

**EMPLOYING ONLINE PARAPHRASING TOOLS TO  
OVERCOME STUDENTS' DIFFICULTIES IN  
PARAPHRASING**



*Mencerdaskan dan  
Memartabatkan Bangsa*

**Nurul Inayah Afifah Maulida**

**2215161439**

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## LEMBAR PENGESAHAN SKRIPSI

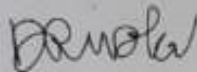
Skripsi ini diajukan oleh:

Nama : Nurul Inayah Afifah Maulida  
No. Registrasi : 2215161439  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Bahasa dan Seni  
Judul Skripsi : *"Employing Online Paraphrasing Tools to Overcome Students' Difficulties in Paraphrasing"*

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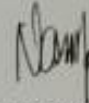
Ketua Penguji



Dr. Siti Drivoka, M.Pd

NIP. 197804282008012018

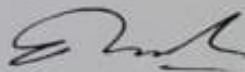
Pembimbing II



Dr. Ratna Dewanti, M.Pd

NIP. 196211071988032001

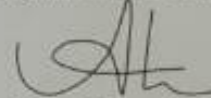
Penguji Ahli Materi,



Dr. Ifan Iskandar, M.Hum

NIP. 197205141999031003

Penguji Ahli Metodologi,



Lasito, M.App. Ling.

NIP. 198002222008121002

Jakarta, Februari 2021

Dekan Fakultas Bahasa dan Seni



Dr. Elijana Muliastuti, M.Pd

NIP. 196805291992032001

## LEMBAR PERNYATAAN

Yang bertandatangan di bawah ini:

Nama : Nurul Inayah Afifah Maulida

No. Registrasi : 2215161439

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni

Judul Skripsi : **Employing Online Paraphrasing Tools to Overcome Students' Difficulties in Paraphrasing**

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**UPT PERPUSTAKAAN**

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Nama : Nurul Inayah Afifah Maulida  
NIM : 2215161439  
Fakultas/Prodi : Bahasa dan Seni/Pendidikan Bahasa Inggris  
Alamat email : noeroelinayah@gmail.com

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## ABSTRACT

Nurul Inayah. 2021. *Employing Online Paraphrasing Tools to Overcome Students' Difficulties in Paraphrasing*. A Skripsi. Jakarta: English Language Education Study Program, Faculty of Language and Arts, Universitas Negeri Jakarta. 2021.

This study aimed to employ the online paraphrasing tools in overcoming the students' difficulties and to investigate the students' difficulties in paraphrasing. The focus of this study is limited to the literature review section of journal articles which contained the most paraphrased. This research took place in UNJ from January 2020 to January 2021. The data was taken from four tasks of mechanical engineering vocational education students in paraphrasing some paragraphs in journal articles and 2 questionnaires of the students about the difficulties of paraphrasing and the use of online paraphrasing tools. The selected paraphrases were analyzed by using Paraphrase Strategy theory by Schuemann (2006) and Kirszner (2008) which consists of four strategies: 1) changing its synonym; 2) changing part of speech; 3) changing the sentence pattern from active to passive; 4) keep using keywords from the original text. The study revealed that the selected paraphrases, the most commonly used was to change the synonyms with the percentage 69%. Then, the the most difficult problems in terms of content, structure, language, and paraphrase strategy are paraphrasing itself, to use punctuation, to identify the part of speech, and cannot state the same information like the source text. The study also found that the online paraphrasing tools mostly help the students to use correct grammar (4.37). Moreover, they think that online paraphrasing tools can help them to use the proper discourse markers (4.18). Then it can change the part of speech (4.12), use proper tense (4.06), rewrite the source text into a paraphrase with different writing (4.06), and change words from the source text (4.0). Furthermore, it can change the active sentence into passive voice and vice versa also it can find synonym to paraphrase an essay (3.75). Additionally, the tools can change the sentence structure of the source text (3.25). The last, the engineering students disagree if the online paraphrasing tools cannot change the source text at all (2.75). Despite of all the benefits of online paraphrasing tools, the students cannot do the reading or understanding text which is the first step of paraphrasing.

Keywords: Paraphrase, Difficulties, Online Tools, Strategies

## ABSTRAK

Nurul Inayah. 2021. Menggunakan Alat Parafrase Online untuk Mengatasi Kesulitan Siswa dalam Parafrase. Skripsi. Jakarta: Program Studi Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta. 2021.

Penelitian ini bertujuan untuk menggunakan alat parafrase online dalam mengatasi kesulitan siswa dalam memparafrase dan menyelidiki kesulitan siswa dalam memparafrase. Fokus penelitian ini dibatasi pada bagian tinjauan pustaka artikel jurnal yang memuat paling banyak parafrase. Penelitian ini berlangsung di UNJ dari Januari 2020 sampai Januari 2021. Data diambil dari empat tugas mahasiswa pendidikan vokasi teknik mesin dalam memparafrasekan beberapa paragraf dalam artikel jurnal dan 2 angket mahasiswa tentang kesulitan parafrase dan penggunaan alat parafrase online. Parafrase yang dipilih dianalisis dengan menggunakan teori Paraphrase Strategy oleh Schuemann (2006) dan Kirszner (2008) yang terdiri dari empat strategi: 1) mengubah sinonimnya; 2) mengubah bagian dari pidato; 3) mengubah pola kalimat dari aktif menjadi pasif; 4) tetap gunakan kata kunci dari teks aslinya. Studi tersebut mengungkapkan bahwa parafrase yang dipilih, yang paling umum digunakan adalah mengubah sinonim dengan presentase 69%. Masalah tersulit dalam hal isi, struktur, bahasa, dan strategi parafrase adalah parafrase itu sendiri, menggunakan tanda baca, mengidentifikasi bagian dari tuturan, dan tidak dapat menyatakan informasi yang sama seperti teks sumber. Kemudian alat parafrase online sebagian besar membantu siswa untuk menggunakan tata bahasa yang benar (4.37). Selain itu, mereka berpikir bahwa alat parafrase online dapat membantu mereka menggunakan kata penghubung yang tepat (4.18). Kemudian dapat mengubah jenis kata (4.12), menggunakan tense yang benar (4.06), menulis ulang teks sumber menjadi parafrase dengan tulisan berbeda (4.06), dan mengubah kata-kata dari teks sumber (4.0). Selain itu, dapat mengubah kalimat aktif menjadi kalimat pasif dan sebaliknya juga dapat menemukan sinonim untuk memparafrasekan sebuah esai (3.75). Selain itu, alat parafrase online dapat mengubah struktur kalimat dari teks sumber (3.25). Terakhir, mahasiswa teknik tidak setuju jika alat parafrase online tidak dapat mengubah teks sumber sama sekali (2.75). Di samping banyaknya manfaat yang dapat dilakukann oleh alat parafrase online, namun alat tersebut tidak dapat membaca atau memahami isi teks yang merupakan langkah pertama untuk memparafrase.

Kata Kunci: Parafrase, Kesulitan, Alat Online, Strategi

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N.I.A.M.

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