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REVEALING DIRECT AND INDIRECT STRATEGIES IN STUDENTS' PARAPHRASING COMPLETED BY VERBAL REPORT PROTOCOL

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Abstract
This study investigates about students' paraphrasing and the strategies they use. Eight students of the sixth semester of English department STKIP PGRI Jombang were voluntarily willing to enroll in the study. This study used case study as the approach in designing the research. The eight subjects did a paraphrasing task requiring them to do concurrent verbal report adapted from Ericsson and Simon (1993) while paraphrasing six sentences. Following this procedure the subjects then participated in a retrospective interview. The verbalized data and the interview were transcribed and analyzed qualitatively for identification of subject's perception on paraphrasing and their strategies using adapted Oxford's learning strategies (1990). The result of verbal report shows that there are 15 direct and indirect strategies of paraphrasing applied by the subjects, mostly cognitive and compensation strategies. Relating the two findings, quality of appropriate paraphrasing does not merely lies on the strategies the subjects applied but also their understanding and knowledge of paraphrasing as well as the acquisition of their English proficiency.

Keywords: *paraphrasing, strategies, verbal report protocol*

1. BACKGROUND

Students often require certain approaches on academic skills in order to use academic writing skills; one technique that falls under the category of academic skills is paraphrase. Oshima and Hogue (2000: 127) define paraphrasing as "a way of restating other thoughts, meaning, and information in our own words." It suggests that for students to properly paraphrase, they must have related to and understood the ideas offered in the source materials they used, while also realizing that the notions they are presenting are not their own. In order for pupils to succeed in academic writing, according to Campbell's B. Kroll's (1990: 211) claim, they must successfully integrate the ideas from various sources. When there is a misunderstanding of the idea of paraphrasing, which is typically considered to entail "taking another person's work," "academic dishonesty" may be accused. The capacity to paraphrase is one of the most crucial skills that English language learners should develop when all the information is taken into account.

There are ways of paraphrasing known as paraphrasing technique, paraphrasing stage, or paraphrasing strategies as proposed by Jordan (1999), Oshima and Hoque (2000), Bailey (2006) and Sharpe (2007). They suggest that paraphrasing needs to modify the vocabularies and the sentence structures. The vocabularies modification may use the effective synonyms or change the word order. Meanwhile the sentence modification may alter the sentence structure from active to passive or reverse the chronological order.

According to the instructions in the book, students can study various paraphrasing strategies, but as learners, they all have their own distinctive viewpoints and methods. According to Dornyei (2005: 1), "individual differences" refers to "characteristics or aspects in respect to which people may be shown to differ from one another." Although they are all given the same material, each student masters it to a different degree due to their individual thought processes. The process that takes place in the brain is referred to as learning techniques. Learning strategies refer to language acquisition activities that students actively engage in to acquire and manage the learning of a second language, according to Wenden (1987: 6).

Sharpe (2007: 87) suggests three strategies dealing with success on paraphrasing. The three strategies should be integrated in order to create an acceptable paraphrasing. The strategies are: choose synonyms for word and phrases, use alternative Grammar structures and cite expressions and idea.

Oxford (1990: 18) organizes strategies that may be used by students in details lists. She also confirms that those strategies are applicable to four language skill or even to any language tasks. Since there are few researches on paraphrasing, students' strategies applied in paraphrase task are still left observed. In order to get a detail mapping of paraphrasing learning strategies, this study merges Oxford (1990) learning strategies taxonomy with Sharpe (2007) paraphrase instructions. Major strategy is derived from Oxford (1990), whereas actions to students' paraphrasing strategies are taken from Sharpe (2007). Cues or link to strategies use in paraphrase task is shown at the table below.

Table 1 Cues to Students' Paraphrase Strategies
adapted from Oxford (1990) and Sharpe (2007)

Strategies	Cues to Students' Paraphrase Strategies
Direct strategies	
Memory strategies	- Grouping words from original source to the word classes. - Giving context for unknown terminology in the original source or drawing links between them. - Using imagery in describing words, especially adjective or noun. - Using keyword from the original source. - Reviewing the structure from the original source.
Cognitive strategies	- Reading with the intention of comprehending - Recognizing and applying specific structures and patterns from the original source to the paraphrased output. - Recombining the synonym with the grammatical alteration is the process of paraphrasing.

