class 2018, who are always together from the beginning of the semester to the end.
- ❖ All of the people around me that I can't mention entirely.

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Assalamu'alikum Wr.Wb

In the name of Allah SWT, the beneficent, the merciful. All praises be to Allah, the lord of the worlds who has given his mercy and blessing upon the writer in completing this thesis. Peace and situation always be upon the propylite Muhammad Shallahu'alaihi wa sallam, his family, his relatives and his faithful followers.

However, the researcher will not be able to finish this thesis well without the help, guidance, and support of others. Therefore, she would like to express my appreciation to all of them, especially to:

1. Prof. Dr. Idi Warsah, M.Pd.I, as the rector of IAIN Curup for his direction and permission of conducting this thesis.
2. Dr. Hamengkubowono, M.Pd, as the dean of faculty of Tarbiyah and teachers training.
3. Mrs. Jumatul Hidayah, M.Pd the head of the department English education IAIN Curup and as my advisor in writing this thesis, by providing time, corrections, suggestions and support in completing this final project with good results.
4. Mr. Sarwo Edy, M.Pd the secretary of the department of English education IAIN Curup and as my co-advisor in writing this thesis, by providing time,

corrections, suggestions and support and motivation in completing this final project with good results.

5. Mr Bayu Senjahari, M.Pd, as my academic advisor.
6. All lecturers of the department of English education. They have taught and educated the writer during her study at IAIN Curup.
7. My father, my mother and my brother who have given supports, love, and moral encouragement in motivating the writer to finish her study.

Finally, the writer needs construction suggestion for being perfect in the future. Hopefully, the result of this research can give beneficial contribution to the development of education in other school. For acknowledgment above, and those are not mentioned, may Allah give them the best reward.

Aamiin

Curup, Januari 2023

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ABSTRACT

Aprilianti Tri Lestari, 2023 :“The Advantages and Disadvantages of Paraphrasing Tools in Writing thesis”

Advisor : Sarwo Edy, M.Pd

Co-advisor : Henny Septia Utami, M.Pd

In writing a thesis as a student's final project, of course students often look for references from many experts. For this reason, students usually paraphrase so that it is not considered as an act of plagiarism or labeling other people's writings as their own. Plagiarism is a criminal act for that when writing thesis students have to paraphrase, some students do it manually and some do it with the help of paraphrasing tools. This research was used to find out what are the advantages and disadvantages of the paraphrasing tool for English students who graduate in 2022. This study used a quantitative design using a questionnaire which was distributed to 23 students who had graduated and used the paraphrasing tool in writing thesis. The questionnaire was distributed via WhatsApp using the Google Form. The questionnaire consisted of 8 indicators and 23 questions. This type of question is a closed questionnaire. These results indicate that the paraphrasing tool has advantages and disadvantages that are felt by students. As well as the paraphrasing tool most used by students is Quilbot.

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CHAPTER I

BACKGROUND

A. Background of the Research

Writing is a part of English skills, Writing is an activity to express thoughts, ideas, feelings and other things in written form to be informed to the readers and its function is as a tool of written communication.¹ Writing plays a significant role in college. Most writing courses place an emphasis on the knowledge that students learn in class and through research. Kaharuddin states that writing skills is one of four skills which have to be involved by a foreign language students in the learning process.² Writing is a crucial skill that must be understood and thoroughly studied, especially by English foreign learners.

The students must have to master in creating an academic writing because it is the students' obligation. According to Oshima and Hogue on their book that Academic writing is focusing on the kind of second language learner used in high school and college or in university area, it is different from creative writing and it is also different from personal writing.³ The typical academic writing students face is an essay, short, and research paper. Many courses provide requirements for students to compile scientific papers to pass these

¹ Paidi, Mardiana. "The Effect of Using Wordless Picture Books Strategy on Students' Ability in Writing Narrative Paragraph" (Journal of Integrated English Language Teaching: Vol 2. No. 2)

² Kaharuddin Bahar. "Transactional Speaking, A guide to Improve Transactional Exchange Skills in English for Group (GD) and Interviews" (first edition, Samata Gowa: Gunadarma Ilmu, 2014) p. IX

³ Alice Oshima, Aan Hogue. "Introduction to Academic Writing" (Third Edition, United States of America)

courses even at universities as a graduation requirement, every student must write a thesis.

As an English foreign learners writing a thesis is not an easy task. It indicates that in EFL context writing is considered as one of the most challenging skill to be learned.⁴ The students must be proficient in vocabulary and have grammar proficiency when writing texts or phrases for thesis. Writing is a vital skill in English skill because writing needs something perfect such as grammar, and contents or ideas.⁵ Another problem is when the students just create the research paper or thesis without paying attention at the ethics in creating it. This encourages students to plagiarize, despite the fact that doing so is against the law. It might be argued that plagiarism is the worst opponent when writing a thesis, so students should avoid it.

Plagiarism is a problem in academic writing, particularly when students are preparing scientific papers or even student theses that depend on the ideas of other individuals. It can aid students in improving the validity and acceptability of their academic writing. By putting someone else's ideas or works into your work without giving them due credit, you are committing plagiarism and passing them off as your own.. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition.⁶

⁴ Eka Apriani, Sarwo Edy, Hengki. "Using Web Blogs in Teaching Writing for EFL Students". *Journal of English Education and Teaching*, Vol. 4 No. 4

⁵ Paidi, Eka, Dhani. "The Students' Strategies in Developing Their Ideas in Writing Essay". *Journal of Development and Innovation*. Vol 1, No 4.

⁶ American Journal Experts, Official Website American Journal expert. Accessed October 28 2022

Students should refrain from plagiarizing for a number of reasons, including the fact that doing so will prevent them from developing their own understanding, demonstrates their understanding of the expectations of the academic community, is simple for teachers and software to catch, and can result in course failure or even expulsion from college.

Plagiarism is not a new issue for higher student institutions. In Indonesia, there are many cases of plagiarism. It has even been stipulated in the law that plagiarism is a criminal act, so if someone plagiarizes, that person will be able to comply with the applicable subsection. It is based on Act of Republic of Indonesia Number 20 year 2003 (UU No. 20 tahun 2003 tentang SISDIKNAS) explained that: “An academic, professional, or technical and vocational degree awarded shall be revoked, if his/her thesis/dissertation is a plagiarism (article 25 verse (2). A graduate whose academic work for obtaining degree set forth in Article 25 verse (2) is found to be plagiarism, shall be liable to imprisonment of up two years and/or to a maximum fine of two hundred million rupiahs.”⁷

However, plagiarism can be prevented in several ways that can be done by students, usually using three ways, namely citations, summaries, and paraphrases. Sutikno also stated that there are six ways to prevent students from plagiarizing namely paraphrasing, quoting, citing, citing quotes, citing our material, and referencing.⁸ Paraphrasing is something that is widely used by

⁷ Act of the Republic of Indonesia Number 20 Year 2003 on National Education System, pdf. <http://mediafire.com/file/g31eq3wo1dg8cmo/> (accessed on September 13, 2022)

⁸ Nur Istiroqah, “*Students’ Paraphrasing skills in Academic writing*” (Makassar: Hasanuddin University, 2021) p.4

students to avoid plagiarism, Greenberger and His friends on their journal found that paraphrasing is the best way to avoid plagiarism, since plagiarism is one of the big problems in writing.⁹

Using the author's own words to rework language from the original text into a new form is known as paraphrasing. Basically, paraphrase is meant to assist students in avoiding plagiarism. Keck defined that Paraphrasing is one of the crucial skills in writing and some consider that helping students in understanding paraphrase would assist them in preventing copying from the original text.¹⁰ Furthermore, paraphrasing task is challenging for most students.

Liao and Tseng confirm the graduates and undergraduates EFL students failed to produce acceptable texts of paraphrasing however they already learned about paraphrasing skill in their EFL writing class.¹¹ The difficulty of paraphrasing arises from the fact that students must contend with a number of issues, including language proficiency and lexical and grammatical expertise. However, in this era, there is a way to paraphrase that will benefit students complete students's academic writing without being labeled as plagiarism.

Digital technologies and internet resources are prevalent and easily accessible. Students take a variety of actions in order to be successful in their paraphrasing attempts, including the use of online paraphrasing tool. In the

⁹ Greenberger, S., Holbeck, R., Steele, J., & Dyer, T. (2016). "Plagiarism due to misunderstanding: online instructor perception". Journal of the Scholarship and Teaching and Learning, p 72-84

¹⁰ Iskandar Zulkarnain, "Paraphrasing Techniques in Avoiding Plagiarism" (Makassar: Hasanuddin University, 2020) p.3

¹¹ Liao, M. T & Tseng, C. Y (2010). "Students' behaviors and views of paraphrasing and inappropriate textual borrowing in an EFL academic setting". Journal of Pan-Pacific Association of Applied Linguistics

difficulty of students in paraphrasing, there is a lack of technology that can help students in paraphrasing. Muluk, Yanis, Dahliana stated that one of the factors that encourage students to plagiarize is the product of technological advancements.¹²

The use of paraphrasing tools is extremely popular among students who need to produce original, plagiarism-free writing for their coursework. This Paraphrasing tools is available on internet and students can freely access it for free or with additional vip features for a fee. Students can use paraphrasing tools online easily, simply by entering the sentence that want to paraphrase and then with one click it will be done. Likewise, if students want to see that their thesis is a lot of plagiarism or not by using an online plagiarism check easily.

