Utilizing Online Paraphrasing Tools to Overcome Students' Paraphrasing Difficulties in Literature Reviews

Siti Drivoka Sulistyaningrum[a*]

[a]Magister of English Language Education, Language and Arts Faculty, Universitas Negeri Jakarta

Article Info

Abstract

One of the prevalence of digital technology in academic writing, particularly in literature reviews, is the use of paraphrasing tools. However, there is a lack of research focusing on overcoming students' paraphrasing difficulties in writing. Using the notion of Schuemann, C., Byrd, P., & Reid. (2006), this paper explores students' difficulties with paraphrasing and the use of online paraphrasing tools. A descriptive qualitative approach was used to collect data from 30 students enrolled in the Magister's of English Language Education (MELE) study program. Students' responses to two types of questionnaires were used as data sources. The study found that 83 % of the paraphrasing tools were used to rewrite the source text. Then, the most difficulties in terms of content, structure, language, and paraphrase strategy are paraphrasing itself, using correct grammar and appropriate vocabulary, and redundant/un-variative words. Furthermore, online paraphrasing tools mainly assist students in using the appropriate parts of speech (3.88) and in selecting appropriate vocabulary (3.79). It can then rewrite the source text using the same idea but a different writing style (3.75), correct grammar (3.67), the appropriate synonym to paraphrase (3.67), and changing the active sentence to the passive voice and vice versa (3.54). It can also change the source text's sentence structure (3.46), use proper tenses in literature reviews (3.38), and use proper discourse markers (3.33). Finally, students of the MELE study program can change the source text. Despite the numerous advantages of online paraphrasing tools, students are unable to read or comprehend text, which is the first step in the paraphrasing process.

INTRODUCTION

Digital literacy has been widely used in education, specifically in the EFL context. Paraphrasing tools as one of the prevalence of digital technology and

Internet-based sources, as well as simple access to them, has changed "the way knowledge is constructed, shared, and assessed." However, the quality, efficacy, validity, and reliability of some Internet-based materials is questionable from an educational standpoint (Rogerson & McCarthy, 2017). Utilizing paraphrasing tools and students' writing difficulties in paraphrasing are significant issues considered by researchers around the world. However, there is not much available information about utilizing online paraphrasing tools to overcome students' paraphrasing difficulties in literature reviews.

Prentice & Kinden (2018) defines that paraphrasing tools were designed to be deceived by word matching software, but they never intended to duplicate human generated language. Students are evidently using this tool to manipulate text from a variety of original sources in order to trick word matching technologies. In line with that idea, paraphrasing tools on the internet are text processing applications that employ the same principles as machine translation (MT). While most MT focuses on translating from one language to another, the broader consideration of text processing can operate between or within language corpuses Ambati et al. (2010) cited in (Rogerson & McCarthy, 2017). In brief, the tools rely on synonym substitution without altering the overall syntax of the sentence, resulting in poor grammar and punctuation.

There are several reasons why this problem is crucial to explore. The first reason is that (Rahmatunisa, 2014) revealed that Indonesian EFL students face writing difficulties. It showed that the EFL students had problems in terms of linguistics, cognition, and psychology. In terms of linguistics, most students faced problems related to grammatical, structure (23.2%), formatting words (30.2%), word classes (16.3%), errors in using words (9.3%), and the use of articles (21%). Cognitive problems are related to organizing paragraphs, difficulties with remaining in word classes, getting lost in the generic structure, making a conclusion, and putting in punctuation (Rahmatunisa, 2014). In line with that view, Ariyanti & Mahakam (2018) reported that Indonesian EFL university students were inconvenienced by utilizing grammar, cohesion, coherence, paragraph organization, diction, and spelling errors in essay writing. Additionally, Pratiwi (2015) revealed that the third-semester students of the English Department of FKIP University of Bengkulu have some difficulties in writing. Based on the data, the researcher has grouped the difficulties into the Physiology Aspect (Content), the Linguistics Aspect (Language use and

Vocabulary), and the Cognitive Aspect (Organization and Mechanics). Those studies lead us to the problems of how to write academic writing correctly with proper grammar, cohesion, coherence, paragraph organization, and diction. However, none of those researches explore online paraphrasing tools to overcome students' paraphrasing difficulties in literature reviews.

