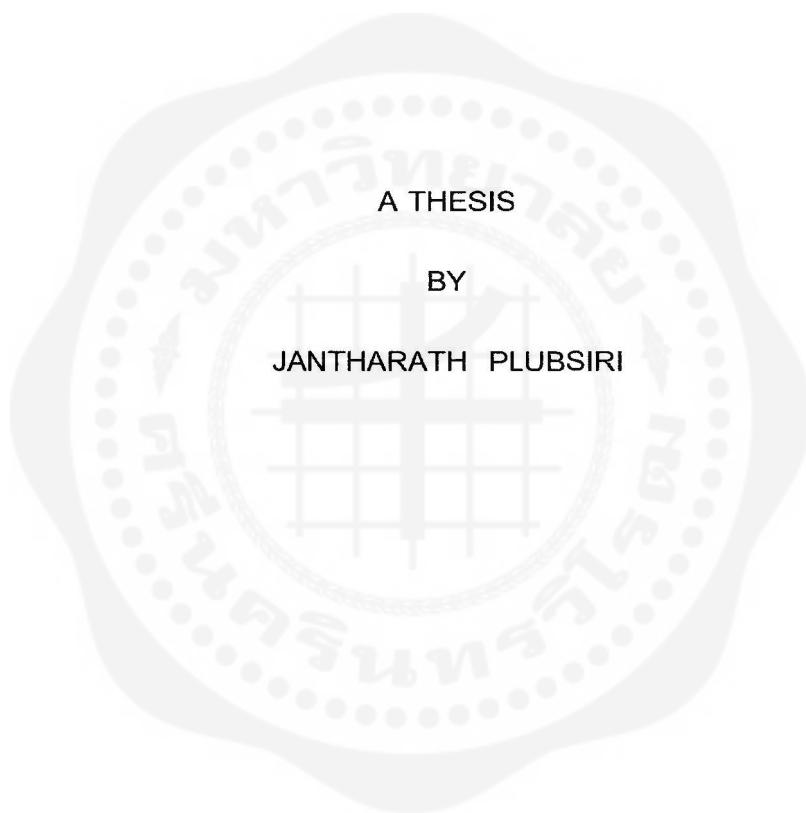


A STUDY OF PROBLEMS IN PARAPHRASING OF THAI EFL UNIVERSITY STUDENTS

A THESIS

BY

JANTHARATH PLUBSIRI



Presented in Partial Fulfillment of the Requirements for the

Master of Arts Degree in English

at Srinakharinwirot University

May 2018

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A STUDY OF PROBLEMS IN PARAPHRASING OF THAI EFL UNIVERSITY STUDENTS

AN ABSTRACT

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Srinakharinwirot University. Thesis Advisor: Asst. Prof. Dr. Phnita Kulsirisawad.

The objectives of this study are to identify the problems experienced by Thai EFL university students when they were given a paraphrasing assignment and to find out what they did when they paraphrased. The participants included 108 third and fourth year English major undergraduates at Srinakharinwirot University. The instruments used in this study included a questionnaire and a semi-structured interview. The participants were asked to complete the questionnaire to acquire information about their paraphrasing problems. The interview was conducted to find out what the students did when they paraphrased. The quantitative data were analyzed using descriptive statistics while the qualitative data were analyzed using content analysis. The results of this study indicated that the most difficult problem that the students faced when paraphrasing was when they were assigned to paraphrase an unfamiliar passage or topic. With regard to the paraphrasing strategies that the participants frequently used, it was found that they tended to rely on using synonyms. Even though the participants had some difficulties paraphrasing, they realized that copying words or ideas from someone else without giving credit or copying a large amount of words from an original source were unethical and wrong.

การศึกษาปัญหาในการถอดความของนิสิต
ที่เรียนภาษาอังกฤษในฐานะภาษาต่างประเทศ



เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา
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งานวิจัยนี้มีวัตถุประสงค์เพื่อจำแนกปัญหาของนิสิตที่เรียนภาษาอังกฤษในฐานะ

ภาษาต่างประเทศเมื่อได้รับมอบหมายให้ถอดความและศึกษาว่านิสิตทำอะไรในขณะที่ถอดความ กลุ่ม

ตัวอย่างคือนิสิตวิชาเอกภาษาอังกฤษระดับชั้นปีที่ 3 และปีที่ 4 มหาวิทยาลัยศรีนครินทรวิโรฒ จำนวน

108 คน เครื่องมือที่ใช้ในการวิจัย ประกอบด้วยแบบสอบถามแบบมาตราส่วนประมาณค่าและการ

สัมภาษณ์แบบกึ่งโครงสร้าง กลุ่มตัวอย่างได้รับมอบหมายให้ทำแบบสอบถามเพื่อให้ได้รับข้อมูลเกี่ยวกับ

ปัญหาในการถอดความของนิสิต การสัมภาษณ์จัดขึ้นเพื่อศึกษาว่านิสิตทำอะไรเมื่อถอดความ นำข้อมูล

เชิงปริมาณมาวิเคราะห์โดยใช้สถิติเชิงพรรณนา ในขณะที่นำข้อมูลเชิงคุณภาพมาวิเคราะห์เนื้อหา ผล

จากการศึกษาพบว่าปัญหาที่ยากที่สุดที่นิสิตพบเมื่อถอดความคือ หัวข้อบทความที่ไม่คุ้นเคย ผลวิจัยเผย

ว่ากลวิธีการถอดความที่นิสิตใช้มากที่สุดคือ การใช้คำเหมือน ถึงแม้ว่านิสิตมีปัญหาในการถอดความ

นิสิตเข้าใจว่า การคัดลอกข้อความหรือความคิดของผู้อื่นโดยไม่อ้างอิงชื่อและคัดลอกข้อความจาก

บทความต้นฉบับมากเกินไปนั้นเป็นเรื่องที่ผิดจริยธรรมและไม่ถูกต้อง

The thesis titled
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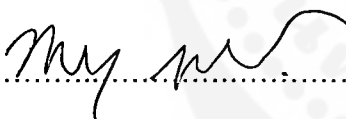
by
Jantharath Plubsiri

has been approved by the Graduate School as partial fulfillment of the requirements for
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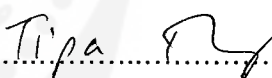

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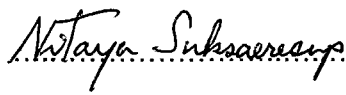
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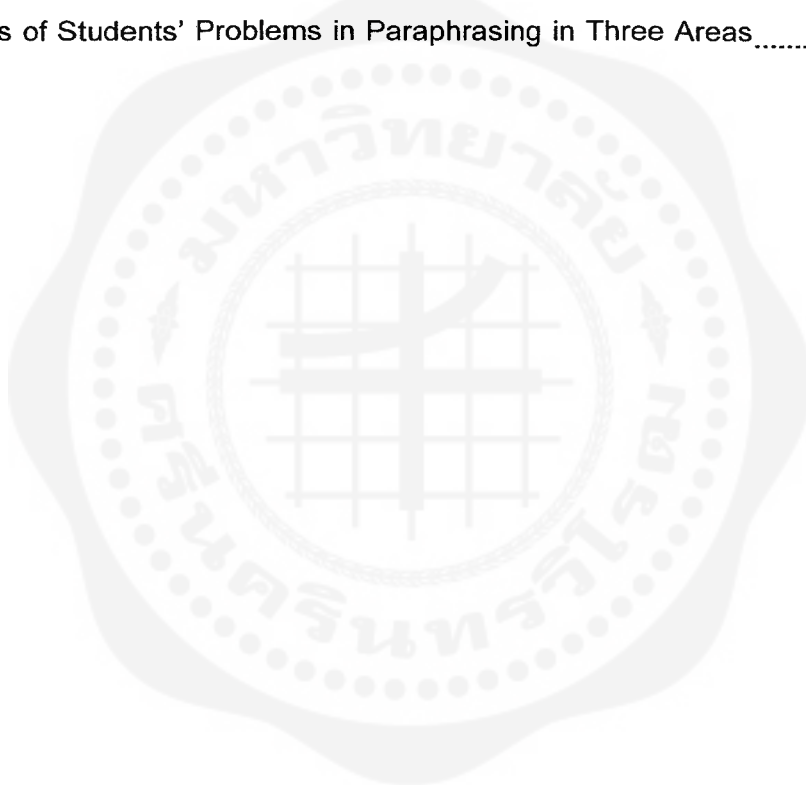
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CHAPTER 1

INTRODUCTION

Background of the Study

In English language classrooms, students especially those studying English as a foreign language tend to struggle with writing because it is a complex and difficult skill for them to master (Kim & Kim, 2005; Shen, 2007; Watcharapunyawong & Usaha, 2013). At present, having good writing skills is essential (Graddol, 2006) and possessing a strong writing competency is highly advantageous in both academic and professional contexts (Chatranonth, 2008). In academic contexts, students are expected to compose different kinds of written texts for assessment purposes (Ur, 1996). Furthermore, people who are good at English have more advantages in the business world comparing with people who have poor English skills (Smedley, 1983). In addition, people who do not observe the conventions of written English and make several grammatical errors may be considered uneducated or ignorant (Smedley, 1983).

One of the hardest skills in writing that EFL students face is paraphrasing. It is because it requires a learner to maintain the original meaning of the text and rewrite it in a new form without plagiarizing the work of others (Choy & Lee, 2012; McDonough, Crawford, & Vleeschauwer, 2014). Paraphrasing is defined as a restatement of sentences or passages giving the same meaning in different words and forms (Davis & Beaumont, 2007; Khismawan & Widiati, 2013; McCarthy, Guess, & McNamara, 2009). Paraphrasing skill is particularly important for students at the tertiary level because they are required to compose

academic essays. The students need to gain more information from other sources and synthesize them to support their stances in argumentative essays or cause and effect essays.