However, the quality, efficacy, validity and reliability of some internet-based materials are questionable from an educational point of view.¹³ The paraphrasing system is good but the use of online paraphrasing means that it can bring up possibilities such as students only taking sources from the internet which are easy to change with this faraphrasing tool. However Roig argues that some forms of recycling normal texts in life such as turning conference presentations and theses into journal articles and reuse of text between book editions, as long as there is proper acknowledgment of learning resources.¹⁴

¹² Muluk, S., Yanis, F. R., Dahliana, S., & Amiruddin, A. (2021). “*Scrutinizing EFL students’ plagiarism practice*”. *Englisia: Journal of Language, Education, and Humanities*.

¹³ Nino A (2009) Machine translation in foreign language learning: language learners’ and tutors’ perceptions of its advantages and disadvantages. *ReCALL* 21(02):241–258

¹⁴ Roig M, Roig M (2016) “*Recycling our own work in the digital age*”. In: Bretag T (ed) *Handbook of Academic Integrity*. Springer, Singapore

At the Institute of Islamic Education Curup, students who write thesis to fulfill their last assignment until graduation must take a plagiarism test to avoid all forms of plagiarism. Each study program has been given a standard of plagiarism that must be obeyed, for the English language study program, the maximum plagiarism that students must have is only 35%. For this reason, after students complete their thesis, students must take the turnitin test provided by the study program where the turnitin test will detect how many plagiarism presentations have been made by students. Therefore, when checking the student thesis, it must not exceed the maximum limit provided by the study program.

For this reason, researchers preobed a student of English language study programs who had written thesis and conducted a turnitin test, namely students who graduated in 2022 where they had completed their thesis assignments. Researchers only focus on students who have completed their thesis because only students who have completed thesis can do the turnitin test available in each study program. It was found that some students still have a high turnitin value or exceed 35% that have been set.¹⁵

After conducting interviews with students who exceed the turnopent's turnitin value, some students reduce their plagiarism value by using parafrase, where the paraphrase is very easy to access by students, for this reason the researcher believes that the parafrase itself must have benefits and deficiencies that are felt by students, with this phenomenon the researcher raised this

¹⁵ Preobservation

phenomenon with the title **“Student Views on The Use of Paraphrasing Tools to Avoid Plagiarism in Writing Thesis”**.

B. Research Questions

Based on the problem of the study, the main purpose of the study is to find out STUDENT VIEWS ON THE USE OF PARAPHRASING TOOLS TO AVOID PLAGIARISM IN WRITING THESIS. The research question is

1. What are the Paraphrasing tools mostly used by Students?
2. What are the Advantages of Paraphrasing tools to Avoid Plagiarism for Students?
3. What are the Disadvantages of Paraphrasing tools to Avoid Plagiarism for Students?

C. Objective of the Research

Based on the research problem above, the aims of the study are:

1. To know the Paraphrasing tools that mostly used by Students.
2. To know the Advantages of Paraphrasing tools to Avoid Plagiarism for Students
3. To know the Disadvantages of Paraphrasing tools to Avoid Plagiarism for Students

D. Operational Definition

The Definition of terms are describes as follow:

1. Writing Thesis

As a students who what to graduated from the university the students must writing thesis, most students write a thesis for a very simple reason

like required to graduate with honours.¹⁶ Writing is done by students activity in communicating their ideas, imagination, thoughts about something or topic in teaching process to give the information to the reader and the others. Thesis is a scientific paper made by students who take it as undergraduate education to obtain an academic degree as a graduate.

2. Plagiarism

Plagiarism in students' papers may include stealing other people's works and taking them as one's own, copying the whole or even a portion of the source texts, and paraphrasing material from sources without appropriate documentation¹⁷. Plagiarism can be said to be an act of stealing other people's work and is an illegal act that students do not have to do because students must avoid this.

3. Paraphrasing Tools

One way to avoid plagiarism that is required by students is paraphrasing. Paraphrasing is restating a sentence that is syntactically and lexically different while remaining the same semantically.¹⁸ In today's era there are many things that can be used practically as well as with paraphrasing there are tools called paraphrasing tools. Paraphrasing tool is a program that allows people to edit text so that it contains different words while maintaining the meaning of the original text.¹⁹

¹⁶ Opcit, p8

¹⁷ WilhoiT, "Helping Avoid Plagiarism" College Teaching: 1994, 161-165

¹⁸ Desra Miranda, "The Impact of Paraphrasing Tools on Students Paraphrasing Skills" (Aceh: UIN Ar-Raniry, 2021) p.18

¹⁹ Bin Z, Michael, "Recent Developments in technology-enchaned and computer assisted language learning" (Hersey: IGI Global, 2019)

E. Significant of the Research

Significance of this research is to give information about what are The Advantages and The Disadvantages of Paraphrasing Tools to Avoid Plagiarism in Writing thesis.

1. Lecturers

This research is expected to contribute to English lecturers to provide useful information about the advantages and disadvantages of using paraphrasing tools so that later the lecturer will be helped and can provide a better understanding of the use of the paraphrasing tool itself.

2. Students

The results of this research are expected to be beneficial for the students. It will help the students to avoid plagiarism so that later students can write a thesis by preparing it carefully. Also this research are expected to be beneficial for the students to let them know what are the advantages and disadvantages of paraphrasing tools when they write their thesis.

3. Futher Researcher

The results can serve as a guide for people who wish to perform related study and can provide details and general direction for the researcher.

F. Delimitation of the research

Based on the phenomenon, the researcher only focuses on English Study Program who graduate in 2022.

CHAPTER II

REVIEW OF LITERATURE

A. Review of Related Theoris

1. Writing Thesis

One of the crucial abilities that language learners should develop is writing because it is useful in both academic and professional settings. The other three language skills are listening, speaking, and writing. Writing Thesis is a part in writing academic. Writing thesis is different from other kinds of writing. Murray states that thesis is a far bigger project than most students will ever have undertaken before.²⁰ In addition, Hardling states that writing a thesis is an exercise in carrying out research and writing an account of that research activity.²¹ It can be said that Writing thesis is a requirement for students, and it is the biggest and most time-consuming endeavor they will complete as part of their college education.

Thesis writing is the college students' final assignment to complete the prerequisites for an academic degree in terms of academic life. According to Lipson, most students write a thesis for a very simple reason like reuired to graduate with honours.²² But writing a thesis must pay attention to several things, The thesis must be stated in clear, coherent

²⁰ Rahmah Suci, "The factors affecting Undergraduate Students' Difficulties in Writing their Thesis in English". (UIN Raden Fatah:Palembang 2020) p.11

²¹ Hardling C, "Planning and organizing a master's thesis". (United Kingdom: Study mates limited 2004)

²² Opcit, p8

language, using the proper style, and adhering to the citation rules. The thesis should be prepared in a formal academic style that is appropriate. Patridge and Starfield stated assert that the form of thesis or dissertation is also influenced by the values and expectations of the academic discipline in which it is produced and will be assessed.²³ It can be said that thesis writing is usually done by students to qualify for graduation although there must be several things that must be considered starting from writing and the rules for making a thesis.

Writing thesis is connected to academic writing, Oshima and Hogue say that academic writing is focusing on the kind of second language learner used in high school and college or in university area. It is different from writing stories, creative writing, also different from personal writing.²⁴ Furthermore, it said academic writing is more difficult than the other kind of writing. The way words and grammer is really different from other kind of writing. As EFL students, they usually read journals and books as a reference for writing a thesis to help write a thesis well. But this can cause plagiarism, plagiarism can define simply as an action to steal other creativity without citing the source.

2. Plagiarism

Plagiarism is an act that is no reprehensible and can even be called stealing. Khairunnisak as cited in Sarah thesis states that Plagiarism is an

²³ Brian Platridge etc, "Thesis and Dissertation Writing in a Second Language". (London: Routledge 2007)

²⁴ Opcit p.10

action to imitate the ideas and creations of others without mentioning the source and acknowledge it as their own work.²⁵ Plagiarism is a form of academic violation, regardless matter who committed the violation, plagiarism is viewed as unethical and immoral. Hosny and Fatima as cited in Ekhi thesis said that Plagiarism is when passing some one else' work, whether intentionnaly or unintentionally, as your own for your own.²⁶ Both intentional in the sense that students want to take ideas or even author's creations without providing a source, and unintentionally due to lack of understanding on what constitutes plagiarism.

According to Akbar and Picard plagiarism can be seen as a vital issue which can inhibit Indonesias' advancement of innovation.²⁷ Plagiarism is a very serious act so there are laws that regulate it in Indonesia. In Didaktika news as cited in Intan thesis there were at least two people from two Universities in Indonesia who are proved plagiarized other work.²⁸ To summarize, plagiarism is the act of using someone else's concept or specific facts in academic work without properly attributing it. This might have a detrimental effect on the subject of the plagiarism. Additionally, doing so is against the law and would be a criminal offense.

