

PARAPHRASING STRATEGY IN EFL LEARNERS' READING SKILL

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ABSTRACT

This research explores EFL students' paraphrasing ability with goals in identifying EFL learners' reading skill levels and difficulties. This research used a qualitative method and schema theory. The subjects of this were 11 students of English Education 2019 of Class A in STKIP PGRI Sidoarjo. The results showed that 31.54% of the participants had difficulties in paraphrasing while reading the English text because of the differences in cultural backgrounds, and other difficulties such as constructing ideas, choosing and ordering words, using correct sentence constructions, lacking vocabularies, and knowledge about paraphrasing. Meanwhile, 68.45% of the participants were already familiar with paraphrasing, so that they could identify the solutions for their own difficulties, such as using various sources to learn about paraphrasing, sharing with friends, and asking the lectures or teachers. Additionally, all the participants agreed that paraphrasing would be very helpful in improving their reading ability.

Keywords : *paraphrasing strategy, EFL learners, reading skill*

INTRODUCTION

Reading is a common and compulsory for completing academic activities. Students are usually required to read various texts in completing academic tasks. This skill must be mastered well in order to obtain new information, gain access to alternative explanations and interpretations, as well as initiate critical evaluation skills (Hagaman *et al.*, 2016). However, in many EFL reading classes, there are still students who are struggling to overcome their reading problems, especially in understanding meaning of an English text, because reading a foreign language text is very different from reading in their first language. Meanwhile, when reading an English script, it is necessary to consider elements of the language, some of which are categorized in the linguistic element. Meanwhile, there are also some non-linguistic elements that make reading foreign language texts more difficult than reading in the reader's native language, namely the socio-cultural background. This is because students will have no difficulties in understanding the socio-cultural context of the original material. When compared with a foreign language, which many EFL students are not yet familiar with, the socio-cultural complexities of texts written in the learners' first language can easily be handled. Problems that occur when reading an English text are mainly because of the fact that each language has its own social and cultural characteristics in accordance with the culturization of the original language, so there is an assumption that reading foreign language materials is considered more difficult than reading the readers' original language text material (Kasim & Raisha, 2017).

In fact, most EFL students in Indonesia encounter difficulties when asked to paraphrase an English text while reading it. This may imply a point that they usually read without understanding the meaning of a text and they are consequently unable to express their ideas based on the text. It is possibly caused by lack of vocabulary mastery, which makes the reading difficult. The difficulty in reading may also be influenced by the inappropriate strategy that the students' teacher uses. Therefore, paraphrasing strategy is proposed to be an excellent tool to

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reinforce the complex cognitive of reading skill because it can help the students to have a better skill in reading comprehension (Ilter, 2017). Therefore, many students who find difficulties in understanding English texts need to make sense of what they read through paraphrasing.

Paraphrasing is an important skill that EFL students need to learn and know so that when reading and rereading a text they can understand the main ideas of it and express them in their own words. In paraphrasing, students are required to express other people's ideas while maintaining the main idea of the original source through their own words (Rahmayani, 2018). This is what they need to learn to support their arguments by referring to literature from other people; which is related to paraphrasing strategy and is an important step in paraphrasing so that students can understand foreign language texts well (Wahyuti, 2017). In general, paraphrasing in reading is used to help understand the text and give the ability to obtain information, so that the information can be meaningful. By developing reading goals, it is necessary to identify different reading styles according to the text types and flows. This can be done by identifying the main ideas told by the author, as well as from the details.

Comprehending a text message is not easy, especially if it is in English texts or scripts. This problem is encountered by most of the EFL students in the English Education Class of 2019 A (*critical reading – morning class*) of STKIP PGRI Sidoarjo's reading comprehension that is still far from what is expected. So, the importance of paraphrasing strategy is proposed as it may be effective to increase students's reading comprehension. Based on the explanation above, the researchers are interested in exploring paraphrasing strategies through this study.

LITERATURE REVIEW

Students' Reading Performance and Problems in Indonesia

A study by Central Connecticut State University (CCSU) in 2016 showed that Indonesia ranks 60th out of 61 countries in terms of the level of interest in reading. CCSU held a study titled "World's Most Literate Nation" and found that Indonesia was in the 60th position, below Thailand, in the 59th, although in terms of infrastructure to support reading, Indonesia was ranked 34th above several European and Asian countries such as Germany, Portugal, New Zealand, and South Korea (The Jakarta Post, 2016). This shows that the government has taken necessary support for reading to improve the low interest level of the citizens to read.