The second reason is that paraphrasing is one of the most challenging problems in literature reviews. It is verified by some studies which have discovered that many students face paraphrasing challenges in their compositions. Sarair et al. (1990) exposed that the students actually neglected to appropriately reword the English writing as they saw that the students' works almost replicated the vast majority of the original sources. Since many students still copied more than 50% of the original texts, a significant number of paraphrases were classified as near copies. Then, according to Irena Ardelia and Yanu Rarasati Indraning Tiyas (2019), not all students know how to paraphrase accurately, so they can be labeled as plagiarists. Al-Badi (2015) explored the responses of students to questions about their impression of paraphrasing capability. Students found paraphrasing skills to be problematic for their language learning and development. They recognized that paraphrasing skills were difficult to master since they had a wide range of skills and abilities. They also assumed that syntactic and lexical (vocabulary) skills seem to be necessary for paraphrasing. Many of them confirmed that they were unable to decode the text and were uncertain of the appropriate words to use. According to Akbar's research from 2020, three out of six students successfully perform decent paraphrasing, while the other three paraphrases are the inverse. The remaining three, on the other hand, define paraphrasing in its most basic form, which heavily relies on synonym substitution rather than summarizing a passage. Therefore, the finding suggests the necessity to expand students' concept about paraphrasing in reviewing literature by improving their skill with guidance from related institutions. It is maintained by Inayah N & Drivoka Sulistyaningrum (2021), argued that utilizing punctuation, recognizing the part of speech, and not being able to state the same information as the source text are the most four difficulties (content, structure, language, and paraphrasing strategies). The students used online paraphrasing tools to help them use correct grammar, use correct discourse markers, change parts of speech, use proper tense, rewrite the source text into a paraphrase with different writing, change words from the source text, change the active sentence

into passive voice and vice versa, and find synonyms to paraphrase. In addition, the findings in Na & Nhat Chi Mai (2017) showed that participants frequently used synonyms but rarely changed syntactic structures. The learners encountered several language-related difficulties when attempting to paraphrase, including a lack of understanding of the source text and vocabulary to use when paraphrasing, according to the interviews.

The third reason, according to Ching Hei & Khemlani David (2015), 49 masters' candidates and 21 doctoral (Ph.D.) candidates face 37 different types of difficulties in writing a literature review. They covered a wide range of reading and writing skills, including 'not knowing what to read,' 'how to read,' 'how to start writing,' 'organizing,' 'critical analysis,' 'summarizing,' and 'synthesizing.' It is also confirmed by Puspita (2019) who argues that the most difficult aspect for English students is the linguistic aspect. It is challenging to paraphrase from the source into a thesis. In short, those researchers have tended to focus on writing paraphrasing problems in a literature review rather than overcoming them with paraphrasing tools.

This gap has led the authors to investigate this study. As a result, the ideas presented above have been able to provide a strong reason for exploring the utilization of online paraphrasing tools to overcome students' paraphrasing difficulties in writing a literature review. This paper explores the extent of the Magister of English Language Education student's paraphrasing difficulties are in a literature review and how online paraphrasing tools could help students in dealing with those difficulties.

RESEARCH METHODOLOGY

This study used a questionnaire to collect data. Xiao & Chen (2015) and Al-Badi (2015) were adopted in designing the questionnaire Part I and Schuemann et al. (2006) were adopted in designing questionnaire Part II. The study's participants are 30 MELE students enrolled in the Academic Writing course.

The questionnaires are divided into two parts: Part I and Part 2. Part 1 focused on the paraphrasing difficulties that the MELE students face. The Questionnaire Part I was given to 30 students and was written in Bahasa. Some questions were switched by the author, such as question number seven, which was moved into the language dimension. The author then omitted question number six,

which is summarizing, because summarizing is a skill in academic writing. Meanwhile, Part 2 was about the extent to which utilizing online paraphrasing tools alleviated students' paraphrasing difficulties, as well as the types of tools used by students.