²⁵ Sarah Nurul Hayati, "Students' Strategy in Avoiding Plagiarism in Academic Writing Class". (Banda Aceh: UIN Ar-Raniry Banda Aceh, 2015)

²⁶ Ethi Hikmatun, "Students' Understanding and Perceived Seriousness of Plagiarism" (Purwoketo: Universitas Muhammadiyah Puwoketo, 2018)

²⁷ Opcit. p15

²⁸ Intan Pertiwi, "Students' Paraphrasing Techniques in Writing" (Pare Pare: IAIN Pare Pare, 2019)

As a student, especially an English Foreign Learner, where English is not the main language and students have to write a thesis in order to fulfill the graduation requirements in college, they must be careful with plagiarism by avoiding it. Sutikno also stated that there are six ways to prevent students from plagiarizing namely paraphrasing, quoting, citing, citing quotes, citing our material, and referencing.²⁹ The following things can be done by students to avoid forms of plagiarism later.

3. Paraphrasing

Paraphrasing is express what somebody has said or written with using different words. Amoso as cited in Desra thesis stated that Paraphrasing is restating a sentence that is syntactically and lexically different while remaining the same semantically.³⁰ It can be said that paraphrasing is an activity in which we restatement of sentences using different wording. According to Alian and Awajan paraphrasing is the process of rewriting sentences using different word to achieve the same meaning as the original sentence.³¹

The goal of paraphrasing is to give readers a precise and thorough representation of the concepts that have been taken from the original source. A paraphrase must fulfill specific conditions and exhibit certain qualities in order to be eligible for this. While summarizing was more difficult,

²⁹ Nur Istiroqah, "*Students' Paraphrasing skills in Academic writing*" (Makassar: Hasanuddin University, 2021) p.4

³⁰ Desra Miranda, "The Impact of Paraphrasing Tools on Students Paraphrasing Skills" (Aceh: UIN Ar-Raniry, 2021) p.18

³¹ Alian, M., & Awajan, "Paraphrasing identification techniques in English and Arabic texts" 2020 11th International Conference on Information and Communication.

paraphrasing was dramatically different. In other words, students are expected to shorten the sentences by condensing lists into general statements, choosing the theme, eliminating repetitions, and eliminating extraneous information..

As stated by Watson, Gable, Gear and Hughes as cited in Desra thesis, To recude the overall length of the text, the reader must identify the main idea and translate it using their own words.³² It can be said that paraphrasing is an activity where students try to express ideas or opinions of people with a new and different lineage of words, but it can be said that as an English second language learner this is certainly not easy because there are obstacles such as having to read the whole thing then get an idea and put it into new style and different from the original.

Furmore, to help this Students can generally follow and employ a number of strategies. Wilhoit explained that this strategy can be used in paraphrasing such as Changing the words, Changing sentences structure, combining sentences, unpacking sentences.³³

4. Paraphrasing Tools

Classical, medieval, and Renaissance education was a part of paraphrasing. Rephrasing other people's texts helped many students understand concepts and increase their vocabulary. It is undeniable that in today's highly modernized era, there are easy things that can help

³² Opcit. p20

³³ Wilhoit S, "Brief guide to Writing from Readings" (New York: Pearson Education, 2016) p.33

paraphrasing, namely the paraphrasing tool. According to Bin and Michael, Paraphrasing tool is a program that allows people to edit text so that it contains different words while maintaining the meaning of the original text.³⁴ Usually automatic paraphrasing tools take the sentences entered by their users and adapt them, allowing the content to be easily reworked and rewritten but with the same meaning. Fitria said that the goal of the tool is to rewrite material by changing the structure of sentences and replacing words with synonyms while maintaining the meaning of the original content.³⁵ By using the paraphrase tool, original content may be produced quickly and easily. The tool must first have material added before being input. The grammatical structure of an article is automatically changed, a remarkable vocabulary is employed, and the end product is generated.

Ansorgeova and Sixsmith stated that paraphrasing tools also known as text rewriting or text spinning, have been developed as a result of advancements in linguistic study and the use of contemporary information technology tools.³⁶ Text spinning is a technique for creating a new document from an original text source by replacing words in such a way that the overall meaning of the content that retained while avoiding detention by machine. Text spinning was made possible with development of machine of based paraphrasing tools.

³⁴ Bin Z, Michael, "Recent Developments in technology-enchaned and computer assisted language learning" (Hersey: IGI Global, 2019)

³⁵ Fitria TN, "Quillbot as an online tool: Students' alternative in paraphrasing and rewriting of English Writing" (English: Journal of Language, Education, and Humanities) p.9

³⁶ Ansorge L, Ansorgeova, Sixsmith, "Plagiarism through paraphrasing tools- the story of one plagiarized text" (Academic Editor: Guangwei Hui, 2021)

Rogerson and Mc Carthy said that Paraphrasing tool appears to be used by students to spin text from a variety of original sources in order to deceive word matching software such as Turnitin.³⁷ Paraphrasing tools are online tools made in word matching and they are not intended to replicate human-generated. It can be said that paraphrasing tools are software that can help in paraphrasing by changing words or randomizing them. According to a study by Sulistyaningtum as cited in Desra thesis that Paraphrasing-tool.com, quillbot.com, spinbot.com, and prepotseo.com are the popular paraphrasing tools that students used in helping to paraphrasing.³⁸ The following are the types of paraphrasing tools that based on website:

a. Paraphrasing-tool

Using intelligent decision-making software, Paraphrasing-Tool.com determines the best approach to rewrite, or paraphrase, the text that is being rewritten. The Paraphrasing-Tool.com website is quite simple and just offers one technique of paraphrasing, in contrast to QuillBot.com. It has fewer features than quillbot.com. The only thing this website offers is a free paraphrase maker. The website claims that paraphrasing-tool.com is quite similar to an automatic thesaurus in that it just employs synonyms and does not result in the creation of a new text structure.

³⁷ Rogerson, Mc Carthy, "Using internet based paraphrasing tools: Original work, pathwriting or facilitataed plagiarism" (International Journal for Education Integrity. 2017)

³⁸ Desra Miranda, "The Impact of Paraphrasing Tools on Students Paraphrasing Skills" (Aceh: UIN Ar-Raniry, 2021) p.17

b. Quillbot.com

Quillbot is one of the most used free paraphrasing tools that can freely accessible on internet. Seven paraphrase modes are available on Quillbot.com: standard, fluent, formal, simple, creative, expand, and shorter. Standard and fluency modes can be used without charge, while formal, simple, creative, expand, and shorter modes require a paid subscription. There are variations in the modes that QuillBot offers. The QuillBot.com default setting is standard. It strikes a balance between any content modifications it does while maintaining the meaning and making sure that it sounds as natural as feasible.

Quillbot.com offers more than only paraphrasers; it also has a grammar checker, summarizer, citation generator, and co-writer. Quillbot.com offers a wide variety of sophisticated modes and features that can be customized to meet the needs of the author. Quillbot.com offers a synonym meter that the author may control, even while paraphrasing text. The accuracy of the text decreases as the synonym meter rises.

c. Prepostseo.com

Simple, advanced, and beta versions are the three alternatives available in this program for paraphrasing your content. The most straightforward choice is simple. The words are instantly changed to their synonyms while using the simple version. When a user selects one of the options in the advanced option, a different word is automatically added in place of

the selected one. A synonym for the word would be substituted by the beta feature, which also modifies the sentence's structure. Although Prepostseo.com's paraphrasing tool is available without charge, customers must sign up for a premium plan to access the site's additional features.

d. Spinbot.com

Spinner for articles Spinbot.com transforms text that is understandable to humans into new text that is. You can create fresh articles using our free, automatic article spinner. It is a tool for rewriting articles that highlights the text in order to show what should be changed or rearranged. Use of Spinbot.com is cost-free. Without significantly changing the original's meaning, Spinbot.com produces a lot of versions of the base text. Text spinners, a paraphrase tool, and a Translate and Spin feature are the three features offered by Spinbot.com. The most used features are text spinners. Spinbot.com is a simple and user-friendly technique for paraphrasing. Copy the information from any source and paste it into the editor to use spinbot.com.

5. Advantages and Disadvantages of Paraphrasing Tools

Although paraphrasing tools are considered to have many impacts that help students, it cannot be denied that paraphrasing tools themselves have advantages and disadvantages. Following are the advantages and

disadvantages of using paraphrasing tools according to Rogerson and Mc Carthy on their journal³⁹:

a. The Advantages of Paraphrasing Tools

Paraphrasing tools allow you to express the same ideas in a manner that is more appropriate for intended. There are advantages of paraphrasing tools mentioned by Rogerson and Mc Carthy that can help students as follows:

- 1) Remove Plagiarism, It is essential to have an essay, research paper, or thesis that is original, excellent, and free of plagiarism. Tools for paraphrasing can reveal whether students' work contains plagiarism or has been influenced by previously published content. Material can be spun and used to create original new content with the help of an easy-to-use paraphrase tool. It scans each statement to determine which is the most powerful, as well as which option to a given sentence is the most powerful. A plagiarism checker won't discover any duplicate content in the final document because the complete text is given with original content.
- 2) Time saving, It can take a long time to manually paraphrase an entire article or essay. It is feasible to quickly paraphrase an article utilizing tools for paraphrasing. A paraphrase tool can produce content in a matter of seconds, enabling the author to add his or her unique voice

³⁹ Opcit

to the work as it is being written. Students will benefit from time savings, and academic writing output will increase.