	- Using the original language of the source content.	
	- A shortened form of the original source.	
Compensation strategies	- Using linguistic cues. - Getting help from friends or teacher. - Using dictionaries or thesaurus.	
Indirect Strategies		
Metacognitive strategies	- Providing an overview while also making connections to previously learned content - Being able to determine the point of a linguistic activity. - Conscientious self-analysis and correction of any errors or issues uncovered in the process of paraphrasing - Conducting an internal review for testing one's own paraphrase work.	
Affective strategies	- Taking risk in using unknown cues. - Lowering anxiety using relaxation (music, deep breath, laughter)	
Social strategies	- Developing cultural understanding to the nature of paraphrasing.	

Dealing with paraphrasing, it is true that teachers' instructions are designed thoroughly to experience the students to understand the materials, but still students as different individuals have their own private attempt to paraphrase. The ones who have good writing skill are supposed to work with their own strategies in understanding and making paraphrase work as well as the one with low writing skill. The working strategies usually take places silently in students' mind or it is called as psychology process (Park, 2009: 287). In order to draw out what is actually going on when students, either good or low writing skill, dealing with paraphrasing, verbal protocols are the ways suggested.

Verbal protocols have been extensively utilized to examine the process of students' attempts to learn or carry out a task using their own strategies, as Park (2009: 287) notes. The globe over, this has already been accomplished. The mental process is also "stable and may be verbalized...while their attention is still focused on task performance," the author adds (Park, 2009: 287). In these protocols, the assignment distribution to the students happens first, and then they are asked to provide the substance of their opinions. The verbal report may be collected right away after the work was accomplished, or it could be done concurrently with the assignment's completion.

2. METHODOLOGY

This research is qualitative. Anderson and Arsenault (2005: 126) explain that qualitative research is a research in which the researchers use multi reports to interpret, understand, explain and bring meaning of phenomena in their natural setting. A case study is an empirical investigation that examines a current phenomenon while taking place in a real-world environment, according to Yin (2003: 83). When the lines between the phenomena and its surroundings are not well defined, this form of investigation is very helpful. When the

surrounding circumstances of the event being studied are critical and the researchers have little control over how those circumstances play out, the case study method is very useful.

Out of the 14 students who initially indicated interest in taking part in the research's recruitment procedure, 8 students from STKIP PGRI Jombang were selected as the study's participants. Students in their sixth semester who had already finished English Writing I, II, and III made up each topic. These selection criteria were made based on the assumption that all of the students registered for that semester had an adequate vocabulary and had previously learned certain paraphrasing skills. This is because they already obtained the information necessary for paraphrasing from their Writing II class in their third trimester and their thesis-writing seminar in their fifth semester. Intentional sampling, a technique, was used to choose the participants in this study. This strategy is in line with Paton's (2002) thesis, which contends that intentional sampling is a non-random sort of sampling in which the researchers choose "information-rich" cases in order to investigate them in detail. This approach is in line with this notion.

In addition to fulfilling, the criteria listed above for choosing the research topics, students must be highly motivated to engage in the study. When it comes to paraphrasing, they should also be able to communicate their work and be open to observation.

The most crucial tool for getting and gathering the data was the researchers themselves. The questions were created to learn about the participants' perspectives as well as the tactics they use when paraphrasing and the extent to which the efficacy of their strategies is connected to the quality of their paraphrase, therefore the researchers utilized a range of techniques to get the data. The first task required writing. The writing assignment's goal is to assess the student's paraphrasing abilities. The tasks in this study were given to the individuals in the form of sentences that needed to be translated. When asked to orally express what they were thinking about their learning strategies now, they were given a task that required them to paraphrase sentences at the sentence level. Talk-aloud and think-aloud, verbalization techniques were utilized in this study's initial phase of data collection. For their research on the level of verbalization, Ericsson and Simon (1993) were cited, and this study used their approach. The pupils have completed this process by verbalizing each stage of their thought process and recording it using a voice recorder.

Retrospection, the final stage of the verbal report process, was structured similarly to an interview. This was done to make sure the subjects would not become distracted when asked to explain their cognitive process. When this strategy was used, subjects were solely permitted to focus on their own thoughts while carrying out the tasks that had been assigned to them. During the interview, the data from the verbal report were also finished. This approach helped data triangulation when it comes to acquiring accurate information. A man-in-man interview was conducted once the project was concluded in order to get a thorough analysis. To make it easier for you, the interview was also recorded.