The data sources are taken from the second-semester students of the Magister of English Language Education study program at Universitas Negeri Jakarta. The classroom consists of 30 students. The students were first asked to complete Part I of the questionnaire, which included questions about difficulties with content, structure, and language use. Those indicators are built using the means and standard deviations of items on students' writing difficulties with content, structure, and language use from Xiao & Chen (2015) and Al-Badi (2015). Meanwhile, part II of the questionnaire consists of 15 questions asking if the online paraphrasing tools could assist students in paraphrasing strategies similar to those proposed by Schuemann et al. (2006). It is possible to conclude that the total number of questionnaire items was 30 when using a 1-5 Likert scale instrument. The various types of paraphrasing tools used in this research are https://paraphrasing-tool.com/,http://spinbot.info/, https://plagiarismdetector.net/ , https://free-article-spinner.com/,https://rewritertools.com/,https://rephrase-tool.com/, https://www.duplichecker.com/,https://articlerewritertool.com/, https://searchenginereorts.com/ and https://www.articlerewritertools.com/

DISCUSSION

This part discusses the findings orderly according to each section in the questionnaire. First, result from a preliminary questionnaire question 1, to see if students utilizing online paraphrasing tools to assist and overcome paraphrasing in a literature review.

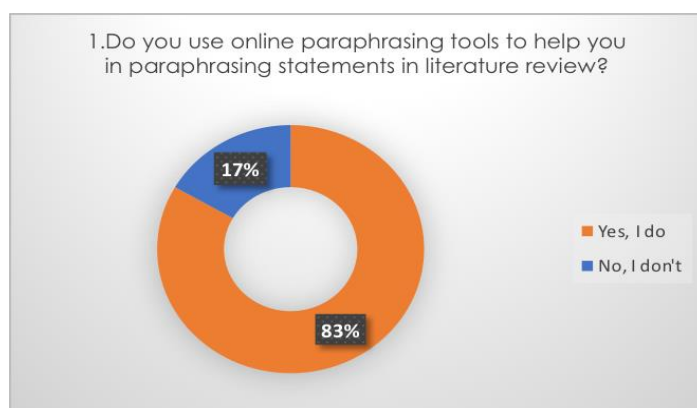*a. Preliminary questionnaire question 1*

Figure 1. Preliminary Question no 1

Figure 1 shows that paraphrasing tools were utilized to help students' paraphrasing in a literature review by 83% and students were not using the online paraphrasing tools by 17%. Thus, they are not allowed to fill preliminary question questionnaire no.1. These findings confirmed what Inayah N & Drivoka Sulistyaningrum (2021) found in Mechanical engineering students.

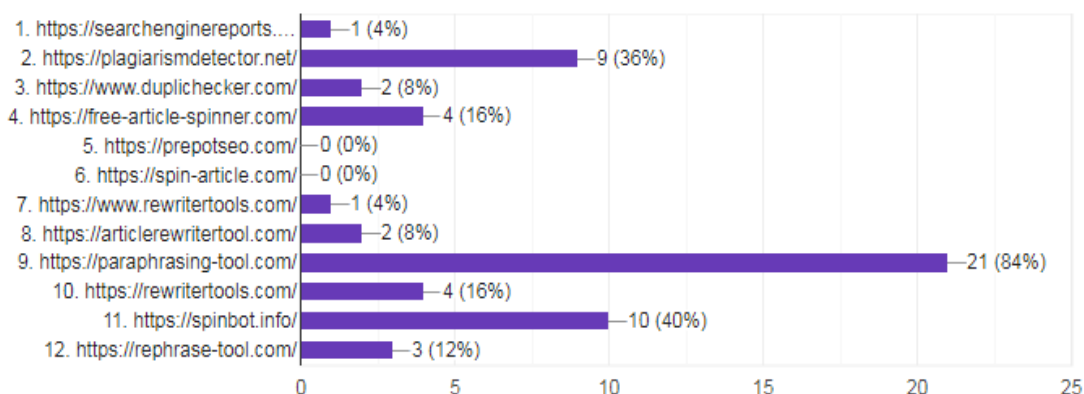*b. Preliminary questionnaire question 2*

Figure 2. The utilizing of paraphrasing tools to overcome students' paraphrasing difficulties

Figure 2 shows that type of paraphrasing tools were utilized mostly use https://paraphrasing-tool.com/ (84%) to help them in paraphrasings, next is http://spinbot.info/ (40%), https://plagiarismdetector.net/ (36%), https://free-article-spinner.com/ (16%), https://rewritertools.com/ (16%), https://rephrase-tool.com/ (12%), https://www.duplichecker.com/ (8%), https://articlerewritertool.com/ (8%), https://searchenginereorts.com/ (4%), and https://www.articlerewritertools.com/ (4%). These findings have confirmed that the utilization of online paraphrasing tools can provide the potential of the students as well as Rogerson & McCarthy's study in 2017. Furthermore, Wahle, Ruas, Foltýnek, Meuschke, & Gipp's study (2021) revealed that employing paraphrasing tools to conceal plagiarized text is a severe threat to academic integrity.