- 3) Demonstrate the best writing style, With the help of the paraphrasing tool, writing long sentences becomes easier to manage, especially when the language chosen with the spinner has the same meaning as what you want to create, it will create new forms of words that may have been rarely used or used previously. Using the paraphrasing tool, students can quickly turn long passages of writing into shorter, more meaningful phrases.
- 4) Content Improvement, Tools for paraphrasing aid in the generation of new content as well as enhance the quality of already existing information. The quality of the information supplied to the reader is compromised by unclear sentence structure. The paraphrase tool can help students improve their writing by catching grammatical problems. This program generates sentences that are written extremely simply, are grammatically correct, and express the same sense as the original.
- 5) Creating a new sentence structure, Maintaining sentence structure is essential for writing effectively. Although it's desirable, it's not always possible in practice to make a connection between the content of the prior and subsequent sentences. Students' academic writing abilities will advance thanks to the paraphrase tool because it generates fresh sentence constructions.

b. The disadvantages of Paraphrasing tools

Despite the fact that paraphrasing tools have many advantages for students, the impact of long-term use of paraphrasing tools on students' paraphrasing skills can be detrimental. As mentioned by Prentice and Kindem, using paraphrasing tools to alter a text in order to avoid being caught plagiarizing is a sign that plagiarism has occurred.⁴⁰ Rogerson also stated that paraphrasing tools pose a huge threat to academic integrity since they encourage students to replicate work and rely on a computer-generated result rather than relying on their own abilities.⁴¹ It can be said that the bad impact of using paraphrasing tools is that there is an act of plagiarism and students do not have their own ability to paraphrase because they only rely on something generated by a computer.

B. Previous Research

There are some previous studies which are similar or in line related with this research, in this case related with Paraphrasing tools. Here the researcher summarizes some previous studies that can be used as guidelines for the researcher, as follows.

The first relevant research conducted by Beleven Khristawan under the title "English Text Paraphrase produced by Advanced Indonesia EFL students". The purpose of the study was to learn more about the paraphrasing perception, cognitive and metacognitive methods, paraphrasing quality, and appropriateness

⁴⁰ Prentice, F. M., & Kindem, C. "Paraphrasing tools, language translation tools and plagiarism: an exploratory study". (International Journal for Educational Integrity; 2018) 14

⁴¹ Rogerson. "Avoiding plagiarism – Paraphrasing" | Academic Integrity at MIT. Accessed November 29 2022

of Indonesian Advanced Students. He used a qualitative design to create this study, which included four individuals. They are graduate students studying English language teaching, both the wealthy and the poor. Similar to Laurie's work, this second linked investigation used a similar methodology (above). Beleven gave the participants a paraphrase assignment, and at the same time, the participants verbally reported to the researcher on their efforts throughout the paraphrase. Based on that verbal account, the researcher discovered the participants' cognitive and meta-cognitive technique. Then, the researcher found that the students' paraphrasing perception is good but it did not guarantee the producing of appropriate paraphrasing.

The second relevant research was a journal conducted by Desra Miranda entitled "The Impact of Paraphrasing Tools on Students Paraphrasing Skills". This research focus what is the impact of the use of paraphrasing on academic writing subjects, the result of which is an essay. The researcher uses qualitative descriptive by collecting data from students using paraphrasing tools and then conducting interviews with the sample. The result of this thesis itself is that paraphrasing tools can help students well and have a good impact which can help them in learning.

The third previous research was conducted studies by Sulistyaningrum revealed that Mechanical Engineering Vocational Education. Students are familiar with and frequently utilize the paraphrasing tool since it aids in their development of their grammar, sentence structure, vocabulary, and paraphrasing technique. They come to the conclusion that online paraphrasing tools can be an

option or solution for beginner English learners who are having trouble paraphrasing when writing specific pieces of text, whether they are English major students or non-English major students, such as Mechanical Engineering Vocational Education students.

The last previous research was conducted by Diah Maulida Hans entitled “The Effectiveness of Paraphrasing Strategy in Increasing University Students’ Reading Comprehension and Writing Achievement”. In the fourth linked study, the researcher attempted to use the paraphrasing technique to increase students’ reading comprehension and writing proficiency. Pre-paraphrasing and while-paraphrasing stages were included in the paraphrasing strategy. The researcher outlined three methods for helping students translate the passage’s ideas into their own words as well as four steps for pre-paraphrasing. The researcher was able to demonstrate through two steps of the paraphrasing method that it was beneficial in raising students’ reading comprehension and writing proficiency.

CHAPTER III

METHODOLOGY OF THE RESEARCH

This chapter will describe the method used to conduct the research. It consists of kind of the research, subject of the research, technique of data collection.

A. Kind of the Research

The design of this research was descriptive quantitative research. Descriptive research is research that aims to make a systematic, factual, and accurate description of the facts and also the nature of the research subject.⁴² The research using this design to described students' ability based on their scores on the test, and described the factor on their ability. Creswell stated Quantitative research was a type of educational research in which the researcher chose what to investigate, posed specific, focused questions, gathered numerical (numbered) data from participants, used statistics to analyze these numbers, and carried out the investigation in a neutral, unbiased manner.⁴³ It can be concluded that descriptive quantitative research is research that explains or describes a phenomenon by using numerical data.

Research using this design is to describe what are the advantages and disadvantages of the Paraphrasing tool for students, especially those who wish to complete their studies at tertiary institutions. This research design is suitable for this research because this research is focused on finding descriptions and

⁴² Djatmiko, Istanto Wahju. "*Strategi penulisan skripsi tesis & disertasi bidang pendidikan*". (Yogyakarta: UNY Press.2018) p.10

⁴³ Ridatul Jannah, "*An analysis of Students' Ability in pronouncing vowel sounds at the fifth semester students*" (Riau: UIN Suska Riau) p.22

facts about what are the advantages and disadvantages of using paraphrasing tools and which paraphrasing tools are often used by students who have graduated in working on their thesis.

B. Subjects of the Research

The subjects of this study were all students of the English Study Program at Institute of Islamic Education (IAIN) Curup who had graduated in 2022. In this research, the researcher used total sampling to select the samples. Sugiyono stated that Total sampling is a sampling technique if the number of population and sample that were used in the study is equal.⁴⁴ The population in this research are all who graduated in 2022 especially on October.

Explained by Sugiyono. The sample is a small part of a population that is selected for observation and analysis.⁴⁵ It is possible to interpret the sample as a subset of the chosen individuals who reflect the complete population, but in this research all population will represent it. According to Arikunto, if the research is less than 100, then all respondents can be taken, but if the population is more than 100, then the respondents can be taken 10%-15% or 20%-25% or more.⁴⁶ There are 48 students who have graduated in 2022. However, after observing that only 23 students used the paraphrasing tool and the rest did it manually. Because the students who used paraphrasing tools less than 23

⁴⁴ Sugiyono, 2008 "*Metode Penelitian Bisnis*" (Alfabeta; Bandung)

⁴⁵ *Ibid*

⁴⁶ Arikunto, Suharmisi. *Op.cit*, p. 134

students so the researcher take all the 23 students who used paraphrasing tools to help them when writing the thesis.

C. Technique of Collecting Data

Technique of collecting the data in this research is questionnaire. Questionnaire is a set of questions on a topic that designed to be answered by a respondent. According to Ary, questioner is an instrument in which respondents provide written reponses to questions or mark items that indicate their responses.⁴⁷ To answer the first Research Question the researcher uses a questionnaire 1 which is to find out which paraphrasing tools are most used by students who have completed their studies in 2022. To answer Research Questions number 2 and 3 the researcher uses a questionnaire 2 to find out what are the advantages and disadvantages of paraphrasing tools to student. The questionnaire will make in the form of a Google form for the students to fill in. The questionnaire will consist of 22 questions that related to advantages and disadvantages of paraphrasing tools. The students will give a thick on likert scale that suits to the students. The total number of questions is 23 questions

D. Research Instrument

To obtain data, researchers used a questionnaire. Questionnaire questions have been prepared in advance. The researcher decided to use this technique because the researcher wanted to know the students' answers and could find out the percentage. The type of questionnaire that Researcher used is open-ended questionner, so that research conducted by researchers has no limitations and

⁴⁷ Arikunto, Suharmisi, "*Prosedur Penelitian*", p.13

students can add if there are perceived advantages and disadvantages. In this study, the questions used a questionnaire guide. The following is a list of questions that will be entered into the Google form later:

Table 3.1

The blue print of Questionner 1

NO	CATEGORY	INDICATOR	SUBINDICATOR	QUESTION
1.	The name of the paraphrasing tools used by students	The name of the paraphrasing tools used by students	The name of the paraphrasing tools used by students	1. What is the paraphrasing tools that you used to help you in writing thesis? (ceklist) <ul style="list-style-type: none"> <input type="radio"/> Paraphrasing tools <input type="radio"/> Paraphraser.io <input type="radio"/> Quillbot <input type="radio"/> Prepostseo.com <input type="radio"/> Spinbot.com <input type="radio"/> Others:.....