In the failure of paraphrasing, students tend to plagiarize or steal other people's works and take them as their own (Howard, 1995; Park, 2003; Whihoit, 1994). According to Roig (2003), there are three forms of plagiarism: plagiarism of ideas, plagiarism of texts, and inappropriate paraphrasing. Roig (2003) states that plagiarism of ideas means taking someone else's idea on their own without giving credit to the original writer. Roig (2001) says that in science, some students take an explanation or a theory without giving credit because the students think that it is widely acknowledged, so they do not have to tell who the author is. Plagiarism of texts happens when the writers copy an excerpt from an original text without giving credit to the author (Roig, 2003). Liao and Theng (2010) state that some students change only a few words when they paraphrase and take them as their own. However, Roig (2003) indicates that inappropriate paraphrasing is probably the form of plagiarism that can be found the most. It is also controversial because each person has different criteria for what makes an appropriate paraphrasing even within the same discipline (Roig, 2001). Keck (2006) explains that some students choose to preserve only general words relating to the topic or the words that appear often in the original text without changing to their own words or do close paraphrasing. The students use deletion, addition, substitution strategies by changing words with synonyms, adding or deleting some words (Keck, 2010). Abasi and Akbari (2008) state that many EFL students tend to do superficial modifications, also known as patchwriting (Howard, 1995), because they are not confident in paraphrasing the original texts. Keck (2006) states that even the students use superficial

modification and gives credit to the authors, it does not make a good paraphrasing sometimes.

There are different reasons that lead the students to plagiarism and can be classified into three main problematic areas; lack of understanding of the concept of paraphrasing (Charubusp, 2015; Currie, 1998; Deckert, 1993; Hayes & Introna, 2005; Hirvela and Du, 2013; Knutson, 1994; Lamubol, 2012; Liao & Tseng, 2010; Moon, 2002; Pennycook, 1996; Roig, 2001; Shei, 2004; Songsriwittaya, Kongsuwan, Jitkarun, Kaewkuekool, & Koul, 2009), limited lexicon and syntax (Angelova & Riazantseva, 1999; Biggs, 1994; Calabrese & Cochran, 1990; Johns & Mayes, 1991; Keck, 2006; Park, 2003; Pennycook, 1994; Raffetto, 1985; Shi, 2012; Straw, 2002; Thomas, 2010), and lack of understanding of the content (Park, 2003). Firstly, lack of understanding of the concept of paraphrasing affects the students to plagiarism. For example, the students do not value the importance of paraphrasing (Liao & Tseng, 2010). In addition, plagiarism may occur due to the students' misconception towards plagiarism (Deckert, 1993). Hirvela and Du (2013) state that some of her EFL students wonder why they have to paraphrase or change the author's words when they have already given the credit. Moreover, Shei (2004) states that Chinese students believe that maintaining the original words or phrases means showing respect to the authors. In oriental cultures, people tend to respect learned men or authors, so they copy the source and do not change anything in the original text out of respect (Hayes & Introna, 2005; Pennycook, 1996). In the same vein, Moon (2002) states that some Korean university students copy exact words from original texts out of respect without awareness of the concept of plagiarism. They are not taught, warned, informed and

explained when they plagiarize since readers in Korea do not concern who the writer is as long as they acquire valuable knowledge from what they read (Moon, 2002).

In Thailand, Songsriwittaya, Kongsuwan, Jitkarun, Kaewkuekool, and Koul (2009) indicate that Thai students plagiarize because they want to get the right answer for their assignments. They explain that Thai culture is considered as high-context culture which places a high value on close relationship (Knutson, 1994). Therefore, students may not feel that it is wrong to copy other people's work if the students have close relationship with their friends who let them copy their work (Songsriwittaya, Kongsuwan, Jitkarun, Kaewkuekool, & Koul, 2009). Moreover, Charubusp (2015) states that students think it is common to plagiarize because of cultural practice in Thai education. In primary and secondary schools, students are not taught that copying other people's works is wrong, so it probably causes academic misconduct among Thai teachers and students (Charubusp, 2015; Lamubol, 2012).

Furthermore, the lack of appropriate referencing knowledge affects plagiarism (Currie, 1998; Roig, 2001). Students who do not know how to make a paper citation tend to copy other people's work without referring to the original writers (Liao & Tseng, 2010). For example, in Liao and Chen's (2009) study, criteria on citation practice in Chinese writing were loose because students were recommended to omit the source when they were not sure how to cite.

Secondly, students' limited lexicon and syntax may also related to academic dishonesty. Shi (2012) states that limited background knowledge in lexicon and syntax as well as rhetorical organization is one of the main factors in plagiarism and poor

paraphrasing skills because people in non-English speaking countries are not usually required to write in English (Straw, 2002; Thomas, 2010).

Straw (2002) also indicates that students' academic performance may affect their paraphrasing performance. Students who have bad academic performance tend to plagiarize more often than those who do not (Johns & Mayes, 1991; Keck, 2006; Park, 2003; Pennycook, 1994). Furthermore, students who are not confident in their writing skills tend to copy the others' work comparing with students who are (Calabrese & Cochran, 1990; Raffetto, 1985). Students who do not have much confidence are more likely to adopt the original source texts rather than paraphrasing the text in their own words (Angelova & Riazantseva, 1999; Biggs, 1994).

Finally, the lack of content understanding is one of major factors leading the students to plagiarism because the students do not understand the text (Park, 2003).

In conclusion, there are many reasons why students plagiarize. Students tend to copy other people's works because of their perception towards plagiarism. Some of them have misconception towards plagiarism or do not value the importance of paraphrasing. Moreover, students' writing ability and confidence affect their writing performance. Students who are good at writing tend to be more confident when they write, so they may do less plagiarism than students who have poor academic writing performance. Cultural factor also affects the students to plagiarize other people's work because of their misconception towards showing respect to the original author. The lack of lexicon and syntax as well as appropriate referencing knowledge also affects plagiarism because it leads the students to copy from original texts unintentionally.

To help the students know how to write a good paraphrasing, many researchers identify what constitutes an appropriate paraphrasing (Dollahite & Huan ,2006; Keck, 2010; Yamada, 2003). Dollahite and Huan (2006) indicate that appropriate paraphrasing involves preserving the main ideas and meaning of the original source text, maintaining the length of paraphrased version as approximate as the original texts, trying to rewrite the sentences or passages in the writers' own styles to make the works different enough from the original text, changing words or structures as much as possible and referring or citing the authors' names of the source. Moreover, students should restate the original text and should not combine them with their own idea (Dung, 2010). Yamada (2003) analyzed paraphrasing works in some North American colleges, and she stated that inferential thinking is one of the factors that makes good paraphrasing. For example, the students conclude the statements or passages, or link the similarities between two texts and write in their own words (Yamada, 2003). Keck (2010) also states that good paraphrasing is not only changing grammatical structures into the different forms but also not adding some related ideas that are not in the original texts.

On the other hand, there are a few types of paraphrasing that are considered bad (Dung, 2010; Hirvela & Du, 2013). Although some students try to change the sentences or passage into their own words, they are expected not to write too closely to the original texts (Hirvela & Du, 2013). For example, some students change the original into word by word which is called "word-for-word plagiarism." They maintain most of the author's sentence structures or change them slightly without using quotation marks (Dung, 2010). Moreover, Dung (2010) states that even though some students realize that they should change grammar structures and try to rewrite the excerpt into new patterns, they do not use

quotation marks with borrowed phrases. It is called “patchwork paraphrase,” which is considered unsuccessful paraphrasing.

In summary, the problems that EFL students encounter when paraphrasing which were found in previous studies have been synthesized and categorized into three areas; lack of understanding of the concept of paraphrasing (Charubusp, 2015; Currie, 1998; Deckert, 1993; Hayes & Introna, 2005; Hirvela and Du, 2013; Knutson, 1994; Lamubol, 2012; Liao & Tseng, 2010; Moon, 2002; Pennycook, 1996; Roig, 2001; Shei, 2004; Songsriwittaya, Kongsuwan, Jitkarun, Kaewkuekool, & Koul, 2009), limited lexicon and syntax (Angelova & Riazantseva, 1999; Biggs, 1994; Calabrese & Cochran, 1990; Johns & Mayes, 1991; Keck, 2006; Park, 2003; Pennycook, 1994; Raffetto, 1985; Shi, 2012; Straw, 2002; Thomas, 2010), and lack of understanding of the content (Park, 2003). Paraphrasing helps students to combine the ideas from the original text by using their own words (Keck, 2006). If the students do not acquire adequate paraphrasing skills and do not have sufficient knowledge of it, they will struggle and they have to copy with source-based writing tasks (Hirvela & Du, 2003). Moreover, lack of paraphrasing skills will lead the students to plagiarize even if they do not realize it (Abasi, Akbari & Graves, 2006; Howard, 1995).

Hence, a good paraphrasing skill is important because it can help the students not to plagiarize other people’s works. Therefore, the researcher aims to investigate problems that Thai EFL university students face when they paraphrase and what they do when they paraphrase, so teachers will understand their problems and come up with teaching methods that will reduce the risk of being involved with unintentional plagiarism.

Objectives of the Study

The purposes of this study are:

1. To identify the problems that Thai EFL university students encounter when they are assigned to paraphrase.
2. To study what they do when they paraphrase.

Research Questions

This study attempts to answer the following questions:

1. What are the problems that Thai EFL university students encounter when they paraphrase?
2. What do the students do when they paraphrase?