In addition to the low interest in reading, there are also problems in the mindset of the society, especially students as they are reluctant to read. The currently popular mindset is only limited as a hobby during leisure time and this is a strong reason that someone does not want to read because it is not the person's hobby (itsnews, 2019).

Next, the problem does not stop just there, the results of a study on EFL students' reading comprehension problems: linguistic and non-linguistic complexities in 2017 showed that as many as 50 fifth semester students of the English Faculty of Syiah Kuala University in Aceh, Indonesia, experienced reading problems in linguistics as high as 69%. This was based on the average score and percentage of questionnaires in the study and the results showed that the biggest problem of reading comprehension was with semantics. Also, 81% of the participants faced unknown vocabularies which was their main problem in understanding English texts (Kasim, 2017). In conclusion, these things cause EFL students in Indonesia to have a low rate in terms of reading and interpreting English.

Reading Skill and The Implementation of Paraphrasing Strategy

Understanding the meaning of reading is included as a metacognitive skill, that has been widely studied by education researchers and one of the most agreed notions among the studies is that readers must manage three basic aspects of reading understanding, namely literal, inferential, and critical understanding. First, literal understanding implies an understanding of what is actually read on text: main ideas, supporting details, and lexis. In this understanding, the reader can categorize, decipher, and summarize them. Then, the second is inferential understanding, that refers to an understanding of what is meant between the lines of words presented in the main ideas, supporting details and lexis, so that the reader will be able to draw conclusions, predict, and determine the author's attitude. And, the third is critical understanding, which means involving assessment and evaluation of what the author says according to the reader's previous experience. Therefore, this means that what has been mentioned and experienced are tested in the reading section tests such as TOEFL and PTE, some readers need to understand the basic areas of the text, main ideas, and details, lexical or literal understanding to complete inferential critical understanding (Isabel Escudero, 2018). So, students and teachers need to develop strategies to improve their lexis, increase grammar use, as well as inferential critical reading understanding.

One proposed strategy that covers the needs of the readers, according to experts, is paraphrasing because the readers do not only compose the text with the sentences, but it also requires the readers to spur the intention of developing the ability of students to process the given text and make a more significant output for them. It is later described that the level of paraphrasing is closely related to the level of understanding (Isabel Escudero, 2018).

Furthermore, for students who are not yet able to understand the text correctly, a brief-type of paraphrase with some original sentences are allowed. This may consist only word variations, reordered sentences, and removal of sentences from the original text. Similarly, the understanding level of students who already know how to comprehend text well will be able to provide major modifications to the text, including author references and new characteristics using critical inferential thinking (Ilter, 2017).

Traps of Paraphrasing in Reading

If understood more deeply, paraphrasing is more than just changing words. The full definition includes techniques that take the strategy one step further including by changing sentence structures such as making shorter sentences and changing the order of clause sentences, providing references to avoid leaving information, changing numbers based on fractions, as well as using synonyms to change word classes. In addition to Smith and Kennedy (in Hayuningrum & Yulia, 2012) that showed seven traps in paraphrasing that must be avoided, such as (1) reading errors that make semantic changes to the text, (2) not being able to interpret original sentences into the reader's language, (3) being unaware of important information in the text, (4) adding personal opinions from the readers, (5) having a tendency to summarize the text rather than paraphrasing, (6) replacing sentences of text with inappropriate synonyms, and (7) not recording the text to be paraphrased. Other researchers also mentioned the trap of conducting plagiarism, "word for word" copying and "patch-and-patch" paraphrases were carried out from the practice of cutting and pasting (Escudero et al., 2018). These traps exist and may block English learners to have accurate paraphrased products.

Literature of Paraphrasing and Reading Comprehension Difficulties

There are several reading difficulties for EFL students which are actually very important to reduce, such as lack of vocabulary knowledge, lack of text background knowledge, problems with grammatical knowledge, and also poor reading strategies (Al-Jarrah & Ismail, 2018). In this case, the teacher who wants to teach paraphrasing strategies in reading must ensure that students have understood the main ideas and constituent frameworks in the text. Therefore, students are encouraged to use their own in order to promote independent readers. As a paraphrasing meta-cognitive strategy, it is possible for students to learn through reading, think about main ideas, solve problems, and complete tasks in reading without teacher guidance. Furthermore, students are encouraged to use their own words and phrases to translate text according to the way they are told in other words are encouraged to paraphrase describing the characteristics of independent readers (Ilter, 2017).