3. FINDINGS AND DISCUSSIONS

3.1. FINDINGS

Revealing students' paraphrasing strategies, direct and indirect strategies, based on Oxford (1990) were used by researchers. These categories of language learning strategies were adapted since it can help to map student's paraphrasing strategies. Moreover, when students made paraphrasing, they also represent their learning effort and learning strategies to complete the tasks. To assess the students' paraphrase efforts, Oxford (1990) identified three

direct strategies: memory strategies, cognitive strategies, and compensatory strategies. On the other hand, indirect learning strategies were evaluated in light of metacognitive approaches, emotional strategies, and social learning frameworks.

To know the student' strategies in paraphrasing, verbal report protocol from Ericsson and Simon (1993) was applied. It started from talk aloud, think aloud and ended with stimulated recall interview. All subjects must paraphrase six sentences provided. They should verbalize all what they were thinking while they were completing their paraphrasing, that hopefully revealed their strategies. All of their verbalization was recorded and at the end of their work, they involved in stimulated recall interview.

Adapted learning techniques from Oxford (1990) and suggested paraphrase techniques from Sharpe (2007) were used to classify and interpret the verbal report's data. This was done to respond to inquiries and make a map of the pupils' paraphrasing abilities.

From the result of verbal report and interview conducted to all subjects showed that they used varied steps of paraphrasing strategies. The table above shows that the majority of subjects used cognitive strategies. Cognitive strategies were mainly used since it served to support the subjects to develop internal procedure concerning to paraphrasing task and enable them to perform the task. These strategies might also be referred to as procedural facilitator that provides the subject structure for learning.

Table 2 the frequency/ trend of student's paraphrase strategies was mapped using Oxford (1990)

S	DIRECT STRATEGIES									INDIRECT STRATEGIES					
	Memory Strategy			Cognitive strategies (DS-CogS)					Compensation Strategies	Metacognitive strategies				Affective strategies	Social strategies
	kw	el	ct	rd	dgp	rsy	to	so	dic	ovl	lpt	sm	se	tr	dcu
S 1	5	5	1	6	6	6	0	1	5	0	6	1	0	1	1
S 2	2	2	0	6	0	6	6	1	4	1	1	2	4	3	0
S 3	0	5	0	6	6	6	6	1	6	1	4	6	2	6	3
S 4	0	2	0	6	4	6	4	0	6	0	0	1	6	1	1
S 5	6	1	0	6	6	6	0	3	5	0	0	4	0	4	0
S 6	0	3	1	6	6	6	6	0	6	2	0	6	5	6	0
S 7	0	6	0	6	6	6	6	6	4	0	0	6	0	6	0
S 8	0	1	0	6	0	6	6	0	0	0	1	6	6	6	0
Σ	13	25	2	48	34	48	34	12	36	4	12	32	23	33	5
%	27.1	52.1	4.2	100	70.8	100	70.8	25.0	75.0	8.3	25.0	66.7	47.9	68.8	10.4

Note:

s = subject

kw = using keyword from the original source.

el = elaborating or associating unknown words from the original source.

ct = citing original sources

rd = reading to gain understanding

dgp = recognizing and using different formula and pattern from the original source to the paraphrase work.

rsy = recombining the synonym

to = translating the original source.

so = summarizing the original source.

dic = using dictionaries or thesaurus

ovl = over viewing and linking with already known material.

ipt = identifying the purpose of a language task

sm = self-monitoring for the mistakes or problems in paraphrasing

se = self-evaluating for checking paraphrasing work

tr = taking risk in using unknown cues

dcu = developing cultural understanding to the nature of paraphrasing.

% = the percentage of the strategy used by eight subjects to finish the current task.

Direct Strategies

All subjects (100%) employed reading the task to gain understanding and finding and recombining the words' synonyms or doing vocabularies shift to paraphrase the task. Only 70,8 % of the subjects recognizing and using different formula and pattern from the original source and also translating the original source to Bahasa Indonesia to paraphrase the works. They used these strategies when most of the subjects got difficulties in understanding or communicating the idea of the original sentences by looking up the difficult terms on dictionary or thesaurus.