1. **What is the Magister of English Language Education study program students' difficulties in paraphrasing?**

The results of students' responses are presented of MELE study program student's difficulties in paraphrasing in terms of content, structure, language use,

and paraphrasing strategy. These are shown in Table 1, 2, 3, and 4.

a. *Students' paraphrasing difficulties in terms of content*

No	Items	Mean
1	Paraphrase an essay	3.04
2	Formulate a sentence	2.79
3	Decide the main idea in an essay	2.71
4	Give supporting ideas in an essay	2.88
5.	Change the active sentence into passive voice	2.29

Table 1. Means of items on students' paraphrasing difficulties in terms of content

Table 1 reveals students' perspectives in terms of content, the students feel very difficult to paraphrase (3.04). Then, the other academic writing difficulties are: give supporting ideas in an essay (2.88), formulate sentences (2.79), decide the main idea in an essay (2.71), and change the active sentence into passive voice (2.29). Xiao & Chen (2015) stated that the difficulties that engineering students have in English academic writing lie in three aspects, i.e. content, structure, and language.

b. *students' literature reviews difficulties in terms of structure*

No	Items	Mean
1	Use appropriate capitalization in an essay	2.04
2	Use proper punctuation in an essay	2.21
3	Find the synonym of words to change the source text into a paraphrase	2.83
4	Summarizing an essay	2.67
5.	Use the correct grammar in paraphrasing the essay	2.96

Table 2. Means of items on students' literature reviews difficulties in terms of structure

The table 2 shows that the most challenging one is using correct grammar that has 2.96 mean and then finding the synonym of a word's mean is 2.83. From the table above, it can be seen that students' writing still needs to be improved. The most challenging one is using correct grammar that has a 2.96 mean and then finding the synonym of a word's mean is 2.83. The findings are verified with Ariyanti & Mahakam (2018) regarding utilizing grammar, cohesion, coherence, and

paragraph organization and Na & Nhat Chi Mai's findings (2017) that frequently used synonyms.

c. students' literature reviews difficulties in terms of language use

No	Items	Mean
1	Use appropriate tenses in the essay	2.58
2	Use connectors such as firstly, however, therefore, moreover, etc. in paraphrasing essay	2.17
3	Use part of speech in paraphrasing essay	2.42
4	Use appropriate vocabulary to paraphrase an essay	2.83

Table 3. Means of items on students' literature reviews difficulties in terms of language use

Table 3 shows that the greatest writing difficulty is to use appropriate vocabulary to paraphrase (2.83) and to use appropriate tenses in a literature review (2.58). These problems were also found in Pratiwi's study (2015) and still became the most difficult for the students until now. The problem of linguistic difficulty (language use and vocabulary) was the most challenging one compared to the difficulties of cognitive (mechanical and organizational) and physiological (content) components.

d. students' literature reviews difficulties in terms of paraphrasing strategies

1.	The meaning of the paraphrase differs from that of the original passage.	2.33
2.	The meaning of the paraphrase sentences does not correlate to the original passage.	2.33
3.	The meaning of the paraphrase does not convey the same information as the original passage.	2.46
4.	Most of the paraphrase sentences are the same as those in the original passage.	3.08
5.	The sentence structure of the paraphrase differs from that of the original passage.	2.46

6.	There is no opinion given in the paraphrased sentences.	2.25

Table 4. Means of items on students' literature reviews difficulties in terms of paraphrasing strategies

According to Table 4 given above, students continue to struggle with paraphrasing an essay. Data above illustrated that the students' paraphrases still had the same sentences as the original passage (3.08), indicating that they did not modify the entire words while paraphrasing. Then they did not adhere to the concepts of paraphrasing strategies to modify the sentence structure while maintaining the same meaning from the source text (2.46). It clarifies Na & Nhat Chi Mai's findings (2017) that frequently used synonyms but rarely changed syntactic structures as paraphrasing tools could not overcome when persevering the meaning of the text (Al-Badi, 2015).