Significance of the Study

This study helps fill gaps in previous research that mostly focused on writing in an ESL context. It will help teachers understand the problems that Thai students face when they are assigned to write analytical essays that require them to cite other people's works and make citation. Furthermore, teachers will be able to come up with some teaching techniques that will help students to paraphrase their works appropriately and not to copy from the original text. Moreover, the results of this study can be a guideline for other studies in developing students' paraphrasing skills.

Scope of the Study

This study focused on the problems Thai EFL university students faced when they paraphrased and the paraphrasing strategies that they used. The quantitative data was collected from 108 third and fourth year university students who studied at Srinakharinwirot University. The qualitative data was obtained from 62 students in the same group. The participants were selected by a convenient sampling procedure. The data collection was completed in the second semester of academic year 2016.



CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter presents a review of related literature which includes an overview of paraphrasing, summarizing, plagiarism and related studies.

What is paraphrasing?

Paraphrasing skill is crucial in academic writing because it helps the students avoid unnecessary direct quoting and helps them preserve all information from the original text without copying exact sentences or passages (Hirvela & Du, 2013). There are many definitions of paraphrasing that are defined by scholars, linguists and researchers. In *Macmillan English Dictionary* (2007), the term *to paraphrase* defined as “a statement that uses different words to express something that someone has said or written, especially in order to make it shorter or clearer.” Khairunnisa, Sutapa, and Surmiyati (2014) describe paraphrasing as one of the techniques that is used for referring to others' ideas in order to conduct a research paper.

In linguistics field, McCarthy, Guess and McNamara (2009) gave a definition of the term *to paraphrase* as the restating of sentences while necessarily remaining their meanings as the original. If the meanings of two sentences are similar but their words and structures are different, they are counted as paraphrase (Davis & Beaumont, 2007; Khristawan & Widiati, 2013; McCarthy et al., 2009). Similarly, Shi (2012) stated that paraphrasing is one of writing techniques which writers need to keep the same meaning

while using different words or sentences. It can also be used with a spoken, written or visual text (Shi, 2012).

On the other hand, the writers tend to focus on how to combine texts when paraphrasing. From writers' perspective, paraphrasing means taking ideas from other people's sentences, paragraphs or longer passages and restates them in different ways (Leki, 1995; Murray, 2012; Sorenson, 1995). Likewise, Veit, Gould and Clifford (1994) stated that paraphrasing is rewriting original texts into one's own words but still maintaining all the ideas. In other words, the writers need to keep the exact meaning of text while changing ways of expression from the original text. Therefore, the writers need to understand the original text and be able to convey it in different ways quite well when paraphrasing.

In conclusion, the term *to paraphrase* is defined as the process of rewriting phrases or sentences to make it different from the original texts while keeping the same meaning, i.e., the paraphrased version is semantically equivalent but syntactically different.

The importance of paraphrasing

Paraphrasing is one of necessary skills for students in higher education because it helps them succeed in academic world (Dung, 2010, Injai, 2015). In academic classes, paraphrasing helps students develop their own comprehension and interpretation of a text they read. If students can paraphrase appropriately, it means they fully understand the content of the text (Injai, 2015). Moreover, paraphrasing helps them learn new vocabulary because they have more opportunities to learn new words when they have to find

synonyms or antonyms (Leibensperger, 2003; Booth College Writing Center, 2012).

Furthermore, paraphrasing can prevent the issue of plagiarism which causes serious consequences in higher education (Injai, 2015; Smith, 2011). It also helps the students to produce a good academic paper (Dung, 2010; Injai, 2015). In language learning, paraphrasing is a valuable tool for several reasons. Firstly, it helps the students enhance their own understating for note-taking from reading and lectures (Injai, 2015). Secondly, paraphrasing supports the students when they have to explain information in charts, tables and diagrams (Loh, 2013). Finally, paraphrasing skill is important for most standardized English tests including TOEFL, IELTS and TOELC tests. The students need to integrate and rewrite texts into their own words in those tests. It can be seen that paraphrasing is an essential writing skill in English language learning.

The differences between paraphrasing and summarizing

In academic writing, paraphrasing and summarizing are two important writing skills that help a student writer incorporates the work of others in their pieces of writing (Dung, 2010; McDonough, Crawford, & Vleeschauwer, 2014). However, many people get confused with the differences between paraphrasing and summarizing. As previously explained, the students need to rewrite or rephrase the excerpt in their own words using their own writing styles and keep the length as long as the original texts when they have to paraphrase (Shi, 2016). On the other hand, summarizing is much shorter than the source texts because the students need to take the main ideas of the author to write in their own words (Dung, 2010; McDonough, Crawford, & Vleeschauwer, 2014). In comparing summarizing with

paraphrasing, some details from original texts can be omitted when summarizing; however, the meaning of source text should not be changed (Dung, 2010). Moreover, McDonough et al. (2014) state that summarizing is one of the writing strategies to integrating and synthesize texts in order to support one's own ideas or arguments when writing academic texts such as essays, literature reviews or research papers. Therefore, paraphrasing is an essential skill in summarizing (Shi, 2012; McDonough, Crawford, & Vleeschauwer, 2014). In fact, they are both important tools for reshaping information. Appropriate summarizing and paraphrasing skills help avoid plagiarism (Shi, 2012; Yamada, 2003). Overall, both paraphrasing and summarizing require the writers to preserve the meaning of the original text when they rephrase it into their own words. However, the students need to keep all details when they paraphrase while they can take only main ideas of the texts when summarizing.

Plagiarism

Plagiarism is one of the important phenomena relating to EFL writers' inappropriate textual borrowing (Hirvela & Du, 2013). Many researchers are concerned with both unintentional and deliberate plagiarism and how paraphrasing skills help EFL writers avoid plagiarism (Barry, 2006; Campbell, 1990; Currie, 1998; Pennycook, 1996; Roig, 1997). Studies have revealed that ESL writers faced quite a few problems about the criteria used in categorizing or distinguishing plagiarized writing and acceptable works (Keck, 2006). Different researchers use many terms to define the degree of textual borrowing such as exact/near copy (Campbell, 1990), closely/total paraphrase (Shi, 2004) and attempted paraphrase (Keck, 2006). Moreover, Keck (2006) stated that writing instructors and

professors may have different criteria about appropriate paraphrasing writing which may increase EFL writers' uncertainty and lead them to commit plagiarism works.

In light of the confusion about the concept of plagiarism and its effects on EFL writers, researchers have examined EFL learners' sources used in their writing tasks and pointed out that EFL students do not always intentionally copy the original works (Liao & Tseng, 2010). The students do not understand about the western concept of textual borrowing and often get confused about the types of tasks that may lead them to plagiarism (Shi, 2006). For example, Roig (1997) investigated undergraduate students' views on their understanding of plagiarism and appropriate paraphrasing. He stated that most of the participants could not distinguish between plagiarized and appropriately paraphrased versions because many students determine whether the passages are plagiarized or not by checking the citation. If the author of the original work get the credit, the work is acceptable even though it is an inappropriate paraphrasing (Roig, 1997).

Moreover, Keck (2006) indicated that although native English speaking (NES) and non-native English speaking (NNES) undergraduate students apply paraphrasing skills when they do a summary, EFL students establish a higher level in relying on the source text by copying original words and phrases comparing with L1 students. In Keck's study (2004), when American and Chinese college students' paraphrasing tasks are compared, both groups of students rely on the original words of the text when summarizing the tasks; however, Chinese students tend to borrow words and phrases from the original text more than American students.

Furthermore, students' beliefs and assumptions of the audience's knowledge may be other factors that lead the writers to do inappropriate textual borrowing (Hirvela & Du,

2013). For example, Campbell (1990) explained that many students rarely referenced the source text used for the task. The students said that they thought the writing instructor who was their audience had background knowledge, so it would not be the problem if they failed to identify any information taken from the source, such as the name of author or the name of book (Campbell, 1990).

In conclusion, plagiarism is a major problem for many EFL writers (Abasi & Akbari, 2008; Campbell, 1990; Hirvela & Du, 2013; Keck, 2006) and some are not even aware of it (Hirvela & Du, 2013). Some studies have shown that EFL students misunderstand about the notions of plagiarism, so they tend to copy words from original texts intentionally (Campbell, 1990; Keck, 2006; Shi, 2004).

Paraphrasing Strategies

To help students avoid plagiarism and paraphrase appropriately, many researchers have come up with paraphrasing strategies (Dung, 2010; Injai, 2015; Kalchayanant, 2009; Tananuraksakul, 2010). Kalchayanant (2009) recommended three major methods for effective paraphrasing: (a) using synonyms to change words or phrases of the original text. Students need to substitute words that maintain the same meaning; (b) changing parts of speech by modifying verbs to nouns, adjectives to verbs, adjectives to nouns and vice versa; and (c) altering sentence structures. For example, a complex sentence might be transformed to simple sentences.

Examples

Original sentence: *By shifting the physical quality of one's voice, a person can express varied emotional states.*

Paraphrased version: A person can change the physical quality of his or her voice to express different emotions.

Synonymous phrase: By shifting the physical quality of one's voice, a person can change the physical quality of his or her voice

Changing word form: emotional states → emotions

Structural change: complex sentence → to a simple sentence

Therefore, the examples above show that the original sentence can be paraphrased by using synonymous phrase and changing word form.

According to Jackie Pieterick, a senior lecturer in creative and professional writing at The University of Wolverhampton (as cited in Dung, 2010), there are three ways to paraphrase: changing grammar and structure paraphrase (syntactic paraphrase), changing words (semantic paraphrase) and changing structure (organisation) of ideas. In order to make it easier to understand, Injai (2015) classified paraphrasing strategies as follows:

1. Syntactic paraphrase is the paraphrase which can be done by changing grammars and structures of the original texts. It consists of many techniques:

- 1.1 Modifying active voice sentence to passive form or vice versa

Example

Original Sentence: “A tornado **destroyed** the house” (Whyte, 2010).