Using keywords from the source sentence eventually should be one of effective strategies for some students in order to paraphrase. The taking of keywords was intended to understand the meaning of the whole sentence by breaking down and understanding the important or the difficult words before they paraphrase the original sentence in their own words. However, they only comprehended this strategy as a concept rather than applied it in their work.

The second strategy is to expand on the information that is missing from the source text by connecting the unfamiliar term with relevant words or possibly a whole sentence. The participants may not be familiar with the subject at hand, but by explaining the concepts in the sentences, they may be able to associate the phrases or words.

It is crucial to keep in mind the citation style in order to give credit to the creator or creators of the ideas. Any appropriate paraphrase must contain acknowledgment to the ideas' original source in order to avoid being accused of plagiarism. The majority of the study's participants were aware of the value of include citations, as indicated by the results of the interviews, as was described in the section labeled "Problems with the Study Number 1." They also understood that it was their responsibility to reword the six sentences. However, only two of them understood how important it was to refer. They readily admit that their sole

concentration was on rephrasing a sentence to include their own words or phrases while maintaining the original author's intended meaning.

For all of the respondents' paraphrasing assignments, identifying and recombining synonyms appears to be one of the more effective strategies (Subject 1 to 8). This is probably because the subjects understood how important it was to use this technique in order to create accurate paraphrase. Before deciding to use a certain synonym of a word, the participants went through a number of procedures, such as evaluating the degree of formality, appropriateness in particular contexts, and word choices. Some of them utilized a dictionary to search up the synonyms, while others used the synonym identification feature of the Microsoft Word program to either guess the meaning of the phrases or look up specific synonyms.

Translation of the original source is a paraphrase strategy that all topics are permitted to use. By employing this technique, students may be able to close the gap between their level of comprehension and the rules of Standard English. By using this cognitive method, learners are able to use their own native language as a basis for understanding new vocabularies or words in the second or foreign language. Since none of the subject is native English speakers, this technique is quite effective in changing the original idea.

Summarizing the original source was one of the strategies used in the paraphrasing process in order to compress or simplify the original source and to communicate the substance of the paragraph's key idea. On the other hand, the subject did not heavily employ this strategy. They discover that translating the original sentences helps them comprehend the meaning of the statement more clearly. Only Subjects 5 and 7 were able to successfully paraphrase in this way.

The use of thesaurus also became one of his alternative strategies in paraphrasing to find synonyms. However, the frequency of using thesaurus varied across subjects. To Subject 1 on his excerpt of verbal report above, he preferred to look up the original meaning from dictionary to find the definition rather than to seek thesaurus. By understanding the original meaning of the difficult words, he believed he could easily find the synonyms correctly. While the other subjects, Subject 3 for example, prefer to have right click on his laptop to find synonyms using thesaurus provided by Microsoft words software such as done by Subject 3 when he worked on task 3.

The other paraphrasing strategies that revealed from the subjects' paraphrasing works and the interview with all subjects were recognizing text structure and applying different formula and pattern. Recognizing text structure in this case refers to understanding meaning through analyzing the cohesive devices and discourse markers that contribute to the logical relation of ideas.

Indirect Strategies

Indirect strategy commonly used to paraphrase was metacognitive strategies. Using these strategies, the subjects could understand the way they learnt. Through this way, they could positively learnt their disabilities and lead them in the process of to think about their thinking to acquire new information and finally solve their problems in paraphrasing the task.

Overseeing is the first metacognitive technique, and it entails relating newly acquired knowledge to previously learned material. This strategy involves giving students a thorough rundown of a fundamental notion, guiding principle, or collection of objects that would be utilized in a subsequent language exercise and connecting those components to the students' past knowledge. This strategy may be used in a number of ways, including through

comprehending the motivation behind the action, amassing the appropriate vocabulary, and forming the necessary connections.

Finding the purpose of a language action is an illustration of metacognition. In establishing the goal of the language work, this strategy addressed the problem of subject consciousness. The study's participants were fully aware that the task they were completing was for research purposes. Because of this, they took care to spell out their plan of action before starting their paraphrasing assignment. This strategy helped the students become more aware of what they were doing by allowing them to maintain their attention on the task and their goal for executing it.