Table 5 provides the mean of the four aspects of the writing difficulty of students.

No	Aspects	Mean
1	Content	2.74
2	Structure	2.54
3	Language use	2.49
4	Paraphrase Strategy	2.48

Table 5. Means of the four aspects on students' literature reviews difficulties

The table 5 shows the different significance in the four writing difficulties that students in the Magister of English Language Education study program mainly face. They have difficulties in paraphrasing content (2.74). The next difficulty comes from the sentence structure, which has a mean point of 2.54. The other difficulties in paraphrasing (2.49) are language use and the variances of paraphrasing strategies (2.48). The MELE students tended to avoid making changes in paraphrasing from the source as they had lacks in comprehending the text itself and which lines needed to paraphrase. Due to the complicated paraphrase procedure, they were uncertain on how to employ abilities (Na & Nhat Chi Mai, 2017). On the contrary, they faced few difficulties in language use and paraphrase strategy as those were assisted by online paraphrasing tools (Prentice & Kinden, 2018).

3. How could online paraphrasing tools assist students in dealing with those

difficulties?

The questionnaires were given, collected, and analyzed with percentage calculation to determine if online paraphrase tools could later assist students who have writing difficulties in the Magister of English Language Education study program. The results are shown in table 6:

No	Items	Mean
1	Use correct grammatical sentences	3.67
2	Use appropriate parts of speech in literature reviews.	3.88
3	Use proper tenses in literature reviews.	3.38
4	Use proper discourse markers	3.33
5.	Find suitable vocabulary	3.79
6.	Change the active sentence into a passive sentence and vice versa.	3.54
7.	Rewrite the source text with the same idea but different writing	3.75
8.	Find the appropriate synonym to paraphrase sentence/paragraph/essay	3.67
9.	Change the sentence structure of the source text.	3.46
10.	Could not change any words from the source text.	3.04

Table 6. Means of the role of paraphrasing tools in paraphrasing

As seen in Table 6, the most important role of online paraphrasing tools is to employ appropriate parts of writing (3.88). Those can assist students in locating appropriate terminology (3.79). Furthermore, it may recreate the original passage with the same concept but a different style (3.75), apply correct grammar and find an appropriate synonym (3.67). Moreover, those can help to convert an active sentence to a passive sentence and vice versa (3.54). The tools can also alter the original passage sentence structure (3.46). Furthermore, those can assist students in using proper tenses (3.38) and punctuation marks (3.33). Finally, the MELE students differ on whether online paraphrasing tools can modify the original passage at all (3.04). As stated by Al-Badi (2015), paraphrasing tools can change the idea of the text but not persevering the meaning of it as it requires the coherence and the cohesion of the text completely.

Since every item was calculated into a total mean, the author additionally

calculated it into two dimensions to make it easier to understand. It is shown in the table below:

No	Dimensions	Mean
1	Content, Grammar, Language Use	2.60
2	Paraphrasing	2.48

Table 7. Means of the dimensions on the role of online paraphrasing tools in paraphrasing

The mean value of the functions of online paraphrasing tools in dealing with content, grammar, and language use difficulties is 2.60 points, as seen in Table 7. The paraphrasing difficulties took second place with a mean of 2.48 points. The tools cannot anticipate in paraphrasing for those who have low English proficiency (Ching Hei & Khemlani David, 2015).

The author investigated 30 MELE students' paraphrases in terms of content, structure, language uses, and paraphrasing strategies. This research has found that 30 MELE students have difficulty in paraphrasing yet only 25 of them used paraphrasing tools online to paraphrase an essay. In terms of content, students have the challenge of paraphrasing. It is the most challenging one in writing skills. One of the written difficulties in students' paraphrasing is based on the content as it is such a productive skill. Thus, in literature reviews, paraphrasing is the essential problem. Arranging good and correct grammar makes it difficult for students. Moreover, to employ punctuation marks properly means that if they are not utilized appropriately, they can fully change the meaning of words. Regarding language use, students find the kinds of speech hard to recognize as this refers to the absence of lexical knowledge among students. The last one is the paraphrasing approach which students feel that their paraphrasing does not give the same information as the original material.