Paraphrase: The house **was destroyed by** a tornado. (Changing into the passive voice)

Original Sentence: “The floor **is washed by** my mother every Saturday” (Whyte, 2010).

Paraphrase: My mother **washes** the floor every Saturday. (Changing into active voice)

1.2 Using negatives or opposite expressions

Example

Original Sentence: Shaun **was disappointed** because the movie was not very good (Kitao & Kitao, n.d.).

Paraphrase: Shaun **was not satisfied** because the movie was not very good. (Changing into negative expression)

Original Sentence: “Japan **is not a small** country, compared to European countries” (Kitao & Kitao, n.d.).

Paraphrase: Japan **is a large** country, compared to European countries. (Changing into positive expression)

1.3 Shortening a long sentence into smaller sentences

Example

Original Sentence: He was waiting for a girl, who was very beautiful.

Paraphrase: He was waiting for a girl. She was very beautiful.

1.4 Expanding phrases for clarify some phrases in the original sentence

Example

Original Sentence: **Alcoholics** drink more and enjoy it less than **social drinkers**.

Paraphrase: **A person who is addicted to alcohol** consumes more but gets less pleasure than **a person who drinks just to be sociable.**

1.5 Restating some phrases in the original sentence

Example

Original Sentence: 60 is the traditional **age for workers to retire** in Thailand.

Paraphrase: 60 is the traditional **retirement age** in Thailand.

1.6 Combining short sentences

Example

Original Sentence: “This book is about a woman who pretended to be a man to join the army in World War II. It is one of Lynn’s favorite books” (Kitao & Kitao, n.d.).

Paraphrase: This book, which is one of Lynn’s favorites, is about a woman who pretended to be a man to join the army in World War II.

1.7 Using varied sentence structures

Example

Original Sentence: “Technology can cause a disaster” (Injai, 2015).

Paraphrase: A technological disaster is possible.

2. Semantic paraphrase is the paraphrase which is needed to be done by changing words in the original sentence.

2.1 Changing word order in the sentences

Example

Original Sentence: “If you are going to travel to New York for Christmas, be sure to take warm clothes” (Kitao & Kitao, n.d.).

Paraphrase: Be sure to take warm clothes if you are going to travel to New York for Christmas.

2.2 Changing parts of speech

Example

Original Sentence: “The poor economy has been **the cause** of high unemployment” (Kitao & Kitao, n.d.).

Paraphrase: The poor economy has **caused** high unemployment.

2.3 Using synonyms

Example

Original Sentence: “The way a person dresses **affects** the **impression** that other people have” (Kitao & Kitao, n.d.).

Paraphrase: The way a person dresses **influences** the **image** that other people have.

2.4 Replacing a value in the original sentence with a number or a percentage

form by preserving the equivalent value

Example

Original Sentence: “**More than half** of women who attended the one-day meeting were in business with their spouses” (Injai, 2015).

Paraphrase: **Over 50%** of females who attended the one-day meeting had a business with their husbands.

3. Organization paraphrase is the paraphrase which involves rearranging the order of ideas in paraphrased version.

Example

Original Sentence: “*Gone with the Wind*, which was published in 1936, covered 12 years of the life of a woman named Scarlett O’Hara during and after the Civil War. It began when she was 16 year old and tells the story of her love for two men” (Kitao & Kitao, n.d.).

Paraphrase: Published in 1936, *Gone with the Wind* was the story of Scarlett O’Hara and the two men she loved. It covers Scarlett’s life from the time she was 16 until she was 28, during the Civil War and the years that followed.

In conclusion, there are a lot of strategies that can be used when paraphrasing. Many strategies overlap such as using synonyms or phrases, changing parts of speech and modifying a sentence structure. Meanwhile, many different strategies are also used such as shortening a long sentence into smaller ones and combining simple sentences, replacing a value with a number or percentage by preserving the equivalent value and changing structure of idea. These strategies can be classified into three major groups: changing structure and grammar paraphrase (syntactic paraphrase), changing word paraphrase (semantic paraphrase) and changing structure of idea (organization paraphrase) as follows:

Table 1

Paraphrasing strategies

Changing structure and grammar paraphrase (syntactic paraphrase)	Changing word paraphrase (semantic paraphrase)	Changing structure of idea (organization paraphrase)
a. Changing active to passive	a. Changing word order	a. Changing structure of idea
b. Using negatives or opposite expressions	b. Changing parts of speech	
c. Shortening a long sentence into smaller sentences	c. Using synonyms	
d. Expanding phrases to clarify some phrases	d. Replacing a value in the original sentence with a number or a percentage form	
e. Restating some phrases into a short form		
f. Combining short sentences		
g. Using varied sentence structures		

Criteria for appropriate paraphrasing

There are some major characteristics for a good paraphrase. To paraphrase effectively, writers not only change some words or structures of the sentences to make the differences from the original texts, but they also have to convey authentic meaning as in the original text in their own words. In order to consider what appropriate paraphrase is, Injai

(2015) suggested the criteria for a good paraphrase. Firstly, the writers should preserve original meaning. They should include all important ideas and maintain the same meaning as in the original. Next, the writers' opinions should not be reflected. When the writers paraphrase, they must not add their own view. Moreover, the writers should use appropriate synonyms and change word form properly. In addition, the writers should change sentence structure and do not merely copy from the original text.

Related Studies

The issue of plagiarism has attracted the attention of researchers in English-speaking countries in the past decades (e.g., Buranen & Roy, 1999; Eisner & Vicinism, 2008; Howard, 1993, 1995, 1999; Pennycook, 1994, 1996; Pecorari, 2003, 2006, 2008; Shi, 2004, 2006, 2008). Therefore, the importance of appropriate paraphrasing has been recognized in the past decade as it helps the writers to avoid plagiarism (Roig, 2006). To help students improve their paraphrasing skills, many researchers have investigated the topics that are related to paraphrasing such as the EFL students' perception on paraphrasing and plagiarism (Oda & Yamamoto, 2007; Liao & Tseng, 2010; Khristmawan & Widiati, 2013; Schwabl, Rossiter, & Abbott, 2013; Charubusp, 2015), the paraphrasing strategies the EFL students use (Dung, 2010; Injai, 2015), and problems in paraphrasing that EFL students face (Khairunnisa, Sutapa, & Surmiyati, 2014).

Oda and Yamamoto (2007) studied Japanese university students' views regarding paraphrasing. Thirty-two participants who enrolled in Reading and Content Analysis course were interviewed, asked to complete a questionnaire and assigned a paraphrasing task. The result showed that 71% of the participants had never learned how to paraphrase

before, so they did not fully understand the meaning of paraphrasing. Most students strongly agreed that paraphrasing was a difficult skill and they had rarely practiced it.

Liao and Tseng (2010) examined students' behaviors and their views towards paraphrasing in an EFL academic context. They wanted to analyze the relationship between students' performance and their perception of paraphrasing. The participants were 95 postgraduates and undergraduates Taiwanese students. They were asked to complete paraphrasing tasks and a questionnaire. The results revealed that students' behaviors and students' opinions were not related. From the questionnaire, students completely agreed that plagiarism was unacceptable. However, from the paraphrasing tasks, the participants failed to conduct an acceptable paraphrase.

Khrismawan and Widiati (2013) investigated Indonesian students' perceptions towards paraphrasing and their cognitive processes in paraphrasing. The participants were four graduates majoring in English language teaching. They were asked to do a concurrent verbal report while paraphrasing three sentences and a paragraph. The results revealed that students understood the concept of paraphrasing. When they were asked about the purpose of paraphrasing, they gave many responses. Some students said that paraphrasing was useful to avoid copying while others stated that paraphrasing was helpful because it could make their work more simple and easy to understand. In addition, they were asked for the reasons why paraphrasing was difficult. The students stated that it was difficult because paraphrasing required them to preserve the original meaning while changing text into different styles. Comprehension was also important in paraphrasing. Hence, the students needed to be good at both writing and reading.

Schwabl, Rossiter, and Abbott (2013) studied instructors and students' perceptions of paraphrasing and citation and recommendations for improving these skills. The participants were nine instructors and 66 of their students at a western Canadian University. They were asked to complete the survey which consisted of four parts: paraphrasing definitions, paraphrasing tasks, recommendations for developing paraphrasing skills and paraphrasing policy and instruction. The study revealed that only 38% of the instructors and 33% of the students provided correct responds to all definitions of paraphrasing. When the participants were given the paraphrasing examples to identify whether they were acceptable, all the instructors were able to correctly identify acceptable paraphrases while 73% of the students were not. When they were asked about the best solution to help the students to improve their paraphrasing skills, the highest recommendation that was chosen by all instructors and 61% of the students was creating an online course with paraphrasing examples. In addition, all instructors stated that they informed their students about plagiarism and its consequences at the university at the beginning of the term.

In 2015, Charubusp investigated Thai students and teachers' perception about plagiarism. Sixty Thai students who were not majoring in English were asked to complete a questionnaire. The researcher reported that most of the participants replied that they had experienced or had been accused for copying the original source texts. They decided to copy because they thought the original works were good but their English skills were poor. They also thought that changing words or sentences might cause errors by conveying wrong meaning. The results showed that the participants acknowledged their weakness, i.e., low proficiency in reading and writing. They thought that those skills hindered them to paraphrase and summarize appropriately. Moreover, Charubusp stated that cultural issues

might affect how students paraphrase because Thai culture is considered a hierarchical relationship. Learned men are highly respected, so it may cause them to avoid changing text into their own words or ideas.