However, students who engage in strategies that require paraphrasing improve students' reading comprehension since they are in elementary school to better understand main ideas and remember texts. Many students who experience reading difficulties can be found in almost every school, so it is necessary to determine the appropriate method to improve their reading skills. Individuals who cannot learn to understand reading, cannot achieve success in school, and this has a negative impact on social relations and an individual's maturity. Later, it implies that many poor readers have difficulties in reading such as in word recognition, lacking understanding of the words in the text being read correctly, integrating what they have read in a meaningful and appropriate manner when interpreting words correctly and easily. The appearance of either of these leads to a sense of personal failure, a feeling of being overwhelmed by frustrating reading experiences, and inadequate reading comprehension (Rasinski, 2006). Khun and Stalh in Ilhan (2017) state that readers who have poor reading skills cannot automatically understand the meaning of words from the context because they depend heavily on the text, making it difficult to understand the meaning of the current context. Researchers have also suggested reading difficulties at the general education classroom level are due to a lack of strategic reading instruction (Ilter, 2017).

On the ground that the problem of reading comprehension in the content area class is based on the fact that many teachers cannot provide. Teachers do not provide the high level of reading skills training needed by students and do not include specific metacognitive reading strategies in student script practice activities. Other studies investigating the effectiveness of reading modalities on reading comprehension have also shown that poor readers can learn certain reading strategies through explicit instruction and cognitive strategies to overcome their reading difficulties. In other words, the earlier the solution is made to the problems of students who have difficulty reading, the more successful it will be, because if the problem continues it will become a habit and a negative influence on academic success, psychological, social and affective development of students will be negatively affected. In line with research by Ilhan Ilter (2017) which teaches paraphrasing strategies to support reading comprehension skills of elementary school students as readers at a frustrated level by emphasizing the importance of training cognitive strategies in students to help maximize reading learning performance (Ilter, 2017).

RESEARCH METHOD

Research Design

This research used descriptive qualitative research that is the research design part of qualitative method to describe the phenomenon by presenting facts in detail without trying to interpret them and focuses on understanding the interaction between the concept analyzed (Afri Sadly, 2016). Therefore, researchers use

qualitative research that has an interpretation that a person or research object becomes the center of attention in a research journal using a holistic perspective to understand the human experience, without focusing on the concept of specific details. So, the researchers tried to describe about the difficulties and implementation of paraphrasing strategy in EFL learners' reading skill..

Participants and Criteria

In this research, there were 11 participants involved consisting of 6 boys and 5 girls of the English Educational Study Program in 2019A Class at STKIP PGRI Sidoarjo student's between 19 and 20 years old taking Critical Reading course. There are 2 criteria to become a participant, the first was to have followed and completed critical reading courses especially on paraphrasing material, and the second was willing to take the test through the 15 points of yes-no questions provided.

Instruments, Data Collection, and Analysis

The instrument to collect the data was a set of 15 yes-no questionnaires to identify the students' ability in paraphrasing. In the process, the questionnaires were distributed as a research instrument in the form of a Google Form link that was shared through the WhatsApp group for them to open respectively. Then, participants were asked to respond to any statements given on a list of questions on the web page. Thus, they are asked to submit their answers. After that, the data that appeared was presented in the form of a pie chart containing "Yes" for those who had understood of paraphrasing and "No" for students who had not. Another instrument used was a 3-day observation meeting classroom that was held every Wednesday on 13, 20, and 27 May 2020. This was done to identify any relationships between reading skill and the implementation of paraphrasing to get explanations as well information about the research. For the final stage of data analysis, all data was collected by the researchers to perform several procedures for the analysis. First, the researchers looked at and analysed the answers of the students who responded to the questions. Second, the researchers sorted the answers that were collected into two, namely students who understood paraphrasing and those who did not. Third, the researchers calculated the frequency of the students' answers using the observation. Therefore, the researchers used the formula below to determine the percentage of students' understanding :

$$P \quad (\%) = \frac{\text{Frequency of answers}}{N} \times 100\%$$

FINDINGS AND DISCUSSION

1. Observation Checklist Presentation of The Respondents' Data

The first data description was an observation checklist. This was used by researchers to see the implications and responses of EFL students in the 2019A class when the Critical Reading class took place. In this process, the ability and concentration of students to read will be seen related to students' reading comprehension and the difficulties they face when paraphrasing English texts.