Table 3.2

The blue print of Questionnaire 2

NO	CATEGORY	THEORIES	SUBINDICATOR	STATEMENT	Score					
					S A	A	U	D	S D	
1.	Advantages of paraphrasing tools	1. Remove Plagiarism	a. Can make the thesis avoid plagiarism b. The thesis can be said to be free from plagiarism c. The form of the	1. Paraphrasing tool helps me easily to avoid plagiarism when writing thesis. 2. Paraphrasing tool help me to have a plagiarism-free research paper (thesis)						

			document is not the same as other documents so that no plagiarism is detected	<ol style="list-style-type: none"> 3. The paraphrasing tool really helps me especially to make my thesis different from the others, so a plagiarism detector will not mark the final document 4. Choosing a paraphrasing tool to help me reduce plagiarism is my best choice to complete my thesis. 				
		2. Time-Saving	<ol style="list-style-type: none"> a. Shorten the time in paraphrasing to avoid plagiarism b. Increase the level of productivity in academic writing c. In a matter of minutes 1 paragraph can be paraphrased and avoid plagiarism 	<ol style="list-style-type: none"> 1. The paraphrasing tool helps me in speeding me up in writing thereby completing my thesis fast. 2. The paraphrasing tool helps me to be more enthusiastic and increases my productivity in writing my thesis. 3. The Paraphrasing tool can help me to avoid plagiarism and create new words in minutes 4. The paraphrasing tool itself is very easy to access, not time-consuming and can be used for free on the internet. 				

				5. I have indeed chosen a paraphrasing tool to help me from the start of writing my thesis so that it will be easy and fast.					
		3. Demonstrate the best Writing	<ul style="list-style-type: none"> a. Change the meaning of long sentences into short and manageable sentences b. Make the thesis have more meaningful language by determining the most effective version of sentences. 	<ul style="list-style-type: none"> 1. The paraphrasing tool helps me shorten sentences to be shorter and more manageable. 2. The paraphrasing tool helps the sentences I paraphrase become more meaningful and easier to understand. 					
		4. Creating a new sentence structure	<ul style="list-style-type: none"> a. Produce a new sentence structure that is more ideal than before b. Help students improve academic writing skills 	<ul style="list-style-type: none"> 1. The paraphrasing tool makes my sentences more ideal, but still have the same meaning as the original. 2. The paraphrasing tool helps me improve my academic writing skills 					

		5. Content improvement	<ul style="list-style-type: none"> a. Improve the quality of the thesis sentence to be clearly written b. Correct grammatical errors in the thesis 	<ul style="list-style-type: none"> 1. The paraphrasing tool improves the clarity of my thesis sentences 2. The paraphrasing tool generates accurate grammatical 					
Others:									
2.	Disadvantages of paraphrasing tools	1. Sign of Plagiarism	<ul style="list-style-type: none"> a. There is a possibility of plagiarism activities that have been carried out b. Can cause students to do plagiarism freely 	<ul style="list-style-type: none"> 1. Using a paraphrasing tool is an act of plagiarism that I did without realizing it 2. Paraphrasing tool is able to make students do plagiarism freely by only replicating work and relying on a computer-generated result 					
	Disadvantages of paraphrasing tools	Lack of Ability to Paraphrase	<ul style="list-style-type: none"> a. Make students reluctant to paraphrase themselves b. Causing a lack of academic integrity because of the desire to use instant things c. There is no or lack of self-ability in 	<ul style="list-style-type: none"> 1. The paraphrasing tool makes students lazy and do not educate them to learn skills in paraphrasing 2. The paraphrasing tool makes students just want to be practical without relying on their own abilities in paraphrasing. 3. Paraphrasing tool makes students are prevented 					

			paraphrasing .	<p>from trying to restate an idea with their own paraphrasing skill.</p> <p>4. Paraphrasing tools are used freely making people lazy to do manual paraphrasing.</p> <p>5. Paraphrasing tools have drawbacks that can make people lazy to do manual paraphrasing</p>					
<p>Others:.....</p>									

E. Data Analysis

The data analysis strategy employed in this study was a quantitative one. The researcher used two questionnaires as the instruments of the study (Questionnaire 1 and Questionnaire 2). Questionnaire 1 was designed to find out which paraphrasing tools are used the most by students. While the questionnaire 2 is used to determine the advantages and disadvantages of the paraphrasing tool itself.

1. Questionnaire 1

Questionnaire will distributed to 23 students with google form. It used in English with translate in Bahasa language. After students provide checklist answers to the first question, the researcher will collect all the answers and then do the following to get the results in the form of a paraphrasing tool that is most often used by students. The indicators are constructed based on the

tables of means and standard deviations of items on students' writing difficulties in content, structure, and language use in Gengseng Xiao & Xin Chen study⁴⁸:

- a. Checking and adjusting the results
- b. Identifying and classifying the results
- c. Calculating and scoring the results using the percentage formula
- d. ($P = \frac{F}{n} \times 100\%$)
 - P = percent
 - F = frequency
 - N = number of cases
 - 100 % fixed number
- e. Tabulating the results and put in the table
- f. Conclude the results

2. Questionnaire 2

Questionnaire 2 will distributed to 23 students with google form. It used in English with translate in Bahasa language. The questionner obtained from the theory by Rogerson & McCarthy in their Journal and has been validated by the validator. The questions consist of 22 questions which students will answer with a Likert scale. Likert scale is A psychometric response scale primarily used in questionnaires to obtain participant's preferences or degree of agreement with a statement or set of statements. Likert scales are a non-

⁴⁸ Xiao, G., & Chen, X. (2015). *English academic writing difficulties of engineering students at the tertiary level in China*. 13(3), 259–263.

comparative scaling technique and are unidimensional (only measure a single trait) in nature. Respondents are asked to indicate their level of agreement with a given statement by way of an ordinal scale.⁴⁹

- 1 point for “Strongly Disagree”
- 2 point for “Disagree”
- 3 point for “Less Agree”
- 4 point for “Agree”
- 5 point for “Strongly Agree”

After the students filled out the questionnaire that had been distributed by the researcher via the google form the researcher would analyze the data in the following way:

- 1) Checking and adjusting the results
- 2) Identifying and classifying the results
- 3) Calculating and scoring the results using the percentage formula
- 4) $(P = \frac{F}{n} \times 100\%)$

P = percent

F = frequency

N = number of cases

100 % fixed number

- 5) Tabulating the results and put in the table
- 6) Conclude the results

⁴⁹ Dane Bertram, Likert Scales (<http://my.ilstu.edu/~eostewa/497/Likert%20topic-dane-likert.pdf> accessed on Desember 29, 2022, 01

F. Validity and Reliability of Instrument

1. Validity

Validity is requirement to get valid the result of the research. The valid instrument means the instrument can be used to measure what should be measured.⁵⁰ The instrument of this research used the construct validity as Sugiyono states that non test instrument have to require construct validity. To examine construct validity, it used judgment from expert, and then analyzes the item with count the correlation between item score of instrument and the total score of instrument. In this research, the researcher used 1 expert to get commentary and feedback. After that, in getting the construct validity, the researcher spread the questionnaire to 23 students as the respondents through Google Form. After that, the researcher downloaded the spreadsheet of students' answer. Then, the researcher analyzed by using Ms. Excel to measure that is valid or not and then the questionnaire was valid.

2. Reliability

After the validity of questionnaire had analyzed by using Ms. Excel. The reliability is measured by using Cronbach Alpha. Cronbach alpha is the most common measure of internal consistency (“reliability”). It was commonly used when someone have multiple likert questions in as survey/questionnaire that form a scale and someone wish to determine if

⁵⁰ Sugiyono, “Statistika Untuk Penelitian” (Jakarta: Rineka Cipta, 1998), p135

the scale is reliable. According to Nunnally, this has resulted in a wide variance of the reliability. In the case of psychometric test, most fall within the range of 0.75 to 0.83 with at least one claiming a Cronbach's alpha above 0.90.⁵¹ A commonly accepted rule of thumb for describing internal consistency is as follows:

Table 3.3

Cronbach's Alpha

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

The researcher has analyzed reliability by using Ms. Excel. From the result, the questionnaire has 0.97. It means that the items interpreted to excellent internal consistency because it is more than 0.9 based on the table Cronbach alpha. In other words, the items of questionnaire were reliable.

⁵¹ Nunnally, J. C, "*Psychometric theory (2nd ed)*", NewYork: McGraw-Hill.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

To find out what are the advantages and disadvantages of paraphrasing tools, the researcher uses a questionnaire and gives it to 23 respondents who use paraphrasing tools in writing their thesis. The questionnaire consists of 23 items from 8 main indicators. From the responses given based on the point of view, the researcher found out what are the advantages and disadvantages of the paraphrasing tool itself.

The results of this study will look at what paraphrasing tools are most used by students to help complete their thesis, then what are the advantages and disadvantages of using the paraphrasing tool itself.

1. Paraphrasing tools are widely used by students.

This table is to see an explanation of what paraphrasing tools are most used by students who have graduated in 2022 to complete the thesis.

Table 4.1

Paraphrasing Tools most used by students

Paraphrasing Tools	Score	Persentase
Paraphrasingtools.com	4	17,4%
Quilbot.com	19	82,6%
TOTAL	23	100%

In this study, researchers found that there are two paraphrasing tools that are most widely used and are the focus of this research, namely quillbot and paraphrasing.com. Many students use these 2 tools which can be seen

from the percentage, where as many students use Quillbot tool with a percentage of 82,6 % while the rest use paraphrasingtools.com with a percentage of 17,4 %.