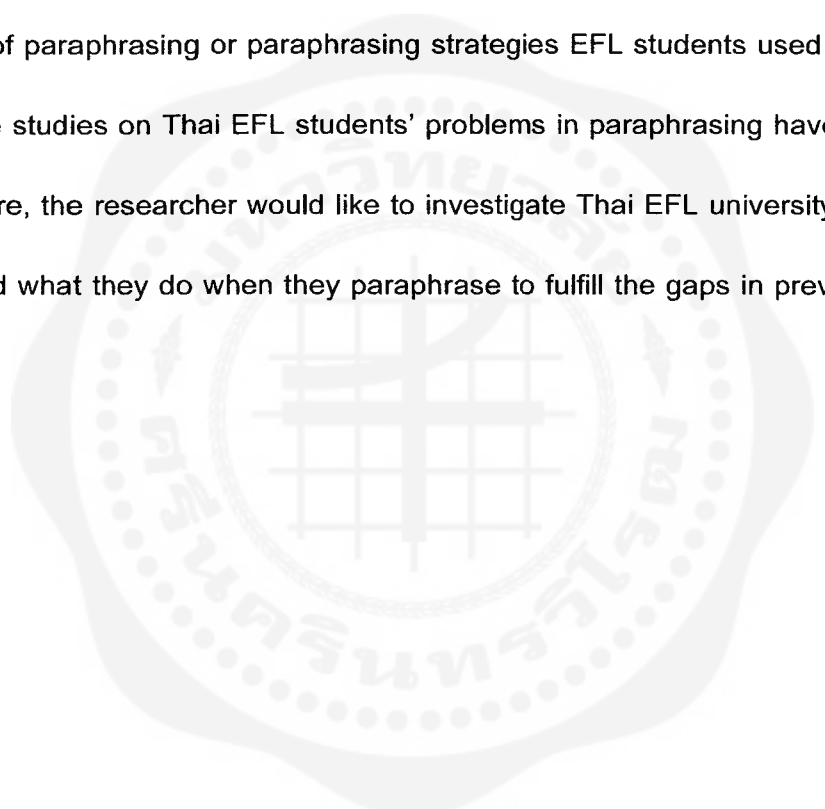
To study what strategies students used when paraphrasing, Dung (2010) investigated students' choices of paraphrasing strategies and difficulties in paraphrasing. Common mistakes that Vietnamese students made when paraphrasing were analyzed. The participants were 100 Vietnamese students. They were asked to complete a questionnaire and take a paraphrasing test. Fifteen students' works were also analyzed to find out paraphrasing strategies they used as well as mistakes they made in both sentence and paragraph levels. The results revealed that the participants tended to change sentence structures and words when they paraphrased. They also reported that changing structure of ideas was the most difficult strategy for them followed by changing sentence structure.

Injai (2015) also examined the use of paraphrasing strategies among Thai EFL university students and taxonomy of paragraph types. The participants were 60 English major students. They were asked to complete a test of paraphrase in both sentence and paragraph levels to analyze their preference of paraphrasing strategies. The results revealed that using synonyms was the most frequent paraphrasing strategy that they used in both sentence and paragraph levels. It also showed that the students made "near copy" or copied 50% or more of words from the original texts when they paraphrased.

Furthermore, a study related to paraphrasing problems was conducted by Khairunnisa, Sutapa, and Surmiyati (2014). They investigated students' problems in paraphrasing. In this study, 13 participants were asked to complete a paraphrasing test, questionnaire and interview. The results revealed that 76.92% of the students' ability in

paraphrasing was at an unsatisfactory level. They made mistake in changing the order of ideas in the paraphrasing test. In the same vein, the majority of the students (76.92%) responded in the questionnaire that changing words was their problem in paraphrasing. They also said that the lack of understating the criteria of a good paraphrasing as well as that of vocabulary caused them to have poor paraphrasing skills.

From the above discussion, there are many research studies on EFL students' perceptions of paraphrasing or paraphrasing strategies EFL students used the most. However, the studies on Thai EFL students' problems in paraphrasing have not been found yet. Therefore, the researcher would like to investigate Thai EFL university students' problems and what they do when they paraphrase to fulfill the gaps in previous research.



CHAPTER 3

RESEARCH METHODOLOGY

In the previous chapters, the researcher presented the background of the study, the study objectives, the significance of the study, the scope of the study and the literature reviews. In this chapter, the researcher provides the methodological design of the study which includes the participants of the study, research instruments, data collection, and data analysis.

Participants of the Study

The participants in this study were third and fourth year undergraduate students who were studying English as a foreign language (EFL) at Srinakharinwirot University. They had passed English Composition I and Note-taking and Summarizing course and were taking the English Composition II course. The total number of students according to University Operation Center was 148 as shown in Table 3.

Table 2

Numbers of population

Year of study	Number of students
Third year	82
Fourth year	66
Total	148

The selected participants were calculated by using Yamane's formula (Yamane, 1967) in order to be used as the representative of an entire population. Therefore, the participants of this study were 108 students.

Research Instruments

The research instruments included a questionnaire and a semi-structured interview.

The questionnaire

The questionnaire on students' paraphrasing problems consists of 9 items using a 5-point scale, ranging from *strongly agree* to *strongly disagree*. The statements resolve around three problematic areas; 1) lack of understanding of the concept of paraphrasing, 2) the students' limited English skills, and 3) lack of understanding of the content. Each aspect was assessed by three items a total of 9 items (See Appendix A). Items 1, 4 and 7 measured *the lack of understanding of the concept of paraphrasing*, items 2, 5 and 8 measured *the students' limited English skills*, and items 3, 6 and 9 measured *the lack of understanding of the content*. The original questionnaire was constructed in English and then translated into Thai to ensure the participants' understanding.

The semi-structured interview

The semi-structured interview was used to find out what the students do when they paraphrase. The questions include:

- When you are assigned to write an essay which requires you to cite other people's works, what do you do?
- What methods or strategies do you use the most?

The content validity and the accuracy of language use of each item in the questionnaire and interview questions were examined by three experts of English at SWU Faculty of Humanities. The experts rated the items by giving the item a rating of 1 (for clearly measuring), -1 (for clearly not measuring), or 0 (for unclear) for each objectives (Turner, Mulvenon, Thomas, & Balkin, 2002). Next, the Index of Item-Objective Congruence (IOC) formula was used to evaluate the content validity. The item which a value of .50 or higher is considered acceptable. The IOC result of the questionnaire was 0.89, and the IOC result of the interview questions was 1 (See Appendix C and D).

$$IOC = \frac{\sum R}{N}$$

$\sum R$ means the total score for each item given by all the experts.

N means the number of experts reviewing the item validity.

The 9-item questionnaire was piloted on a sample drawn from the same population as the main study to increase the reliability, validity, and practicality of the questionnaire. The respondents were a group of 21 third-year EFL students who were not the participants of this research. The aim was to find out the reliability using Cronbach's alpha coefficient of reliability. The value of 0.7 is an acceptable reliability coefficient (Deviellis, 2003). From the Cronbach's alpha analysis, the reliability for this questionnaire was 0.734. Therefore, it was acceptable. Then the revised questionnaire was used to obtain data for the study.

Data Collection

In this study, the quantitative and qualitative data were collected as follows.

Quantitative data collection

The quantitative data was collected in response to the first research question: What are the problems that Thai EFL university students encounter when they paraphrase? The participants were asked to answer the questionnaire which contains nine statements to assess students' paraphrasing problems using a 5-point scale, ranging from strongly agree to strongly disagree.

Qualitative data collection

Qualitative data was collected to answer the second research question: What do they do when they paraphrase? Sixty-two students were randomly chosen to be interviewed and the interview data were transcribed and coded for themes and patterns.

Data Analysis

In order to investigate problems that the students encounter when they are assigned to paraphrase, the data were analyzed as follows:

Opinion		Score
Strongly Agree	=	5
Agree	=	4
Neutral	=	3
Disagree	=	2
Strongly Disagree	=	1

The questionnaire was analyzed by using SPSS program (Statistical Package for the Social Sciences) in order to obtain descriptive statistics and mode.

The data from the interview was analyzed by using content analysis in order to find out what the students do when they paraphrase. The data from the interview was transcribed from the tape recording and was analyzed according to themes.

In the next chapter, the findings of the research will be presented according to the research questions.



CHAPTER 4

FINDINGS

This chapter presents the findings of the study. The findings are divided into two sections: overviews of the data accumulated from both quantitative and qualitative methods. They are presented according to the two research questions.

This section presents the results from the questionnaire. Table 6 revealed the demographical information of the participants. In the Table, the majority of the participants were 21-year old female students who were studying in their junior year. Moreover, a majority of students (103 out of 108 students) indicated that they never had any practices in paraphrasing in English before studying in the university.

Table 3

Demographical Information

Variable	Frequency	Percentage
Gender		
Female	80	74.27
Male	28	25.93
Age		
20	11	10.19
21	71	65.74
22	26	24.07
Year of Study		
Junior	83	76.85
Senior	25	23.15

Table 3 (continued)

Variable	Frequency	Percentage
Writing Course		
1-2	83	76.85
More than 2	25	23.15
Paraphrasing Experience		
Yes	5	4.63
No	103	95.37

When the students were asked about their understanding about paraphrasing and their attitudes toward plagiarism, it was found that all participants understood the concept of paraphrasing, but not all of them could differentiate between paraphrasing and summarizing. Ninety-six students stated that paraphrasing was one of the good ways to express other people's work by using different words or rewriting it in their own words. They did not have to keep all the details but picked only important information. On the other hand, 12 students stated that they needed to change other people's wording and maintain all details of the work they took from someone else.