From the results of the observations, on every Wednesday the 13th, 20th, and 27th of May 2020, the following data was later taken. In the first meeting, the teacher brought paraphrasing materials for the students, then motivated them to always actively participate during the learning activities in the reading class. In pre-writing class (pre-teaching and pre-paraphrase activities) activities on May 13 and 20, 2020 in Google Meet virtual

learning, the EFL students responded when the teacher asked. Not only that, the students were very active in learning paraphrasing strategies for reading skills. The participating students also did brainstorming, even though many of them did not really understand some of the questions; like what paraphrase was. During the class, the students also formed groups to present paraphrasing materials to exchange ideas with others. However, from the observation, they paid attention to the lecturer during the paraphrasing class, but when viewed from the expressions of the participant students, there were about 5 people looked nervous and tense. After the researchers conducted personal counseling sessions with the participating students, it turned out that this phenomenon was based on factors within the students, such as insecurity, being worried that they would not be able to answer the questions asked as they lacked of understanding of paraphrasing.

Then, in further reading learning activities (whilst-teaching and whilst paraphrase activities) through Google Meet on May 27, 2020, when exploring writing activities, the students were divided into groups consisting of 3 to 4 students. The participants were later divided into 3 groups. The first group consisted of 4 people consisting of 2 boys and 2 girls, then the second group consisted of 3 boys and 1 girl, and the last group consisting of 1 boy and 2 girls. In paraphrasing classes, students get stimulation from the teacher in the form of examples of English paraphrased texts (taken from Schoonen, 2019). After that, in the learning process the teacher explained to the students how to paraphrase texts, then each group was given a task by the teacher to paraphrase parts of a journal.

The first group of participants got a part to paraphrase the introduction section on pages 511-512, then the second group got the reading and writing resources section, especially in the sub-chapter "A model of reading" on pages 512 to 513, and the third group also got the sub-section chapters of reading and writing resources, that was the relationship between reading and writing on pages 515 to 517. In this session, the students who participated in each group were very serious in paraphrasing the they got. Later, 5 of the 11 participants spread across the three groups got paraphrased results with low scores below the average of 60 and 1 participant was in the threshold of the average score of 60.

After finishing assessment, a counseling session was held for the participants. The researchers wanted to find out the facts why the students did not score above the average. It was found that they had a limited or low vocabulary level, were confused about determining ideas in their writing, composing sentences and choosing words, word ordering, and using sentence construction correctly. In this case, it was also found that the students who lacked paraphrasing knowledge turned out to be have a shy characteristic. Two other participating students also admitted that they were indeed a little lazy and bored when looking for sources about paraphrasing, as they were confusing. In addition, the students had low reading skills in English and had fatal consequences in interpreting the meaning of the reading, then four student participants also admitted that when explained by the teacher, they could not concentrate well.

In post-lecture writing activities (post-teaching and post-paraphrase section), the lecturer reviewed and clarified the materials given. In this session, the students were guided to overcome various problems they faced, until they concluded solutions to practice paraphrasing more frequently, start discussions with friends, dared to ask questions with the teacher by eliminating awkwardness, feared of being seen as less intelligent, embarrassed, and so on. Then, they concluded that the most appropriate solution to be applied was to get rid of laziness or boredom by reading literature, especially on paraphrasing. And in this counseling session, the students also thought that during the learning and after getting to know paraphrasing, the students, especially the participants, felt that they understood the meaning of some texts in English more easily, got important information in the text

more efficiently and quickly which would be useful when they do research, write a thesis, or even sit in an exam. It also made them independent, and could think critically so that they can overcome their. Meanwhile, they also assumed that in the classroom, paraphrasing also trained them to have the ability to understand the meaning of good reading.

2. Questionnaire Presentation of Respondents' Data

The second data description was from the questionnaires. The questionnaires were distributed to the students. The questions on the Google form were presented in the form of statements to make it easier to summarize. Furthermore, the questionnaires consisted of 15 with yes or no answers.. The following table summarizes the data descriptions based on their response to the questionnaires:

Table 1. Respondents' Data Based on the Questionnaires

No.	Statement	Yes	No
1	I can change the word in paraphrase easily	54.5%	45.5%
2	I understand a changing structure in paraphrase	63.6%	36.4%
3	I know external and internal aspect of paraphrase	54.5%	45.5%
4	I read more books to improve my paraphrasing skill	63.6%	36.4%
5	I can do a more practice exercise to improve my paraphrasing skill	81.8%	18.2%
6	I study and discuss with friends to get a improvement of paraphrasing	81.8%	18.2%
7	I can ask the lecturer to explain more about paraphrasing	81.8%	18.2%
8	I am familiar with paraphrasing skill	81.8%	18.2%
9	I am understand what paraphrasing is	81.8%	18.2%
10	I know how to paraphrase English text correctly	81.8%	18.2%
11	I know the criteria for good and poor paraphrasing	63.6%	36.4%
12	I can identify a paraphrase of English text	63.6%	36.4%
13	I can paraphrasing a text easily	54.5%	45.5%
14	I understand a changing structure of ideas in paraphrase	54.5%	45.5%
15	I can change word orders in paraphrase	63.6%	36.4%
TOTAL		68.45%	31.54%

The first and second statements asked about the students' understanding in paraphrasing. And, as long as the students participated in classroom observation activities, they had practiced paraphrasing such as when taking essay exams, writing material in notebooks, and doing assignments. Therefore, nine students (81.8%) answered "Yes" and two students (18.2%) answered "No". So, it can be concluded that paraphrasing was quite well known by the students when applied.

Then, the third question asked the students about solving difficulties of paraphrasing text. It represents an idea that the students already understood how to paraphrase an English text properly. And it was confirmed since many of them got motivation to learn in spurring reading and paraphrasing skills by doing exercises and sharing with friends. The results of the questionnaire taken by the researchers showed good results. Nine students (81.8%) answered "Yes" and two students (18.2%) said "No".

Next, the question number four is related to the perceptions of each student in knowing the characteristics or criteria of good or bad paraphrasing. The question would like to identify the students' ability to show the quality of a text that had been paraphrased and determine whether the determining the criteria for this paraphrased text can be a difficulty for the students. The results showed that there were seven students (63.6%) who knew the pros and cons of a paraphrase text, but the other four students (36.4%) gave the opposite response since they did not understand what the teacher said because the condition of the internet network through virtual learning was not stable and the scope of the atmosphere in which they studied was not conducive.

Next, statement number five and six were closely related to the statement in number four. They asked whether the participants felt more able to identify a text that has been paraphrased in a foreign language regardless of the quality of the paraphrased writing. For this, four students (36.4%) still experienced difficulties due to their limited vocabulary and reading skill. For the statement number six, six students (54.5%) responded that they thought paraphrasing was quite easy, while the other five students (45.5%) still found it difficult because their understanding of paraphrasing characteristics was not quite understood by the students due to the lack of concentration during learning and unfamiliarity with the vocabularies.

For the seventh question about understanding a changing structure of ideas in paraphrasing, there were 6 students (54.5%) who said to have understood how to independently construct ideas without assistance from the teacher. The results were quite high for students who did not understand what the structure of ideas in paraphrasing, as many as 5 students (45.5%), because they said that if they lacked curiosity in learning and reading, they assumed that they learned only when the teacher explained the material or when preparing for the exam.

For question number eight and nine, about word ordering in statements and whether they could change word orders in paraphrasing and change the words by paraphrasing them, these statements were related to statements number 5 and 6. They showed differences in the results of the study. For example, statement number eight there were seven students (63.6%) who answered "Yes" and four students (36.4%) answered "No", while number nine has the result 6 students (54.5%) answered "Yes" and 5 students (45.5%) answered "No" indicate the lack of ability to understand what word ordering was.

The question number ten asked about an important role in the paraphrasing process carried out by the students because if they could not arrange sentences in the text correctly, the text would never be correct as a whole. In this case, it was explained by the statement the students understood changing sentence structures in paraphrasing and seven students (63.6%) answered "Yes" because they understood how to use correct sentence construction, while the other four students (36.4%) answered the statement on the contrary. Some still found it difficult to understand how to change the structures due to weak reading skills.

Continued by the eleventh statement, the item was specifically aimed at internal and external conditions that affected students in the paraphrasing process: internal elements such as the students' ability, quality or self-motivation, intellectual understanding, even linguistic competences, and external elements like technology and networks, standards in good paraphrasing, to a conducive scope (Prasaja, 2018). Later, it was found that six students (54.5%) were already aware of the internal-external factors regardless of the difficulties they were facing, while five students (45.5%) still did not understand what the factors were. This was due to the lack of stimulus provided by the teacher while teaching and the lack of response from the students.

