

PARAPHRASE TECHNIQUE TRAINING IN WRITING STUDENT THESIS

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Abstract: *Paraphrasing is a legal and legitimate way of rewriting someone else's ideas using different words, usually more complete, and presented in a new sentence. This community service activity article aims to discuss several practical paraphrasing techniques used in compiling scientific papers. Furthermore, in this paraphrasing technique training activity, the author used the material presentation and discussion method. During the activity, the author presented the material in two sessions, covering an introduction to scientific papers and paraphrasing techniques in scientific papers. In general, the presentation of the material in this community service activity was well received by the participants. This positive appreciation is in line with the participants' enthusiasm in participating in the presentation and discussion sessions.*

INTRODUCTION

Improving the quality of teachers and education personnel is a key issue frequently addressed by the Indonesian public and government. Policymakers, particularly the Ministry of Primary and Secondary Education of the Republic of Indonesia, have motivated and facilitated teachers to create and publish scientific papers based on classroom action research or other educational research topics. By engaging in these scientific activities, teachers are expected to deepen, master, and disseminate up-to-date and creative teaching approaches and techniques that can improve the quality of learning and student abilities (Arikunto, 2021; Latief, 2016; Suhardi & Masduqi, 2025; Sulistyio et al., 2017).

In relation to the creation of scientific papers, paraphrasing is generally a legal way of rewriting someone else's ideas using different words, usually in a more complete way and presented in a new sentence. In other words, it is a legitimate way of borrowing someone else's ideas and creating a more complete restatement than a summary (Deepublish, 2025; Badriyah, 2025). Considering the importance of paraphrasing writing skills, in this article the author discusses a community service activity in the form of a presentation of paraphrasing writing techniques in scientific works aimed at postgraduate students and secondary school teachers.

METHOD

The paraphrasing technique training activity in this scientific paper used the material presentation and discussion method (Kurniawan et al., 2023; Masduqi, 2012; Masduqi, 2024; Nuriadi, Verawati, & Jiwandono, 2023). This community service activity was conducted at the Postgraduate Program, Surabaya Islamic University, and was attended by approximately 30 students and high school teachers in Surabaya. Based on an agreement between the author as a guest lecturer and the postgraduate secretary as host at the end of 2024, the author does not provide detailed details of the participants, location, and time of the activity in this paper.

The author presented this paper in an egalitarian manner to create a conducive atmosphere for the participants. Each session began with a unique story/phenomenon in the academic field to capture the participants' attention, followed by presentations and discussions. Lighthearted jokes were also included to avoid boredom. The sequence of sessions in the presentation activity is carried out according to the table below.

Table 1.
Activity Description

Session	Title	Method	Time
I	Introduction to Scientific Work	Presentation and Discussion	20 Minute
II	Q & A	Discussion Questions	10 Minute
III	Paraphrasing Technique	Presentation and Discussion	20 Minute
IV	Q & A	Answer	10 Minute

RESULTS AND DISCUSSION

The paraphrasing technique training activity in this scientific paper used the material presentation and discussion method (Kurniawan et al., 2023; Masduqi, 2012; Masduqi, 2024; Nuriadi, Verawati, & Jiwandono, 2023). This community service activity was conducted at the Postgraduate Program, Surabaya Islamic University, and was attended by approximately 30 students and high school teachers in Surabaya. Based on an agreement between the author as a guest lecturer and the postgraduate secretary as host at the end of 2024, the author does not provide detailed details of the participants, location, and time of the activity in this paper.

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Figure 1.
Presentation of Paraphrasing Techniques in Scientific Work

The second topic, "Paraphrasing Techniques in Scientific Work," was presented by the author based on paraphrasing techniques commonly used in education. These paraphrasing techniques include:

1. Changing from clauses to phrases (or vice versa).
2. Changing from direct to indirect speech (or vice versa).
3. Changing from active to passive voice (or vice versa).
4. Changing synonyms.
5. Changing word forms.

The author also explained each paraphrasing technique along with relevant examples (Deepublish, 2025; Badriyah, 2025). After ensuring that the participants understood the material, the author assigned them group assignments, as shown in the image below.

😊 Giliran Anda 😊
Menulis Parafrase:

- Sekarang para guru madrasah khawatir terhadap pengaruh internet pada anak didiknya.
- Banyak cendekiawan muslim percaya pengelola media sosial melanggar privasi pengguna.
- Oligarki kekuasaan di kalangan elit penguasa sangat mengganggu perkembangan demokrasi di Indonesia.

Diskusi Kelompok

- Sangatlah pelik untuk mendefinisikan plagiarisme saat Anda melakukan ringkasan atau parafrase. Keduanya memang berbeda, tetapi batas-batas parafrase dan ringkasan sangatlah tipis sehingga Anda tidak menyadari jika Anda berpindah dari melakukan parafrase menjadi meringkas, kemudian berpindah ke melakukan plagiarisme. Apapun tujuannya, parafrase yang sangat mirip dengan naskah asli dianggap sebagai melakukan plagiarisme, meskipun Anda telah menuliskan sumbernya (Booth et al., 2005, hlm 203).

Figure 2.
Example of a Presentation Slide

The presentation of the two materials above was generally well-received by the participants

based on the evaluation conducted by the committee at the end of the event. This positive appreciation reflected the participants' active participation in all presentation and discussion sessions. Participants also remained engaged with the varied presentations, which included brainstorming, presentations, games, and discussions.

CONCLUSION

It can be concluded that this community service activity, which involved training in paraphrasing techniques for scientific papers, was a success. Most participants actively interacted during the discussion and Q&A sessions, and actively expressed their opinions with the presenters and other participants. The refreshments, snacks, and materials distributed by the committee were also well-received.

Some constructive feedback from participants concerned the limited timeframe, which resulted in the Q&A session not being sufficient to accommodate all questions and comments. Furthermore, the author was advised to moderate his speaking pace, particularly when explaining examples of paraphrasing. The presenters and committee welcomed this feedback and will improve their performance, as it will be useful for enhancing the quality of similar training programs in the future.

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