When they were asked whether plagiarism was wrong, all 108 students agreed that plagiarism was unethical and they should avoid it. Moreover, when they were asked if paraphrasing could help them avoid plagiarism, the majority of the students stated that paraphrasing was useful and helped them to not plagiarize other people's work. However, four students stated that paraphrasing only worked sometimes and they thought that the teachers should focus and be concerned more about the completeness of the data. They

further elaborated that they only change a few words and to them it was not plagiarism.

Furthermore, they gave credit by citing the names of the original authors which implied that they did not copy other people's work.

Table 4

Students' Understanding about Paraphrasing and their Attitudes towards Plagiarism

Students' Answers	Frequency	Percentage
Understanding about paraphrasing		
Completely understand	12	74.07
Get confused with summary	96	25.93
Do not understand	0	0
Plagiarism is wrong		
Yes	108	100
No	0	0
Paraphrasing helps to avoid plagiarism		
Yes	104	96.30
Maybe	4	3.70
No	0	0

Research Question 1: *What are the problems that Thai EFL university students encounter when they paraphrase?*

All participants were asked to complete a questionnaire which was analyzed by three experts to determine its validity. The students' problems in paraphrasing are presented in Table 5.

Table 5

Findings of Students' Problems in Paraphrasing in Three Areas

Statements	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
Area I : lack of understanding the concept of paraphrasing					
1. I have no idea of what constitutes a "good paraphrase".	0	0	27.6	57.23	15.17
2. I am not clear about paraphrasing criteria.	0	0	15.62	50.29	34.09
3. I am still confused about the concept of paraphrasing.	0	0	14.08	57.29	28.63
Mean Percentage	0	0	19.1	54.94	25.96
Area II : students' limited English skills					
4. I tend to copy words from the original text because I do not know much vocabulary.	0	41.67	54.29	4.04	0
5. I tend to copy sentences from the original text because my grammar is relatively poor.	0	39.78	54.29	5.93	0
6. I have difficulty in paraphrasing because my writing skill is poor.	0	52.69	43.60	3.71	0

Table 5 (continued)

Questionnaire Items	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
Mean Percentage	0	44.71	50.73	4.56	0
Area III : lack of understanding of the content					
7. I have a hard time comprehending the content of the original text.	0	0	19.78	54.93	25.29
8. I do not understand the subject matter of what I read.	0	0	22.07	34.28	43.65
9. I have problems paraphrasing a text when the topic is unfamiliar.	0	0	5.65	48.67	45.68
Mean Percentage	0	0	15.83	45.96	38.21

The findings revealed problems that the students had when they were assigned to paraphrase. As shown in Table 5, the hardest obstacle for the students was item 9 (*I have problems paraphrasing a text when the topic is unfamiliar*) which shows 45.68% in strongly agree. The second was item 8 (*I do not understand the subject matter of what I read*) which was 43.65%. The next difficult problem for them was item 2 (*I am not clear about paraphrasing criteria*). It was 34.09%. On the other hand, the least obstacle for the students was item 6 (*I have difficulty in paraphrasing because my writing skill is poor*) which

was 52.69% in disagree. The second was item 4 (*I tend to copy words from the original text because I do not know much vocabulary*) which was 41.67%. The next least obstacle for them was item 5 (*I tend to copy sentences from the original text because my grammar is relatively poor*). The percentage of it was 39.78.

Moreover, from the mean percentage of each area, Table 5 shows that the hardest problematic area for the students when paraphrasing was area 3 (*lack of understanding of the content*) which was 45.96% agree and 38.21% strongly agree. The next hardest problematic area was area 1 (*lack of understanding the concept of paraphrasing*) which was 54.94% agree and 25.96% strongly agree. On the other hand, the least problematic area for them was area 2 (*students' limited English skills*) which was 44.71% disagree and 50.73% neutral.

In conclusion, the results reveal that the biggest problem faced by the students was unfamiliar subjects followed by lack of understanding of subject matter and lack of understanding of paraphrasing criteria. However, the students did not think that they had any problem with their English skills. Therefore, the most difficult problematic area for the students was lack of understanding of the content; on the other hand, the students' limited English proficiency was the least problematic area.

Research Question 2: What do the students do when they paraphrase?

When they were asked what they did when they were assigned to write an essay which required them to refer to other people's work, 49 students stated that they used some strategies to write the paper into their own words. Twenty-nine students said that they

changed word order to convey their work in a different way and to make it more interesting.

"I usually change word order when I have to paraphrase because it is an easy way to write my work in different styles even though I have to be careful whether the meaning will be changed".

Nevertheless, 28 students stated that they changed parts of speech because it helped them to vary grammatical structures and avoid plagiarism. *"When I paraphrase and want to make a change with words, I usually alter parts of speech. Firstly, I look at a given text then I highlight some vocabulary that I think are keywords or interesting. After I understand the whole context, I will start reading each sentence carefully and think of what I can do such as changing verb to noun or changing adjective to adverb".*

However, 53 students changed words by using just synonyms. They said that it was convenient for them to find a new word that has the same meaning by looking up in a dictionary. *"If I have to change some words when I paraphrase, I normally start with synonyms because it is safe and easy to look up a dictionary. In my opinion, it is a good way to avoid copying an exact message in the original text".*

Some students gave the methods that they used for changing grammatical structures when paraphrasing. Forty-six students reported that they modified sentences from the active to passive voice because it was the easiest way for them. They thought it was better than just substituting words with the same meaning as it might lead to plagiarism. *"Talking about changing grammatical structures, I always look for the subject, verb and object first and I will decide what and how to make a change. The easiest way for me is modifying a sentence from the active to the passive voice. For example, if I have to*

paraphrase a sentence 'my dog bit me,' I will change it to 'I was bitten by my dog'. It may not change a lot, but I think it helps me avoid copying from the original source".

However, 21 students stated that they used negatives or opposite expression to alter sentences. Most of them reported that they thought paraphrasing was difficult for them and they were not sure whether they could change grammatical structures correctly. Hence, they chose to add "-not" to transform a declarative sentence to a negative one and changed some adjectives to preserve the original meanings. *"Paraphrasing is hard. I am not much confident with changing grammatical structures, so I try to avoid it most of the time. I tend to add "-not" in the sentences only then change the adjective accordingly".*

Furthermore, 47 students explained that they chose to combine short sentences instead of writing only simple sentences. They argued that using different sentence structures could be a way to avoid plagiarism and their work would not look choppy. *"I have learned that it is not good to write only simple sentences, so I vary my sentence structures. When I see many sentences that are short and can be combined, I usually use conjunctions to link those sentences together."* One of the students who used this method also indicated that writing in compound or complex sentences made their work more sophisticated. *"In a writing class, I usually vary my sentence structures. I use simple, compound and complex sentences. I think it is a good way to improve the overall quality of my writing."*

On the other hand, 14 students chose to shorten a long sentence because they believed that this strategy made things simple and easy to understand. *"I normally read the whole passage and see whether there are complex sentences or sentences that have adjective clause. Then I will divide the sentence to many parts and make them short*

sentences. This method makes the content easy to understand." On the same vein, 11 students similarly pointed out that they normally cut unnecessary conjunctions to make the paragraph less lengthy. *"I also cut unnecessary conjunctions. Firstly, I try to find conjunction in a sentence and check whether it can be removed. Then I split the sentence into two or more sentences. Sometimes I notice commas. If I see the sentence has more than three commas, I will make two sentences instead of one."* Even though they said writing simple sentences was good, 10 students who used this strategy chose to combine simple sentences as well. The students thought it was better to add a variety of sentence structures.

Moreover, 52 students expressed that they expanded phrases to clarify the meaning. They thought that it was better to explain some specific words or terms by using an adjective clause to make the readers understand what they tried to convey. *"First of all, I try to read the whole passage, then highlight words that I think it is important such as technical terms and specific words. I always use an adjective clause to explain the meaning of a word I think it is hard to understand or many people do not know it"*.

In addition, 34 students said that they changed the structure of idea when they wanted to express the passage in a different way. They read through a text and tried to understand what the author wanted to express and they would rewrite it in their own words.

On the other hand, 13 students said that they copied from the original text because they thought it was a good way to show respect to the original authors. *"In my opinion, plagiarism happens when I do not give credit to the author. I do not think that it is right to rewrite an author's words because they are respected and well-known. I would rather keep it original and make a direct quotation than change the author's words."* Ten of them also

said that they avoided changing words because their English was not good, and changing the original text might cause them to mislead the meaning. *"I am not confident with my writing skills. I do not want to make mistakes when I have to change the sentences into my own words."*

Next, when the students were asked about the methods or strategies that they used the most, all 49 student stated that it was important for them to use various methods to paraphrase because they thought that they should not only rely on just one strategy. They also believed that using different paraphrasing strategies helped them improve their writing styles and avoid plagiarism.

In conclusion, the findings revealed that when the students were assigned to write an essay that required them to incorporate other people's work, they mostly used synonyms because they thought that it was the safest and easiest way to express the sentences in a different way. Moreover, the students tended to expand phrases in the original text to clarify meaning because they believed that it was a good way to explain some difficult concepts and to say things in their own way. Furthermore, more than half of the students stated that they changed structures of idea because they believed that they could not make appropriate paraphrasing if they changed only a few words in the original text. Some students changed the word order, parts of speech and sentence structures when they paraphrased. On the other hand, some students kept the text as its original version because they respected the author and did not want to make a change because they were afraid that they might make a mistake. All in all, the students stated that the best way to

make good paraphrasing was using various strategies. However, to further understand the research findings, the discussion of major findings is presented in the next chapter.



CHAPTER 5

DISCUSSIONS AND CONCLUSIONS

The purpose of the chapter is to discuss how the two research questions have been answered. Based on the findings, possible implication and recommendations for English language teaching are offered as a way to enhance the learning experience of Thai students in the English writing classroom. It is followed by limitations of the research and some suggestions for future research.

