

Paraphrasing Training Using Paraphraser Software as an Effort to Prevent Plagiarism

Perla Yualita^{a)}, Sajodin, Mia Anggi Anggraeni

Universitas 'Aisyiyah Bandung, Bandung, Indonesia

^{a)}Corresponding author: perlayualita3@gmail.com

Abstract

Currently, the phenomenon of plagiarism among students is still widespread. One effort to overcome plagiarism can be made through paragraph paraphrasing skills. Especially for high school (SMA) students who are the forerunners of students who are required to be productive in writing at least a final assignment publication. Therefore, it is deemed necessary to hold paragraph paraphrasing training using paraphraser software as an effort to prevent plagiarism at SMA Muhammadiyah 3 Bandung City. This PkM aims to increase students' knowledge about paraphrasing paragraphs through paraphraser software. Implementation methods: a) situation analysis for partners, b) pre-test implementation, c) provision of material, d) post-test implementation and activity evaluation. The PkM results show an increase in student's knowledge about paragraph paraphrasing through paraphraser software of 94.37 with a significance value of $0.000 > 0.05$. Thus, in general, students are equipped with the knowledge to improve their ability to paraphrase paragraphs using paraphraser software. Apart from that, the students seemed to respond positively. This was proven by the enthusiasm and 100% attendance of the participants.

Keywords: paraphrase paragraph, paraphraser software, plagiarism

INTRODUCTION

The world of education should be free from evil acts both physically and psychologically because the world of education is the front guard in shaping human character to become better. All fraudulent behavior should be eradicated in the educational process. Humans are nurtured and shaped in character so that they grow into human beings who are beneficial to themselves, the environment, and even their religion, nation, and country.

No matter how small, fraudulent behavior can grow step by step if it is not immediately eradicated. One form of cheating in the world of education is cheating, imitating, or acknowledging someone else's work without stating the source, so it is said to be plagiarism. This could be done because of mounting task demands. If left unchecked, it will erode the character of honesty, creativity, responsibility, and respect for other people's work, which will lead to the death of students' positive character due to plagiarism. By the opinion of Faizti, (2021) states that the impacts of plagiarism include: (1) a source of bad reputation; (2) lower self-confidence; (3) fostering a lazy nature; (4) sources of creativity barriers; (5) and may be subject to legal cases.

However, nowadays there are still many students who create written works by copying and pasting other people's work without following the correct citing rules. Both in making coursework and final assignments. As stated by Hidrawati et al., (2015) who researched there is still a

habituation of plagiarism in college assignments among students. The results of this research show that there are 4 ways students use to plagiarize coursework, namely: (1) using a laptop as a medium for surfing the internet; (2) entering keywords on Google; (3) looking for main references on blogs; (4) add your own language and book sources. Therefore, the process of getting used to plagiarism is often carried out by students. Likewise, Aji, (2018) which examined plagiarism behavior among students often occurs even among postgraduate students. In fact, according to Charismiadi, (2021), plagiarism cases reached 94% from elementary school to school level. intermediate.

Based on the phenomenon of widespread plagiarism, it is necessary to prepare an introduction to plagiarism from an early age during high school (SMA) as preparation for college. Thus, it is hoped that the level of plagiarism can be prevented from an early age before entering college, one of which is through paraphrasing. Based on research by Usman, (2015), the paraphrasing method can improve the ability to write poetry paraphrases into prose. Furthermore, Wantoro, (2021) research shows that applying the diary paraphrasing technique can improve writing skills. Apart from that, based on research results, writing paragraph paraphrases can be improved through paraphraser software (Yualita, 2023).

METHOD

The Pkm implementation will be held on Wednesday, June 14 2023 at SMA Muhammadiyah 3 Bandung City which is located on Jln. K.H.A. Dahlan Dalam No. 6 Bandung with target students in class XI as many as 38 people. The reason for choosing the target class XI students is because the students in that class are students who are considered to have received sufficient learning at the high school level. Implementation time is 08.30-12.00 WIB.

Broadly speaking, PkM is divided into 3 activities which can be explained as follows. Planning Stage: a) Coordinate with SMA Muhammadiyah 3 Bandung City and request permission to carry out community service. This stage is easy to do because SMA Muhammadiyah 3 Bandung City is a school under the auspices of the Aisyiyah – Muhammadiyah college, making it easier to coordinate. b) needs analysis is carried out by holding an audience with the principal and deputy principal for student affairs to explore needs in detail. c) Prepare material regarding paraphrasing paragraphs of scientific papers, paraphraser software, plagiarism along with pre-test and post-test questions. d) Carry out further coordination with SMA Muhammadiyah 3 Bandung City regarding scheduling and implementation of training. E) Preparing equipment for the highlight of the event.