2. Advantages of Paraphrasing

The indicators on what are the advantages of the paraphrasing tool consist of 5 indicators and are divided into 15 items. From the research that has been done, the researcher can conclude the advantages of the paraphrase tool according to the 5 indicators, the results:

Table 4.2

Percentage of the advantages of the paraphrasing tools

No.	Indicator	Frequency	Percentage
1.	Remove Plagiarism	389	29%
2.	Time-Saving	448	34%
3.	Demonstrate the best Writing	164	12%
4.	Creating a new sentence structure	173	13%
5.	Content improvement	159	12%
TOTAL		1328	100%

From the results of the table above, it can be seen that the most widely felt benefit of the paraphrasing tool by students is that the paraphrasing tool has the advantage of time saving which helps students quickly work on their thesis because the paraphrasing tool is very easy to access and the process is very fast, as evidenced by the largest percentage with the number 34 %, then the next benefit felt is that the paraphrasing tool helps students' thesis to be free or avoid plagiarism with the highest number of presentations 2, namely 29%, and other benefits such as helping students make new sentences with a percentage of 13%, then the other benefits are

not felt so proven with a percentage of 12%, namely helping students make higher quality sentences with indicators of content improvement and indicators of demonstrating the best Writing.

Each indicator itself consists of several questions for a clearer percentage, the researcher has made a table with the percentage for each answer as follows:

Table 4.3

Paraphrasing help students to Remove plagiarism

Indikator	Statements	S	A	U	D	SD	Total	
		F	F	F	F	F	Score	%
Remove Plagiarism	1. Paraphrasing tool helps me easily to avoid plagiarism when writing thesis.	16	3	2	1	1	101	26
	2. Paraphrasing tool help me to have a plagiarism-free research paper (thesis)	9	10	3	0	1	95	25
	3. The paraphrasing tool really helps me especially to make my thesis different from the others, so a plagiarism detector will not mark the final document	11	8	2	0	2	95	25
	4. Choosing a paraphrasing tool to help me reduce plagiarism is my best choice to complete my thesis.	9	9	3	1	1	93	24
TOTAL							384	100%

From the data in this table there are 4 statements. In each statement, the percentage is almost the same, which only differs by only 1 percent. From the previous data table, the benefits of paraphrasing in the first indicator, namely Remove plagiarism, have an effect felt by students. In this indicator, **statement 1** has the highest percentage with a total of 26 presentations, then **statement 2** and **statement 3** have the same number and only differ by 1 percent from **statement 4**.

Based on the description above, it can be concluded that the majority of students feel the benefits of paraphrasing tools, namely helping students get rid of plagiarism or remove plagiarism.

Table 4.4

Paraphrasing helps students to save time

Indikator	Statements	SA	A	U	D	SD	Total	
		F	F	F	F	F	Score	%
Saving time	1. The paraphrasing tool helps me in speeding me up in writing thereby completing my thesis fast.	12	5	2	2	2	92	20,5
	2. The paraphrasing tool helps me to be more enthusiastic and increases my productivity in writing my thesis.	7	9	5	1	1	89	20
	3. The Paraphrasing tool can help me to avoid plagiarism and create new words in minutes	9	9	3	1	1	93	21
	4. The paraphrasing tool itself is very easy to access, not time-	12	3	4	3	1	91	20

	consuming and can be used for free on the internet.							
	5. I have indeed chosen a paraphrasing tool to help me from the start of writing my thesis so that it will be easy and fast.	6	7	7	1	2	83	18,5
TOTAL							448	100%

From the data in this table there are 4 statements. In each statement, the percentage is almost the same, the only difference is that, from the previous data table, the benefits of paraphrasing in the first indicator, namely time saving, have an effect that is felt by students. In this indicator, each indicator has the same value, it's just that there is a difference in statement 5 with a percentage of 18.5.

Based on the description above, it can be concluded that students experience other benefits from the paraphrasing tool such as helping students to save time in writing thesis.

Table 4.5

Paraphrasing helps students to demonstrate the best writing

Indikator	Statements	SA	A	U	D	SD	Total	
		F	F	F	F	F	Score	%
Demonstrate the best writing	1. The paraphrasing tool helps me shorten sentences to be shorter and more manageable	5	9	3	3	3	79	48
	2. The paraphrasing tool helps the sentences I paraphrase become more meaningful and easier to understand.	7	9	3	1	3	85	52

TOTAL							164	100 %

From the data in this table there are 2 statements. **Statement 1** showed that 5 students chose Strongly agree, 9 students chose to agree, 3 students chose undecided or neutral, 3 student chose to disagree and 3 student chose to strongly disagree, statement 1 showed a total score of 79 with a presentation of 48%. **Statement 2** showed that 7 students chose Strongly agree, 9 students chose to agree with the number, 3 students chose undecided or neutral, 1 student chose disagree and 3 student chose to strongly disagree, statement 2 showed a total score of 85 with a presentage of 52%

Table 4.6

Paraphrasing helps students to creating a new sentence structure

Indikator	Statements	SA	A	U	D	SD	Total	
		F	F	F	F	F	Score	%
Creating a new sentence structure	1. The paraphrasing tool makes my sentences more ideal, but still have the same meaning as the original.	9	7	4	2	1	90	52
	2. The paraphrasing tool helps me improve my academic writing skills	8	5	5	3	2	83	48
TOTAL							173	100%

From the data in this table there are 2 statements. **Statement 1** showed that 9 students chose Strongly agree, 7 students chose to agree, 4 students chose undecided or neutral, 1 student chose to disagree and 1 student chose to strongly disagree, statement 1 showed a total score of 90 with a presentation of

52% . **Statement 2** showed that 8 students chose Strongly agree, 5 students chose to agree with the number, 5 students chose undecided or neutral, 3 student chose disagree and 2 student chose to strongly disagree, statement 2 showed a total score of 83 with a presentation of 48%

Table 4.7

Paraphrasing helps students to make the thesis become more improvement
content

Indikator	Statements	SA	A	U	D	SD	Total	
		F	F	F	F	F	Score	%
Content Improvement	1. The paraphrasing tool improves the clarity of my thesis sentences	7	6	6	2	2	83	52
	2. The paraphrasing tool generates accurate grammatical sentences	4	7	7	2	3	76	48
TOTAL							159	100%

From the data in this table there are 2 statements. **Statement 1** showed that 7 students chose Strongly agree, 6 students chose to agree, 6 students chose undecided or neutral, 2 student chose to disagree and 2 student chose to strongly disagree, statement 1 showed a total score of 83 with a presentation of 52% . **Statement 2** showed that 4 students chose Strongly agree, 7 students chose to agree with the number, 7 students chose undecided or neutral, 2 student chose disagree and 3 student chose to strongly disagree, statement 2 showed a total score of 76 with a presentation of 48%.

3. Disadvantages of Paraphrasing Tools

The indicators on what are the disadvantages of the paraphrasing tool consist of 2 indicators and are divided into 7 items. From the research that has been done, the researcher can conclude the disadvantages of the paraphrase tool according to the 2 indicators, the results are:

Table 4.8

Percentage of the disadvantages of the paraphrasing tools

NO	Indicator	Frequency	Percentage
1.	Paraphrasing tools is a sign of plagiarism	147	27%
2.	Make students has lack of ability to paraphrase	389	73%
TOTAL		536	100%

From the data above is the result of research that has been done with researchers where there are deficiencies that are felt by students. Where students feel the disadvantage of using the paraphrasing tool itself is that the paraphrasing tool makes students lose the ability to paraphrase manually or does not have skills in paraphrasing as evidenced by the presentation of 73%, while the rest of the percentage of students feel the loss in the form that the use of the paraphrase tool is a sign of there is a plagiarism activity with a percentage of 27%.

Each indicator consists of several statements, for more detail and detail the researcher makes a table according to the following indicators.

Table 4.9

Paraphrasing tools is a sign of plagiarism

Indikator	Statements	SA	A	U	D	SD	Total	
		F	F	F	F	F	Score	%

Sign of Plagiarism	1. Using a paraphrasing tool is an act of plagiarism that I did without realizing it	6	6	3	5	3	76	52
	2. Paraphrasing tool is able to make students do plagiarism freely by only replicating work and relying on a computer-generated result	4	8	3	2	6	71	48
TOTAL							147	100%

This table consists of 2 statements. **Statement 1** showed that 6 students chose Strongly agree, 6 students chose to agree, 3 students chose undecided or neutral, 5 student chose to disagree and 3 student chose to strongly disagree, statement 1 showed a total score of 76 with a presentation of 52% . **Statement 2** showed that 4 students chose Strongly agree, 8 students chose to agree with the number, 3 students chose undecided or neutral, 2 student chose disagree and 6 student chose to strongly disagree, statement 2 showed a total score of 71 with a presentation of 48%.

Table 4.10

Paraphrasing tools make students has lack of ability to paraphrase

Indikator	Statements	SA	A	U	D	SD	Total	
		F	F	F	F	F	Score	%
Lack of Ability to Paraphrase	1. The paraphrasing tool makes students lazy and do not educate them to learn skills in paraphrasing	6	2	5	5	5	68	18
	2. The paraphrasing tool makes students just want to be practical without relying on their own abilities in paraphrasing	8	4	4	4	3	79	20

3. Paraphrasing tool makes students are prevented from trying to restate an idea with their own paraphrasing skill.	8	3	3	5	4	75	19
4. Paraphrasing tools are used freely making people lazy to do manual paraphrasing.	10	4	2	3	3	83	21
5. Paraphrasing tools have drawbacks that can make people lazy to do manual paraphrasing	10	5	2	2	2	84	22
TOTAL						389	100%

From the data in this table there are 5 statements. Each statement has an almost equal distribution of values. **Statement 5** has the highest percentage of 22% in which the statement is that students agree that paraphrasing tools make students lazy to do plagiarism manually or with their own skills. As well as the lowest presentation is in **statement 1**, namely students feel paraphrasing makes them lazy and unmotivated with a percentage of 18%.