Next, the item number twelve was closely related to the solution of the difficulties faced by the students. This was one of the four statements that had different results from the other items. It was whether the students read more books to improve their paraphrasing skills. As many as seven students (63.6%) agreed if by reading the journal and literature that discussed what paraphrasing was, they could improve their paraphrasing skills, whereas four students (36.4%) of the participants thought it would not improve their abilities. The students seemed to also have low motivation to read because they said that they got bored if they saw too much writing without any pictures or colors. So, it can be concluded that low motivation in reading will have an impact on the ability to paraphrasing because it is closely related to their different learning styles .

For the last three numbers, they contained statements about whether they could do more practices to improve their paraphrasing skills, study and discuss with friends to get improve their paraphrasing skill, and ask the lecturer to explain more about paraphrasing. All the three statement had the same results, namely nine students (81.8%) agreed with the statement that was presented to them and two students (18.2%) expressed their disagreement. These statements indicated that most students could handle the problems they were having when paraphrasing and as many as 18.2% of the students needed special stimulus or further help from the teacher in the form of training or even conveying material in a different way because they admitted to have difficulties concentrating because of the limited virtual classroom atmosphere and because they were used to seeing the materials on the white board in the classroom.

Based on the above data, on average, the respondents who answered "yes" were as many as 68.45%, and as many as 31.54% of them answered "no". The explanation can be seen from the part of the total responses. The researchers themselves at first glance thought that the respondents who answered "Yes" seemed to be capable and dominating with a greater number. At a percentage of 31.54%, some difficulties of the students were the lack of understanding of paraphrases such as, not being familiar with paraphrasing, not knowing how to paraphrase text correctly, finding it difficult to paraphrase text and changing the idea of word structure or order. But not only that, there were also those who did not know about the criteria for good and bad paraphrasing and cannot identify English paraphrasing texts. Some of the problems faced by students were due to both internal and external factors (Prasaja, 2018). Internal factors such as (1) being worried and embarrassed if they ask their teacher or friends, they would look less clever and insecure about their own abilities which caused a lack of vocabulary and dealing with some unfamiliar vocabulary, (2) having a low level reading skills, (3) not really having the knowledge of paraphrasing when the teacher delivered the material so they considered it trivial, (4) lacking students' responses to teachers' requests, (5) lacking understanding and knowledge, (6) lacking curiosity in learning and reading, and (7) having low motivation in learning. Meanwhile, there were some factors from outside (external) that affected the students such as the (1) lack of stimulus provided by the teacher to students during the teaching and learning process, (2) limited virtual learning space, (3) students' learning habit of seeing the white board in the class, (4) the teacher's lack of covering a variety of ways of students' learning styles, and (5) conducive learning scope. Therefore, the number of students' responses who answered "No" as many as 31.54% was certainly a big portion of the whole and needed an immediate solution. Then, in their later semester, most of the students' reading course was above 78, so in other words the paraphrasing method was said to be appropriate to improve reading skills.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Most EFL students in Indonesia have difficulties in reading and understanding the meaning of reading in English. This requires them to read and reread texts carefully, also they can try to understand ideas- the main idea of the text and express it in their own words. Not only that, understanding text messages is indeed not easy, especially when we see it from the majority of EFL students' reading comprehension which is still far from what is expected. Therefore, it is possible to apply a paraphrasing strategy to improve reading skills and strategies. Through the description of this research respondents' data, it can be seen that the sample selection is in accordance with the population and sampling technique. From the results of observations carried out for 3 days, on every Wednesday the 13th, 20th, and 27th in May 2020, the EFL students remarked that in paraphrasing class activities, they received stimulation in the form of examples of English paraphrased texts and lectures explaining how to paraphrase English texts.

From the results of the consultation sessions, the students felt that the application of paraphrasing in reading could make them better understand changes in text easily, making students more independent and able to think critically which was evident in their increased final exam scores. Then, based on the data in the questionnaire, as many as 31.54%, the difficulty of students was a lack of understanding of paraphrasing such as constructing ideas, choosing words, word ordering, using correct sentences constructions, lacking vocabulary and knowledge about paraphrasing which required solutions to overcome these difficulties, such as practicing more, looking for additional sources about paraphrasing, and sharing with friends or asking the lectures. Therefore, it can be concluded that the application of the paraphrasing strategy can improve students' reading skills and comprehension and is an appropriate strategy to be applied in various reading activities for students.

Suggestions

Based on the conclusion, the suggestions that can be given for teacher educators are to have the right strategies in teaching according to the needs of students and their learning styles. As for the readers is to motivate readers to learn more about paraphrasing, have more reading references to broaden knowledge, and for other researchers is to use this as a reference source for developing research on paraphrasing.

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