Implementation stage; The implementation of this program is carried out through offline training including the following activities; a) Introduction and opening with the vice head of student affairs and all class XI students of SMA Muhammadiyah 3 Bandung City to establish closer emotional contact. b) Giving a pre-test to see students' initial ability to paraphrase paragraphs through paraphraser software using *Googleform*.c) Presentation of material, discussion, and practice of paragraph paraphrasing through paraphraser software

Evaluation Stage; a) At this stage, students are given a post-test to see their final abilities after providing the material. b) Providing door prizes for students with the best post-test scores

RESULT

In this activity, the main target was 38 class XI students of SMA Muhammadiyah 3 Bandung City. 38 participants completed the pre-test and post-test. The counseling begins with an introduction to the students accompanied by the Deputy Head of Student Affairs. The event continued with a pre-test using Google Forms for participants who had registered. During the counseling, all participants seemed enthusiastic and paid attention to the counseling process and prizes were given to participants who were able to answer questions. At the end of the counseling, participants were asked to fill out a post-test via Google form with a different link.

The average scores of pre-test and post-test results per material can be seen in the following table.

Tabel 1. Skor Hasil Prates dan Pascates Per Materi

No.	Materi	Prates	Pascates	%
		Skor Rata2	Skor Rata2	
1	Scientific papers	57,89	86,18	48,87
2	Plagiarism	31,58	77,63	145,82
3	Paraphrase with <i>Paraphraser</i>	45,39	85,53	88,43
Rata-rata				94,37

Based on table 1 above it can be explained as follows. Material (1) Scientific Writing received an average pre-test score of 57.89, while the average post-test score was 86.18, so the percentage increase was 48.87. Material (2) Plagiarism got an average pre-test score of 31.58, while the average post-test score was 77.63 so the percentage increase was 145.82. Material (3) Paraphrasing with Paraphrasing got an average pre-test score of 45.39, while the average post-test score was 85.53, so the percentage increase was 88.43. Thus, material (2) received the largest increase between pre-test and post-test. Overall the increase in average score based on the material was 94.37.

The results of data processing to calculate the achievement of the post-test significance value compared to the students' pre-test scores before and after participating in PkM activities (significance value if p-value < 0.05) are as follows.

Tabel 2. Pre-test and Post-test Significance Test

No.	Nama Uji	Prates	Pascates
1.	Shapiro Wilk's Normality	0,001	0,000
2.	Wilcoxon		0,000

Based on the table above, the pre-test score normality test data using Shapiro Wilk obtained the figure $0.001 < 0.05$, meaning the pre-test score was not normally distributed, likewise, the post-test data obtained $0.000 < 0.05$, meaning the post-test score was not normally distributed. Because the two data were not normally distributed, the Wilcoxon test was used. The Wilcoxon

test results obtained were $0.000 < 0.05$, which means there was a significant difference before and after this PkM activity was carried out.

DISCUSSION

From the results of the pre-test and post-test, it was found that the highest percentage increase was in material (2) Plagiarism. This shows that before participating in PkM activities, students did not know the concept of plagiarism well, but after participating in PkM activities, students were aware of actions that could be categorized as plagiarism so they could be more careful in citing other people's work. Students become aware of how important it is to include sources in the form of people's names and the year the book was published in scientific papers as a bibliography. It is not permissible to just include the site address if the source comes from the internet. So any source must still include the author's name and year of publication.

Second percentage increase in material (3) Paraphrasing with Paraphraser. This means that students are starting to become aware of software that can help them paraphrase other people's texts quickly and easily along with good and correct quoting methods. Students usually like the presence of software that can help them learn. This is the opinion of Miranda, (2021) who states that students' perceptions of paraphrasing tools are very positive and can have a positive influence on students becoming motivated to use these tools when paraphrasing while still paying attention to correct citation rules. Iqbal's research in Yualita, (2023) stated that learning with digital-based tools makes students more enjoyable. Malabay, (2022) stated that information technology is very useful in making it easier for people to access internet information to create manuscript themes. Apart from that, students can begin to check that the tolerance for the same words in the text to be quoted must not be more than three words.

The third increase is in material (1) Scientific Writing. This means that students increasingly understand the meaning of scientific writing, and can differentiate scientific writing from non-scientific work. It seems that scientific writing is more familiar among students than paraphrasing and plagiarism. The term "Scientific Writing" seems to have become commonplace for students because they have been given paper assignments and reports since elementary school.

Thus, this PkM activity was considered successful with the percentage increase in students' paragraph paraphrasing ability using paraphraser software as an effort to prevent plagiarism at SMA Muhammadiyah 3 Bandung City experiencing an average percentage increase in score of 94.37%. This is confirmed by the Wilcoxon Test results of $0.000 > 0.05$. Thus, this training is effective in improving students' ability to improve students' paragraph paraphrasing skills using paraphrasing software as an effort to prevent plagiarism at Muhammadiyah 3 High School, Bandung City.