Summary of the Findings

The answers to the two research questions are presented below.

Research question 1: What are the problems that Thai EFL university students encounter when they paraphrase?

Based on the results of the questionnaire, it was found that the students encountered these following problems: unfamiliar topics and different concepts or content, lack of understanding about the concept of paraphrasing, and the students' limited English skills. The problem that the students thought affected them the most was the lack of understanding of the content (84.17%). This problem happened when the teacher assigned them to write about something that was not in their fields. They also thought that even though they knew English grammar and vocabulary, they would not be able to completely understand the passage that they had no background knowledge or the passage that they were not familiar with. Such finding appears to reflect the statement made by Orellana and

Reynolds (2008), who state that it is easier for the students to rewrite the text into their own words if they are assigned to paraphrase familiar text. They also state that skills alone could not make the students paraphrase well. It is important that the students completely understand the text well before they can paraphrase (Lee & Choy, 2010). Next, the students have a hard time paraphrasing because of the lack of understanding about paraphrasing criteria (80.9%). I would argue that such problem arises because the teachers may not give enough time to teach and explain to their students about the notion of paraphrasing. This has led them to conduct inappropriate paraphrase which is similar to the study of Khairunnisa, Sutapa, and Surmiyati (2014). Some of the students believe that it is acceptable to simply replace a few words, but they later find out that their work is considered *patchwriting*. It is also supported by Oda and Yamamoto (2007) who have done a study on students' views regarding paraphrasing. They have stated that the students do not fully know the meaning of paraphrasing.

However, only 4.56% of the students in this study thought that their limited English skills were a factor that affects their ability to paraphrase. It might be because the students were all English majors, so they perceived that their English proficiency was comparatively higher than non-English majors. This finding was different from the study of Khairunnisa, Sutapa, and Surmiyati's study (2014) which found that the students limited knowledge of the English grammar and vocabulary has been one of the major obstacles for conducting a good paraphrase. Since the students must be able to comprehend the passage well, having a high proficiency in English would be advantageous for them. This statement appears to support the study of Charubusp (2015) which also found that having poor English skills can cause the students to make bad paraphrasing.

Research question 2: What do the students do when they paraphrase?

From the interview, the paraphrasing strategy that the students used the most was changing synonyms. This finding of this study is similar to that of Dung (2010), Khristawan and Widiti (2013), and Injai (2015). They similarly found that the students rely on this strategy because it is easy for them since they only need to replace some words (Dung, 2010). Moreover, English language learners tend to use a dictionary and a thesaurus as a tool when they are assigned to paraphrase (Chapbell, 1990). They could use them to find words that have the same meaning and only replace them without building comprehension in the given text (Dung, 2010). In addition, this study revealed that the students chose to expand phrases to clarify the meaning of the sentence. They thought that it helped them to explain some difficult terms and make those terms easier to understand which was in line with Injai's study (2015). In Injai's study, it has been found that some students used this strategy when they were assigned to paraphrase in paragraph level. It helped the students to explain difficult or complex concepts in their own terms. Many students also changed structure of ideas or rearranged the ideas because they understood that they could not conduct an appropriate paraphrase by changing only few words or phrases. Similarly, Dung (2010) did a study on Vietnamese students' paraphrasing experience and found out that the students highly preferred to change structure of ideas. Nevertheless, the students in this study stated that they should use various strategies rather than relying on one single strategy when paraphrasing.

Nevertheless, some students did not mention any paraphrasing strategies and even held the idea that it was good to keep the exact words or sentences of the original text

because they wanted to show respect to the author. The findings are similar to those of Charubusp (2015) who also found that Thai students copied the original sources because they respect learned men. Keeping the exact words of the original text is a way to show respect to the author which was in line with this study.

Limitations of the Research and Suggestions for Further Studies

Similar to all other research, this work is open to improvement in several ways. Some of which are considered here:

1. The participants in this study were limited to 108 third and fourth year undergraduate students majoring in English at Srinakharinwirot University. Even though this sample size allowed the researcher to study the matter in depth, it limits the statistical power available to detect differences. Moreover, because of the small number of students involved in the study, it would be inaccurate to claim that the results can be generalized to other populations outside Srinakharinwirot University. The results observed in this study need to be substantiated by further research with a wider range of participants. Further studies could possibly focus on more different levels such as first and second year undergraduate students, or graduate students.

2. Since there were many participants to interview, the researcher needed to arrange a schedule to meet with them outside the classroom. Moreover, the background noise became one of obstacles when interviewing and it posed difficulties in transcribing the tape recording. Therefore, further studies should consider providing a quieter place for an interview.

3. A well-prepared time frame is highly recommended. The interview took much time to complete because of the number of the participants. An interview of each participant took more than 15 minutes. Further studies need to carefully calculate time to avoid the delay in the data collection process. Text analysis can be an alternative and a good instrument to decrease time. Further studies may consider collecting the participants' paraphrasing tasks and check the strategies they use when paraphrasing rather than conducting an interview.

Recommendations for Teachers and Practitioners

On the basis of the research findings, I would like to offer some general thoughts on how to improve students' paraphrasing ability. The intention is to further develop English language teaching in Thailand, particularly in the writing area.

1. To make the students understand the concept of paraphrasing clearly, the teachers should spend more time on this topic and show them examples of good and bad paraphrasing to enhance students' comprehension. Moreover, the teachers should explain the differences between paraphrasing and summarizing and how these two concepts work. Students need to be provided enough opportunities practicing paraphrasing before having to write an essay that requires incorporating other people's work.

2. The teachers should provide intensive training for the students who have low English proficiency to make them realize that paraphrasing is not hard as they perceive. Moreover, the teachers should teach them paraphrasing strategies and encourage them to

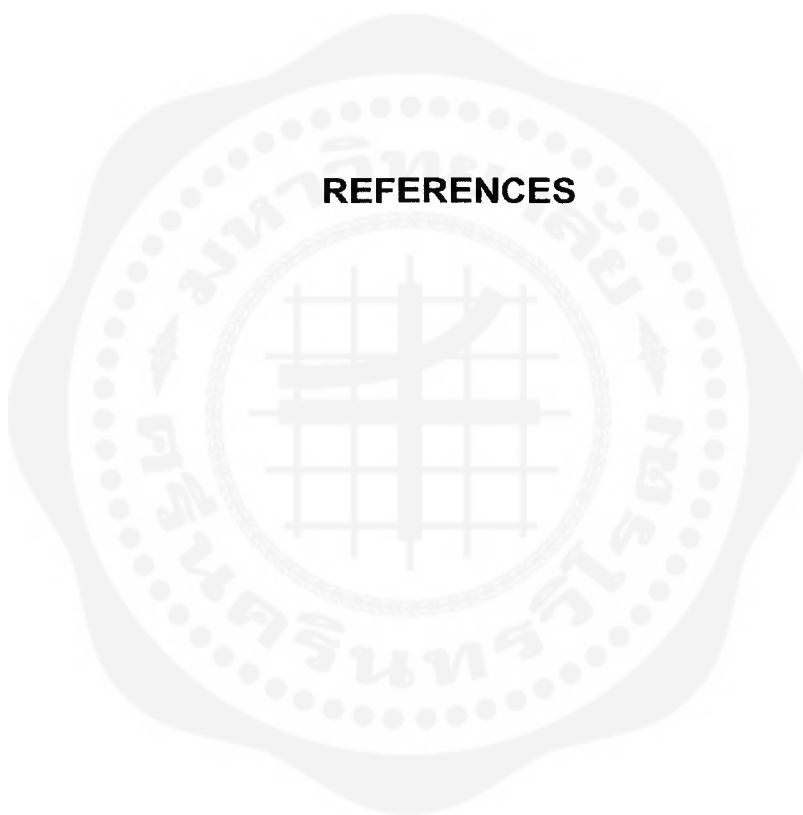
practice writing and paraphrasing. It can also build up the students' confidence if they practice a lot.

3. When the teachers want to assign the students to write about something that is not in their field, they should prepare some related reading passages to build the students' background knowledge. For example, if the teachers assign them to write an argumentative essay titled "Palliative sedation provides comfort and dignified death to suffering patients," they should make sure that the students understand the concept by introducing them some unfamiliar vocabulary through medical passages.

4. To prevent the students from copying text out of respect, the teachers should explain to their students that being respectful does not mean copying from the original sources. They can only use a direct quote or word for word quotation with proper citation when the author mentions something that is precise on the point they want to make.

It is hoped that by using the conclusions drawn from the study, writing teachers will be able to make use of new changes that have been suggested to further develop the teaching of English writing in Thailand.

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APPENDIX A

Questionnaire (English Version)

Questionnaire

Instructions: Please rate how strongly you agree or disagree with the following statements by placing a check mark in the appropriate box and complete the form.

Part 1 General Information

1. Gender : ☐ Male ☐ Female
2. Age : _____
3. Year of Study : ☐ Junior ☐ Senior
4. How many English writing courses have you taken? : _____
5. Were you taught about paraphrasing in English before studying in university? If yes, when did you study?

6. What is your understanding about paraphrasing?

7. Do you think plagiarism is wrong? Why or why not?

8. Do you think paraphrasing can help you avoid plagiarism?

Part 2 Students' Problems in Paraphrasing

Rate: 5 = strongly agree; 4 = agree; 3 = neutral; 2 = disagree; 1 = strongly disagree

Statement	Rate				
	5	4	3	2	1
1. I have no idea of what constitutes a “good paraphrase”.					
2. I tend to copy words from the original text because I do not know much vocabulary.					
3. I have a hard time comprehending the content of the original text.					
4. I am not clear about paraphrasing criteria.					
5. I tend to copy sentences from the original text because my grammar is relatively poor.					
6. I do not understand the subject matter of what I read.					
7. I am still confused about the concept of paraphrasing.					
8. I have difficulty in paraphrasing because my writing skill is poor.					
9. I have problems paraphrasing a text when the topic is unfamiliar.					