B. Discussion

To find out what are the paraphrasing tools as well as the advantages and disadvantages of using paraphrasing tools in writing theses for students who have graduated in 2022, the researcher used 23 questionnaires to obtain this information with 2 types of questionnaires, namely questionnaire 1 to find out which tools are the most used by students and questionner 2 to find out what are the advantages and disadvantages of the paraphrasing tool.

In the first question naire the researchers found that as many as 82.6% of students used the paraphrasing tool in the form of Quillbot. Quilbot is an

online based paraphrasing tool which can be accessed freely with various features. Dale argues that Quillbot is one of the most popular free, Quillbot offers a product that uses artificial intelligence (AI) to suggest paraphrases.⁵² Quillbot usually performs rewriting by changing words by replacing new vocab or sentences but having the same meaning. Quillbot usually takes a word and then changes or deletes the word, and using this tool is very easy by clicking on Quillbot on Google, we go straight to the website, then enter the word that we are going to paraphrase, then Quillbot will rewrite texts after that, you only need to copy and the sentence is complete. in paraphrase. Naturally, students prefer this tool to use because it is very easy to access. Kusuma said that Quillbot provides a solution by helping paraphrase when teachers and students do not have the idea to paraphrase writing manually.⁵³

Furthermore, in questionnaire 2 it consists of 22 questions about the advantages and disadvantages of using the paraphrasing tool itself. For the advantages of the paraphrasing tool in helping students when writing theses by students, the results can be seen from the previous table, where the high perceived advantage is that this paraphrasing tool helps students free from plagiarism as evidenced by a percentage of 34% and the paraphrasing tool also helps students to save time or help speed up the writing process with a percentage of 29%.

⁵² Dale, R. (2020). *Natural language generation: The commercial state of the art in 2020*. (Natural Language Engineering), 26(4), 481–487.

⁵³ Kusuma, I. P. I. (2020). *Mengajar bahasa Inggris dengan teknologi: Teori dasar dan ide pengajaran*. Indonesia: Deepublish.

The advantage of the paraphrasing tool is that it helps students free from plagiarism. Which in this study students strongly agree that paraphrasing tools help them easily avoid plagiarism. As is well known, this paraphrasing tool works by changing words or spinning words or removing or even adding words to the paraphrased sentence. Moreover, students were afraid that when their paraphrases were checked in turnitin, it was proven that there were many plagiarists. however the paraphrasing tool helps them free from plagiarism. Rogerson and McCarthy mention that to avoid being detected by plagiarism detection software such as Turnitin, students can use online paraphrasing tools or article spinner to write their papers.⁵⁴

Another advantage is helping students save time or helping students speed up their thesis writing. Paraphrasing tools can be used or accessed very easily, manually it might take us tens of minutes or even hours to paraphrase, but with a paraphrasing tool it only takes minutes for students to be able to paraphrase. Tiara also agree that paraphrasing tools has several advantages like saving time when writing.⁵⁵

Another advantage that students feel about using paraphrasing tools is that paraphrasing tools help demonstrate the best writing as evidenced by a percentage of 12% which has the same percentage as the paraphrasing tool helps students improve the content shown by percentage 12% also help students create a new structure with a percentage of 13%. Online paraphrasing

⁵⁴ Rogerson, A. M., & McCarthy, G. *Using internet based paraphrasing tools: Original work, patchwriting or facilitated plagiarism?* International Journal for Educational Integrity, (2017). 13(1).

⁵⁵ Tiara Nur Fitria, *Quillbot as an online tool: Students' alternative in paraphrasing and rewriting of English writing*, Institut Teknologi Bisnis AAS Indonesia:Surakarta, (2021) 194

tools actually work like spinning which changes words and sentences but still has the same meaning, because basically this paraphrasing tool works to change sentences but still with the same intent. Paraphrasing tools generate sentences that are so clearly written and convey the same meaning as the original.⁵⁶

Likewise, the paraphrasing tool has its disadvantages behind its advantages. According to the results of the study, the disadvantages felt by students were makes students lack the ability to paraphrase with their own abilities, and makes students lazy to paraphrase with their own skills as evidenced by the percentage 73%. The ability to paraphrase enables for more advanced learning, thinking, and expression than is possible with simple writing. The entire goal of paraphrasing can be defeated by the use of a tool. Students do not need to use their prior knowledge or think about the text to paraphrase it. Rogerson stated that the use of the paraphrasing tool may interfere with their ability to improve their paraphrasing skills.⁵⁷ The disadvantages of paraphrasing tools felt by students such as the use of paraphrasing tools are a sign of plagiarism with the rest of percentage is 27%. Meanwhile, if students have used the paraphrasing tool a text to evade detection of plagiarism, then that act of evasion suggests that plagiarism has occurred.⁵⁸

⁵⁶ Opcit.

⁵⁷ Rogerson. *Avoiding plagiarism - Paraphrasing* | Academic Integrity at MIT.(2018)

⁵⁸ Felicity M, Clare E, *Paraphrasing tools, language translation tools and plagiarism: an exploratory study*, International Journal For Educational Integrity (2018)

It can be concluded from the results of the questionnaire, it is known that the tool most used by students is Quillbot. The use of the paraphrasing tool in writing thesis for graduate students in 2022 is proven to have many advantages and disadvantages. The advantage of the paraphrasing tool is that it helps students free from plagiarism, then helps students save time and work on their thesis quickly, as well as other benefits such as changing the thesis to show the best writing, creating a new thesis structure. writing but there are advantages that are not so pronounced or neutral, namely the paraphrasing tool helps in improving the content.

As well as the disadvantages of the paraphrasing tool that students feel is that paraphrasing makes them lack the ability to paraphrase and only want to paraphrase instantly, and the use of the paraphrasing tool itself is a sign of plagiarism.

CHAPTER V

CONCLUSION

A. Conclusion

After conducting research on Student Views of The Using Paraphrasing Tools to Avoid Plagiarism in Writing thesis, The most used paraphrasing tool by students is Quilbot after that is paraphrasingtools.com. The advantages of the paraphrasing tool that are most felt by students are time saving, avoiding plagiarism, and other benefits are demonstrating best writing, creating a new sentence structure, and content improvement.

While the disadvantage of the paraphrasing tool that is most felt by students is that it makes students have a lack of ability to paraphrase with their own abilities, and the use of paraphrasing tools is a sign of plagiarism. According to the researcher's opinion that the paraphrasing tool has benefits that are used by students, but students must choose to choose in using it, in the sense that students should not stick to only using the paraphrasing tool.

B. Suggestion

Based on the conclusions above, the researcher suggests for further research so that researchers can provide more of what this research has done. The researcher hopes that future researchers can further examine the advantages and disadvantages and even the impact of using paraphrasing tools.

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APPENDIX 1: SK Pembimbing



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBİYAH

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 101 Curup-Bengkulu Telpn. (0732) 21010
Fax. (0732) 21010 Homepage <http://www.iaincurup.ac.id> E-Mail : admin@iaincurup.ac.id

KEPUTUSAN DEKAN FAKULTAS TARBİYAH

Nomor : 607 Tahun 2022

Tentang
PENUNJUKAN PEMBIMBING I DAN II DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

- Menimbang** : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat** : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup ;
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup ;
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;
5. Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
7. Keputusan Rektor IAIN Curup Nomor : 0317 tanggal 13 Mei 2022 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
- Memperhatikan** : 1. Surat Rekomendasi dari Ketua Prodi TBI Nomor : B. 064/FT.2 / In.34/PP.00.9/TBI/2022
2. Berita Acara Seminar Proposal Pada Hari Kamis, 07 Juli 2022

MEMUTUSKAN :

- Menetapkan**
Pertama : 1. Sarwo Edy, M.Pd 20011038702
2. Henny Septia Utami, M.Pd 20160998903
- Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :
- NAMA : Aprilianti Tri Lestari
NIM : 18551008
JUDUL SKRIPSI : The Advantages and Disadvantages of Paraphrasing Tools to Avoid Plagiarism in Writing Thesis
- Kedua** : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal 29 November 2022



Tembusan :

APPENDIX 2: Surat Izin Penelitian



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH

Jln. Dr. AK Gani No.01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax.21010
Homepage: <http://www.iaincurup.ac.id> E-mail: admin@iaincurup.ac.id Kode Pos 39419

Nomor : 59 /ln.34/FT/PP.00.9/01/2022
Lampiran : Proposal dan Instrumen
Hal : Permohonan Izin Penelitian
10 Januari 2023

Kepada Yth. **Rektor IAIN Curup**

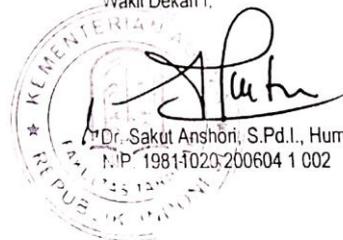
Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup

Nama : Apnianti Tri Lestari
NIM : 18551008
Fakultas/Prodi : Tarbiyah / TBI
Judul Skripsi : The Advantages and Disadvantages of Paraphrasing Tools to Avoid Plagiarism in Writing Thesis
Waktu Penelitian : 10 Januari 2023 s.d 10 April 2023
Lokasi Penelitian : IAIN Curup

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.
Demikian atas kerjasama dan izinnya diucapkan terimakasih

Wakil Dekan I,



Tembusan : disampaikan Yth :

1. Rektor
2. Warek 1
3. Ka. Biro AUAK
4. Arsip

APPENDIX 3: Kartu Konsultasi Skripsi


IAIN CURUP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1	17/09/2022	Perbaikan dan penetapan judul baru		
2	03-12-2022	Pembahasan dan Perbaikan bab 1		
3	17-10-2022	Pembahasan dan Perbaikan bab 2 dan bab 3		
4	04-09-2022	Perbaikan instrumen bab 3		
5	15-11-2023	Acc instrumen Bab 3		
6		Revisi bab 3 & 4		
7		acc bab 4		
8		acc skripsi bab 1-5		


IAIN CURUP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	29-09-2022	Perbahaasan dan Mencari judul baru		
2	17-10-22	Pembahasan bab 1		
3	22-10-2022	Pembahasan Bab 2 dan bab 3		
4	06-01-2023	Perbahaasan Instrument bab 3		
5	11-01-2023	Acc Instrument bab 3		
6	10-01-2023	Revisi bab 3		
7	20-01-2023	Revisi bab 4		
8	24-01-2023	Acc skripsi bab 1-5		

APPENDIX 4: Blueprint of Questionnaire

(Blue print of questionnaire)

NO	CATEGORY	THEORIES	SUBINDICATOR	STATEMENT	Score				
					SA	A	U	D	SD
1.	Advantages of paraphrasing tools	6. Remove Plagiarism	<ul style="list-style-type: none"> d. Can make the thesis avoid plagiarism e. The thesis can be said to be free from plagiarism f. The form of the document is not the same as other documents so that no plagiarism is detected 	<ul style="list-style-type: none"> 5. Paraphrasing tool helps me easily to avoid plagiarism when writing thesis. 6. Paraphrasing tool help me to have a plagiarism-free research paper (thesis) 7. The paraphrasing tool really helps me especially to make my thesis different from the others, so a plagiarism detector will not mark the final document 8. Choosing a paraphrasing tool to help me reduce plagiarism is my best choice to complete my thesis. 					

		<p>7. Time-Saving</p>	<p>d. Shorten the time in paraphrasing to avoid plagiarism</p> <p>e. Increase the level of productivity in academic writing</p> <p>f. In a matter of minutes 1 paragraph can be paraphrased and avoid plagiarism</p>	<p>6. The paraphrasing tool helps me in speeding me up in writing thereby completing my thesis fast.</p> <p>7. The paraphrasing tool helps me to be more enthusiastic and increases my productivity in writing my thesis.</p> <p>8. The Paraphrasing tool can help me to avoid plagiarism and create new words in minutes</p> <p>9. The paraphrasing tool itself is very easy to access, not time-consuming and can be used for free on the internet.</p> <p>10. I have indeed chosen a paraphrasing tool to help me from the start of writing my</p>					
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				thesis so that it will be easy and fast.					
		8. Demonstrate the best Writing	<ul style="list-style-type: none"> c. Change the meaning of long sentences into short and manageable sentences d. Make the thesis have more meaningful language by determining the most effective version of sentences. 	<ul style="list-style-type: none"> 3. The paraphrasing tool helps me shorten sentences to be shorter and more manageable. 4. The paraphrasing tool helps the sentences I paraphrase become more meaningful and easier to understand. 					
		9. Creating a new sentence structure	<ul style="list-style-type: none"> c. Produce a new sentence structure that is more ideal than before d. Help students improve academic writing skills 	<ul style="list-style-type: none"> 3. The paraphrasing tool makes my sentences more ideal, but still have the same meaning as the original. 4. The paraphrasing tool helps me improve my academic writing skills 					
		10. Content improvement	<ul style="list-style-type: none"> c. Improve the quality of the thesis sentence to be clearly written d. Correct grammatical errors in the 	<ul style="list-style-type: none"> 3. The paraphrasing tool improves the clarity of my thesis sentences 4. The paraphrasing 					

			thesis sentence	tool generates accurate grammatical sentences					
2.	Disadvantages of paraphrasing tools	4. Sign of Plagiarism	<ul style="list-style-type: none"> c. There is a possibility of plagiarism activities that have been carried out d. Can cause students to do plagiarism freely 	<ul style="list-style-type: none"> 3. Using a paraphrasing tool is an act of plagiarism that I did without realizing it 4. Paraphrasing tool is able to make students do plagiarism freely by only replicating work and relying on a computer-generated result 					
	Disadvantages of paraphrasing tools	Lack of Ability to Paraphrase	<ul style="list-style-type: none"> d. Make students reluctant to paraphrase themselves e. Causing a lack of academic integrity because of the desire to use instant things f. There is no or lack of self-ability in paraphrasing. 	<ul style="list-style-type: none"> 6. The paraphrasing tool makes students lazy and do not educate them to learn skills in paraphrasing 7. The paraphrasing tool makes students just want to be practical without relying on their own abilities in paraphrasing. 					

				8. Paraphrasing tool makes students are prevented from trying to restate an idea with their own paraphrasing skill. 9. Paraphrasing tools are used freely making people lazy to do manual paraphrasing. 10. Paraphrasing tools have drawbacks that can make people lazy to do manual paraphrasing					
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Notes from Validator:

The Instruments had been validated. The validator validated the instruments into two things; *the first* is content, including the coherence between the statements and indicators stated in theory. *The second* is the accuracy of grammatical aspects used in the instrument. In addition, please pay attention to your spelling.

The blue color words or statemnets mean the validator's additional point for your instrument.

The red color means something that you need to revise or delete.

Curup, 10th of January 2023

Validator



Nastiti Handayani, M.Pd

APPENDIX 6: REABILITY

1	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA		
2	RESPONDEN	INDIKATOR																						TOTAL					
3	RESPONDEN 1	X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12	X13	X14	X15	X16	X17	X18	X19	X20	X21	X22						
4	RESPONDEN 2	5	5	5	5	5	5	4	5	3	4	4	4	5	4	4	5	5	4	5	4	5	5	5	5	100			
5	RESPONDEN 3	5	5	5	5	4	4	4	3	5	3	4	1	2	3	1	1	3	4	5	5	5	5	5	83				
6	RESPONDEN 4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	110				
7	RESPONDEN 5	2	3	5	4	4	2	2	3	3	2	3	3	2	3	2	1	1	2	2	3	2	5	59					
8	RESPONDEN 6	5	4	4	5	4	4	5	5	5	5	4	3	5	4	3	3	5	3	5	5	5	5	96					
9	RESPONDEN 7	5	4	5	5	5	5	4	4	3	5	5	5	5	4	4	5	5	4	5	5	5	5	102					
10	RESPONDEN 8	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	22					
11	RESPONDEN 9	5	4	4	4	4	4	4	4	4	4	4	5	5	4	5	4	5	4	5	5	5	5	98					
12	RESPONDEN 10	3	4	3	2	2	3	4	3	3	4	4	2	3	3	3	2	1	2	2	2	3	2	60					
13	RESPONDEN 11	4	4	4	3	2	3	3	4	2	2	2	3	2	2	2	2	2	3	2	2	4	4	61					
14	RESPONDEN 12	5	4	3	5	5	4	5	2	4	3	4	4	5	5	5	4	4	2	3	3	2	4	85					
15	RESPONDEN 13	4	4	4	3	5	4	4	5	1	1	3	3	3	3	3	2	4	4	4	4	4	4	76					
16	RESPONDEN 14	3	4	1	3	5	3	4	5	3	5	4	4	1	2	3	2	1	1	3	2	5	5	69					
17	RESPONDEN 15	5	5	5	5	5	5	4	5	4	4	5	5	5	5	4	1	1	1	1	1	1	3	80					
18																								506.81	Total of Variance (Vtest)				
19																													
20																													
21																													
22	Variance	1.695	1.067	1.924	1.638	1.781	1.257	1.314	1.781	1.495	2.114	1.829	1.686	2.114	1.952	1.781	2.352	2.781	2.352	2.257	2.524	2.543	2.210	42.448	Variance of Score ($\sum Vi$)				
23																													
24																													
25	Cronbach Alpha Formula	$\alpha = \frac{n}{n-1} \left(1 - \frac{\sum Vi}{V_{test}} \right)$																											
26		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3">Interpretation</th> </tr> <tr> <th style="width: 30%;">Nilai yang ditetapkan</th> <th style="width: 40%;"></th> <th style="width: 30%;">Hasil</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">0.7</td> <td style="text-align: center;"> $\alpha = \frac{18}{18-1} \left(1 - \frac{42.448}{506.81} \right)$ </td> <td rowspan="2" style="text-align: center; vertical-align: middle;">Reliable</td> </tr> <tr> <td></td> <td style="text-align: center;">0.970142209</td> </tr> </tbody> </table>												Interpretation			Nilai yang ditetapkan		Hasil	0.7	$\alpha = \frac{18}{18-1} \left(1 - \frac{42.448}{506.81} \right)$	Reliable		0.970142209					
Interpretation																													
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