Apart from that, the students seemed to respond positively to this activity. This can be seen from the enthusiasm and attendance of participants which reached 100%.

CONCLUSIONS AND RECOMMENDATIONS

The PkM activity with the title Paraphrasing Paraphrasing Training Using Paraphraser Software as an Effort to Prevent Plagiarism at SMA Muhammadiyah 3 Bandung City is an effort to increase students' ability to improve paragraph paraphrasing skills, especially using paraphrasing software. This activity went well and smoothly, the participants were enthusiastic, and the achievement of a significant increase in students' abilities was 94.37% ($0.000 < 0.05$). Apart from that, there was a

positive response from students at SMA Muhammadiyah 3 Bandung City to the paragraph paraphrasing training activity using paraphraser software as shown by the attendance percentage reaching 100%. Therefore, this activity needs to be carried out continuously for students so that students avoid the dangers of plagiarism in writing scientific papers.

ACKNOWLEDGEMENT

A big thank you goes to the leadership of Unisa Bandung and the Chair of LPPM Unisa Bandung who have facilitated the implementation of PkM both materially and spiritually. Apart from that, we don't forget to express our deepest gratitude to the Principal and Deputy Principal for Student Affairs at SMA Muhammadiyah 3 Bandung City for providing the opportunity to implement PkM at SMA Muhammadiyah 3 Bandung City. We also express our thanks to all parties who have helped implement this PkM so that it can be implemented smoothly. Hopefully, the good deeds that you have given will be rewarded by Allah SWT.

REFERENCES

- Aji, F. T. (2018). Perilaku Plagiarisme di Kalangan Mahasiswa Magister Universitas Airlangga. *Repository Unair*, 10, 1–29. <https://repository.unair.ac.id/74814>
- Charismiadji, I. (2021). Kasus plagisisme di tingkat SD hingga SMA capai 94 persen. *Jawapos*. <https://www.jawapos.com/nasional/pendidikan/27/04/2021/kasus-plagiarisme-di-tingkat-sd-hingga-sma-capai-94-persen/>
- Faizti, N. (2021). Inilah 5 Dampak Plagiarisme Yang Harus Diwaspadai. *Dunia Dosen*. <https://www.duniadosen.com/dampak-plagiarisme/>
- Hidrawati, D., Budiati, A. C., & Zaini, R. (2015). Habituasi Plagiarisme Tugas Kuliah di Kalangan Mahasiswa FKIP UNS. *Sosialitas; Jurnal Ilmiah Pend. Sos Ant*, 5(2), 1–21. <https://jurnal.fkip.uns.ac.id/index.php/sosant/article/view/10583>
- Malabay. (2022). Pelatihan Dan Penyuluhan Teknik Parafrase Manual. *Jurnal Abdimas*, 8(5), 287–290.
- Miranda, D. (2021). The Impact Of Paraphrasing Tools On Students Paraphrasing Skills. *Thesis*. https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjcgZKQyr2AAxVISmWGHUckC_8QFnoECCUQAQ&url=https%3A%2F%2Frepository.
- Usman, R. (2015). Penggunaan Metode Parafrase untuk Meningkatkan Kemampuan Menulis Parafrase Puisi ke Prosa terhadap Hasil Belajar Siswa Kelas II SMP Al-Ittihat Pekanbaru Dosen FKIP Universitas Terbuka Pekanbaru. *Jurnal SOROT*, 10(2), 169–178. <https://sorot.ejournal.unri.ac.id/index.php/JS/article/view/3213/3127>
- Wantoro, A. W. (2021). Penerapan Teknik Parafrase Diary Tingkatkan Keterampilan Menulis Geguritan Pada Peserta Didik SMK Application of Diary Paraphrasing Technique Improve Geguritan Writing Skills in SMK. *Kawruh: Journal of Language Education, Literature, and Local Culture*, 3(1), 1–11. <https://doi.org/https://doi.org/10.32585/kawruh.v3i1.1426>
- Yualita, P. (2023). Menulis Paragraf dengan Teknik Paraprasa Menggunakan Software Paraphraser. *Jurnal KIBASP*, 7(1), 12–26. <https://doi.org/https://doi.org/10.31539/kibasp.v7i1.6409> MENULIS

APPENDIX



Figure 1. Coordination with the Principal of SMA Muhammadiyah 3 Bandung City



Figure 2. Pre-test implementation



Figure 3. Exposure of material to students



Figure 4. Giving door prizes



Figure 5. Final Evaluation and Closing