Other (please specify): _____



APPENDIX B

Questionnaire (Thai Version)

แบบสอบถาม

คำชี้แจง : โปรดเติมเครื่องหมาย ✓ และกรอกข้อความให้สมบูรณ์

ส่วนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

1. เพศ : ☐ ชาย ☐ หญิง

2. อายุ : _____

3. ชั้นปีการศึกษา : ☐ ปี 3 ☐ ปี 4

4. คุณเรียนวิชาการเขียนมาทั้งหมดกี่วิชา : _____

5. คุณเคยเรียนเกี่ยวกับการถอดความ (การกล่าวถึงความคิดของบุคคลอื่นด้วยภาษาของตัวเอง) ในภาษาอังกฤษก่อนการเรียนในมหาวิทยาลัยมาก่อนหรือไม่ หากใช่ คุณเคยเรียนเมื่อไร

6. ความเข้าใจเกี่ยวกับการถอดความของคุณคืออะไร

7. คุณคิดว่าการคัดลอกผลงานของบุคคลอื่นนั้นเป็นเรื่องที่ผิดหรือไม่ เพราะเหตุใด

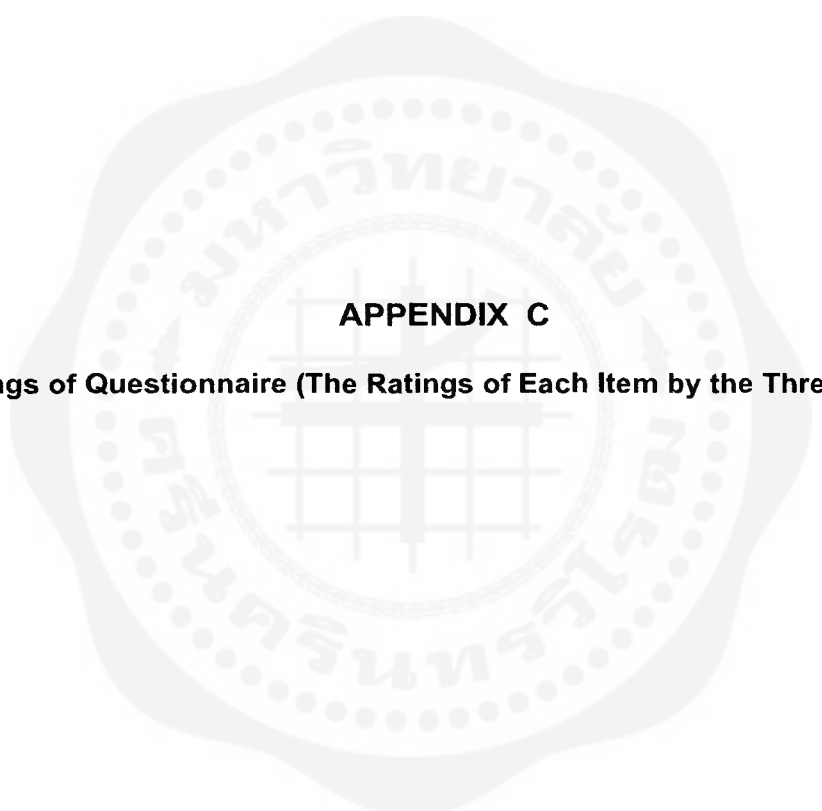
8. คุณคิดว่าการถอดความสามารถช่วยให้คุณหลีกเลี่ยงการคัดลอกผลงานของบุคคลอื่นหรือไม่

ส่วนที่ 2 ปัญหาเกี่ยวกับการถอดความของศึกษา

ระดับความคิดเห็น : 5 = เห็นด้วยเป็นอย่างมาก; 4 = เห็นด้วย; 3 = ปานกลาง; 2 = ไม่เห็นด้วย; 1 = ไม่เห็นด้วยเป็นอย่างมาก

รายละเอียด	ระดับความคิดเห็น				
	5	4	3	2	1
1. ฉันไม่รู้ว่ ‘การถอดความที่ดี’ ประกอบด้วยอะไร					
2. ฉันมีแนวโน้มที่จะคัดลอกผลงานจากต้นฉบับ เพราะว่าฉันรู้คำศัพท์ไม่มาก					
3. มันเป็นเรื่องยากสำหรับฉันที่จะทำความเข้าใจ เนื้อหาของต้นฉบับ					
4. ฉันไม่มั่นใจใจเกณฑ์ในการถอดความ					
5. ฉันมีแนวโน้มที่จะคัดลอกประโยคจากต้นฉบับ เพราะว่าฉันไม่เก่งไวยากรณ์					
6. ฉันไม่เข้าใจหัวข้อของบทความที่ฉันอ่าน					
7. ฉันยังคงสับสนเกี่ยวกับแนวคิดในการถอดความ					
8. การถอดความเป็นเรื่องยากสำหรับฉันเพราะว่า ทักษะการเขียนของฉันไม่ดีพอ					
9. ฉันมักจะประสบปัญหาเกี่ยวกับการถอดความ เมื่อเจอหัวข้อที่ไม่คุ้นเคย					

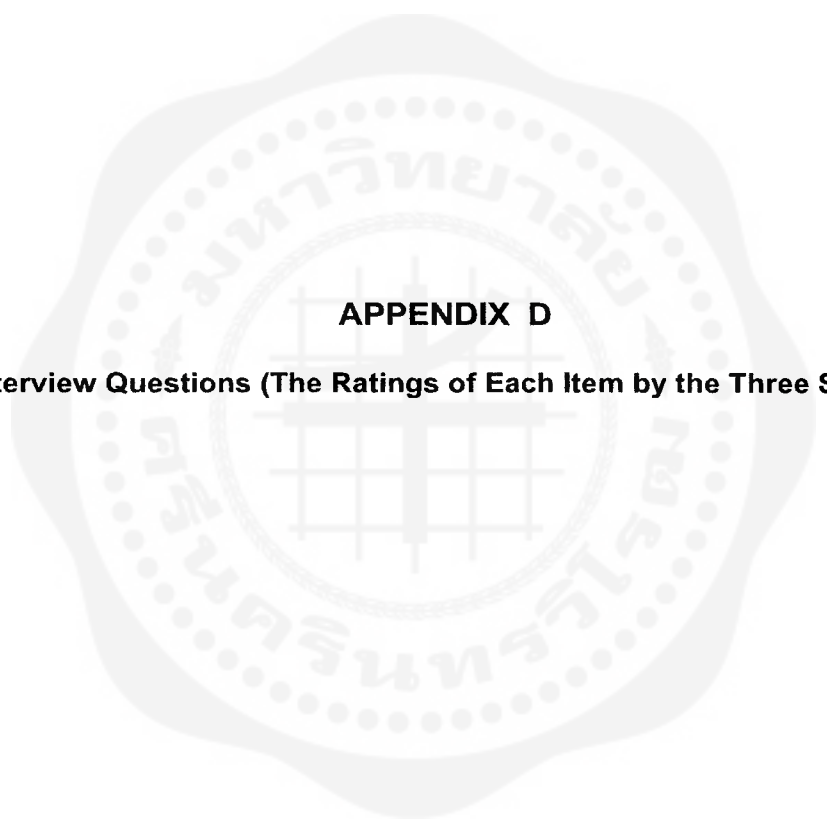
ปัญหาอื่นๆที่พอ (โปรดระบุ): _____



APPENDIX C

IOC Ratings of Questionnaire (The Ratings of Each Item by the Three Specialists)

Items No.	Expert 1 Rating	Expert 2 Rating	Expert 2 Rating	Total	IOC	Remarks
1	1	1	1	3	1	Accepted
2	1	1	1	3	1	Accepted
3	1	1	1	3	1	Accepted
4	1	1	1	3	1	Accepted
5	1	1	1	3	1	Accepted
6	1	1	1	3	1	Accepted
7	1	1	1	2	0.67	Accepted
8	0	1	1	2	0.67	Accepted
9	1	1	0	2	0.67	Accepted
Average					0.89	



APPENDIX D

IOC Interview Questions (The Ratings of Each Item by the Three Specialists)

Items No.	Expert 1 Rating	Expert 2 Rating	Expert 2 Rating	Total	IOC	Remarks
1	1	1	1	3	1	Accepted
2	1	1	1	3	1	Accepted
Average					1	





APPENDIX E

Interview Questions (English Version)

Interview Questions

1. When you are assigned to write an essay which requires you to cite other people's works, what do you do?
2. What method(s) or strategies do you use the most?





APPENDIX F

Interview Questions (Thai Version)

คำถามที่ใช้ในการสัมภาษณ์

1. เมื่อนิสิตได้รับมอบหมายให้เขียนเรียงความที่กำหนดว่าจะต้องมีการอ้างอิงถึงผลงานของผู้อื่น นิสิตทำอย่างไร
2. นิสิตใช้วิธีการใดบ่อยที่สุด





VITA

Name: Miss Jantharath Plubsiri

Date of Birth: May 18, 1992

Place of Birth: Bangkok, Thailand

Address: 22 Bangna-Trad 5 Lane, Bangna-Trad Road, Bangna, Bangkok, 10260

Educational Background:

- 
- | | |
|------|--|
| 2009 | Senior High School Diploma (English-Chinese)
Saint Joseph Bangna School |
| 2014 | Bachelor of Arts Degree in English Major
at King Mongkut's Institute of Technology Ladkrabang |
| 2018 | Master of Arts Degree in English
at Srinakharinwirot University |