The participants used a broad range of different alternatives when they had trouble reframing the first statement. Many of the people employed the metacognitive technique of self-monitoring to take charge of their mistakes or the difficulties they encountered when paraphrasing. Self-monitoring is a mental activity that happens inside of a person. It entails the person keeping track of the actions they took to address their problems or make changes. It needed monitoring, verifying, and adjusting their performance while they were engaged in paraphrasing-related work. These subjects frequently used this strategy: Subjects 3, 5, 6, 7, and 8 all fall under these headings. The exception was Subject 8.

The subjects in both groups often evaluated the entire sentence that had been paraphrased as their final step to check that the grammar was correct and that there was no difference in meaning. The fact that this strategy occurred fairly close to the point at which the participants decided to forego completing the task before reading the entirety of the original text made this very noteworthy. Numbers 2, 3, 4, 6, and 7 were all of the seven subjects that made use of the self-evaluation method. If they wanted to make sure their paraphrase was thorough, both Subjects 4 and 8 strongly relied on this technique.

The third kind of indirect method entails taking a chance while using unidentified clues. According to the author, when the subject encountered words that were unclear or impossible to grasp, even after reading a dictionary, they tried to decipher the meaning of the words by looking for a gist or clue, either from the context or from their past knowledge. Even though they might not have comprehended whether or not the unknown cues were correct, they were compelled to arrive to the judgment that they needed to use them in order to finally accomplish their paraphrase.

After being "independent thinker", the subjects should finally solve their problems in paraphrasing. There were 52,1 % of the subjects elaborated or associated the unknown words from the original source and replaced the difficult words by finding familiar words using dictionary or their associated words (memory strategies). Whenever they were stuck with the difficult meaning in the task, finally they took risk using unknown cues to finish the task. It used by 68,8 % subjects.

This emotive approach gave learners a foundational understanding of the culture of the language's users. This made it easier to understand new vocabulary words and explore cultural and social conventions. This strategy involved asking clarifying questions, seeking explanations, or confirming facts to become aware of social norms. Investigating cultural or social standards may be incorporated into the process of thinking about the context of the text, which includes the necessity for vocabulary comprehension. He made the decision to look up the word in the dictionary to determine its definition.

3.2. DISCUSSION

However, it appears that the use of verbal report processes to reveal the respondents' rephrasing techniques has certain limits for some study subjects. Evidently, persons must first be cognitively aware of their thoughts and processes in order to be able to express them. Therefore, automatic processes that are carried out without the participant's understanding are not likely to be included in verbal protocols; instead, different techniques will need to be used to assess these processes. Additionally, the likelihood that nonverbal information will be reported is minimal. They acknowledge openly that they are not accustomed to conducting business in this way. It's likely that the requirements of the think-aloud exercise impeded the participants' capacity to use the knowledge and/or procedures that they would ordinarily utilize in ordinary situations. Respondents' verbal replies may be affected by issues with how they show themselves, such as the desire to appear clever, feelings of humiliation, or introversion or extroversion.

Following that, the researchers examined the pupils' use of tested paraphrase techniques. The researchers use the data from the written task as well as the transcript of the interview in order to do this. The researchers discovered that the participants used a variety of strategies, some of which did not necessarily correspond to the individuals' self-reported ideas about what constituted effective and acceptable paraphrasing. For instance, while many of the participants said they took steps to prevent direct copying by mentioning the original author and recognizing the source, the majority of them failed to properly record the reference.

The learning techniques taxonomy offered by Oxford (1990) may be seen as being very beneficial in laying out the students' paraphrasing approaches, which is required in order to identify the paraphrasing tactics used by students. By asserting that the learning strategies taxonomy may be used to all distinct types of language acquisition, Macaro (2001: 20) further defended its application.

4. CONCLUSION

The information was gathered in regard to the subject of students' paraphrasing strategies utilizing Oxford (1990) learning approaches, which also incorporated Sharpe's thoughts on paraphrasing (2007). The results showed that the people used about 15 distinct integrated direct and indirect strategies, in line with Oxford's (1990) categories of direct and indirect strategies. These techniques included using a keyword from the original source, elaborating or associating unidentified words from the original source, using citation, reading the text to understand, recognizing and applying different formula and pattern from the original source to the paraphrase work, combining the synonym and grammar change in paraphrasing, translating the original source, summarizing the original source, using dictionaries or thesaurus, over viewing and linking with other sources, and translating the original source.

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