The findings also explained that online paraphrasing tools could enable students to cope best with the grammatical, structural, lexicon, and paraphrasing difficulties. To prevent plagiarism detected by Turnitin®, students may utilize online paraphrase tools and article spinners. In addition, using online paraphrasing tools can be an excellent option for teaching students interactively to enhance skills in writing. However, the students must consider the paraphrasing steps, since the online tools of paraphrasing do not fully comprehend the whole essay.

CONCLUSION AND SUGGESTION

The evidence from this study implies that utilizing online paraphrasing tools

can be assisted and overcome Magister of English Language Education study program students' paraphrasing difficulties in literature review making. In conclusion, 30 MELE students are facing difficulties in four aspects (content, structure, language use, and paraphrasing strategies) for paraphrasing text and only 25 students utilized the online paraphrasing tools to assist them. Those assist students in paraphrasing by changing part of speech, using suitable tense and grammar, and finding the synonym from the source text as intended to rewrite the source text into a paraphrase with new lexical.

However, the students must consider the paraphrasing steps, since the online tools of paraphrasing do not fully comprehend the whole essay. It is the essential purpose for encouraging the students to utilize the online paraphrasing tools with their critical thinking and the teacher's guidance. To summarize, online paraphrasing tools might be a solution in paraphrasing for the novice learner or Foreign Language Learner, likewise the Magister of English Language Education study program.

REFERENCES

Akbar, M. T. (2020). Students ' Paraphrasing Skill in the Literature Review Section of Research Proposal. *Jambura Journal of English Teaching and Literature*, *1*(April), 1–15. Retrieved from https://repository.ung.ac.id/skripsi/show/321411030/students-paraphrasing-skill-in-the-literature-review-section-of-research-proposalstudy-conducted-at-english-department-universitas-negeri-gorontalo.html

Al-Badi, I. A. H. (2015). Academic writing difficulties of ESL learners. *WEI International Academic Conference Proceedings*, (August), 63–76. Retrieved from http://www.westeastinstitute.com/wp-content/uploads/2015/02/Ibtisam-Ali-Hassan-Al-Badi-full-Paper.pdf

Ariyanti, A., & Mahakam, W. G. (2018). EFL Students ' Difficulties and Needs in Essay Writing, (January 2017). https://doi.org/10.2991/ictte-17.2017.4

Ching Hei, K., & Khemlani David, M. (2015). Basic and Advanced Skills They Don't Have: The Case of Postgraduate and Literature Review Writing. *Malaysian Journal of Learning and Instruction*, *12*(Vol. 12, 2015), 131–150. https://doi.org/10.32890/mjli2015.12.7

Irena Ardelia and Yanu Rarasati Indraning Tiyas. (2019). The Acquisition Of

Paraphrasing And Its Impact On Teaching And Learning Quotations To Avoid Plagiarism, 6(1), 159–171.

M, N. I. A. dan D. S. (2021). Employing Online Paraphrasing Tools to Overcome Students ' Difficulties in Paraphrasing, 2(1), 52–59.

Na, C. Do, & Nhat Chi Mai, N. X. (2017). Paraphrasing in Academic Writing: a Case Study of Vietnamese Learners of English. *Language Education in Asia*, *8*(1), 9–24. https://doi.org/10.5746/leia/17/v8/i1/a02/na_mai

Pratiwi, K. D. (2015). Students ' difficulties in writing English : A study at the third semester students of English education program At University of Bengkulu. *E Journal Universitas Bengkulu*, *1*(2), 1–13. Retrieved from http://repository.unib.ac.id/id/eprint/4406

Prentice, F. M., & Kinden, C. E. (2018). Paraphrasing tools, language translation tools and plagiarism: An exploratory study. *International Journal for Educational Integrity*, *14*(1), 1–16. https://doi.org/10.1007/s40979-018-0036-7

Puspita, C. (2019). Factors affecting students' difficuties in writing thesis. *3rd English Language and Literature International Conference (ELLiC) Proceedings*.

Rahmatunisa, W. (2014). Problems Faced By Indonesian Efl Learners In Writing Argumentative Essay. *English Review: Journal of English Education*.

Rogerson, A. M., & McCarthy, G. (2017). Using Internet based paraphrasing tools: Original work, patchwriting or facilitated plagiarism? *International Journal for Educational Integrity*, *13*(1). https://doi.org/10.1007/s40979-016-0013-y

Sarair, I. A. & R. N. (1990). Proceedings of the 2, (1975), 20–26.

Schuemann, C., Byrd, P., & Reid, J. (2006). *Techniques for Paraphrasing*. Retrieved from https://www.lib.sfu.ca/about/branches-depts/slc/writing/sources/techniques-paraphrasing

Wahle, J. P., Ruas, T., Foltýnek, T., Meuschke, N., & Gipp, B. (2021). Identifying Machine-Paraphrased Plagiarism. Retrieved from http://arxiv.org/abs/2103.11909

Xiao, G., & Chen, X. (2015). English academic writing difficulties of engineering students at the tertiary level in China. *World Transactions on Engineering and Technology Education*, *13*(3), 259–263.

Akbar, M. T. (2020). Students ' Paraphrasing Skill in the Literature Review Section of Research Proposal. *Jambura Journal of English Teaching and Literature*, *1*(April), 1–15. Retrieved from

https://repository.ung.ac.id/skripsi/show/321411030/students-paraphrasing-skill-in-the-literature-review-section-of-research-proposalstudy-conducted-at-english-department-universitas-negeri-gorontalo.html

Al-Badi, I. A. H. (2015). Academic writing difficulties of ESL learners. *WEI International Academic Conference Proceedings*, (August), 63–76. Retrieved from http://www.westeastinstitute.com/wp-content/uploads/2015/02/Ibtisam-Ali-Hassan-Al-Badi-full-Paper.pdf

Ariyanti, A., & Mahakam, W. G. (2018). EFL Students ' Difficulties and Needs in Essay Writing, (January 2017). https://doi.org/10.2991/ictte-17.2017.4

Ching Hei, K., & Khemlani David, M. (2015). Basic and Advanced Skills They Don't Have: The Case of Postgraduate and Literature Review Writing. *Malaysian Journal of Learning and Instruction*, *12*(Vol. 12, 2015), 131–150. https://doi.org/10.32890/mjli2015.12.7

Irena Ardelia and Yanu Rarasati Indraning Tiyas. (2019). The Acquisition Of Paraphrasing And Its Impact On Teaching And Learning Quotations To Avoid Plagiarism, *6*(1), 159–171.

M, N. I. A. dan D. S. (2021). Employing Online Paraphrasing Tools to Overcome Students ' Difficulties in Paraphrasing, *2*(1), 52–59.

Na, C. Do, & Nhat Chi Mai, N. X. (2017). Paraphrasing in Academic Writing: a Case Study of Vietnamese Learners of English. *Language Education in Asia*, *8*(1), 9–24. https://doi.org/10.5746/leia/17/v8/i1/a02/na_mai

Pratiwi, K. D. (2015). Students ' difficulties in writing English : A study at the third semester students of English education program At University of Bengkulu. *E Journal Universitas Bengkulu*, *1*(2), 1–13. Retrieved from http://repository.unib.ac.id/id/eprint/4406

Prentice, F. M., & Kinden, C. E. (2018). Paraphrasing tools, language translation tools and plagiarism: An exploratory study. *International Journal for Educational Integrity*, *14*(1), 1–16. https://doi.org/10.1007/s40979-018-0036-7

Puspita, C. (2019). Factors affecting students' difficuties in writing thesis. *3rd English Language and Literature International Conference (ELLiC) Proceedings*.

Rahmatunisa, W. (2014). Problems Faced By Indonesian Efl Learners In Writing Argumentative Essay. *English Review: Journal of English Education*.

Rogerson, A. M., & McCarthy, G. (2017). Using Internet based paraphrasing tools: Original work, patchwriting or facilitated plagiarism? *International Journal for*

Educational Integrity, 13(1). https://doi.org/10.1007/s40979-016-0013-y

Sarair, I. A. & R. N. (1990). Proceedings of the 2, (1975), 20–26.

Schuemann, C., Byrd, P., & Reid, J. (2006). *Techniques for Paraphrasing*. Retrieved from https://www.lib.sfu.ca/about/branches-depts/slc/writing/sources/techniques-paraphrasing

Wahle, J. P., Ruas, T., Foltýnek, T., Meuschke, N., & Gipp, B. (2021). Identifying Machine-Paraphrased Plagiarism. Retrieved from http://arxiv.org/abs/2103.11909

Xiao, G., & Chen, X. (2015). English academic writing difficulties of engineering students at the tertiary level in China. *World Transactions on Engineering and Technology Education*, *13*(3), 259–263.