

## ABSTRACT

**Silviana, Seli., 2022. EFL Students' Perceptions on Their Paraphrasing Skill in Academic Writing.** A Paper. English Education Department, Faculty of *Tarbiyah* and Teacher Training, UIN Sunan Gunung Djati Bandung.

Paraphrasing is a part of academic writing that must be studied by English Education students. Essentially, paraphrasing refers to the process of conveying ideas in one's own language without changing the meaning and the content of a text. The paraphrasing ability is one of the important skills for EFL student. The topic of paraphrasing is chosen because many students have problems in paraphrasing. This study explored skills of the sixth-year students of English Program Study and their perception on paraphrasing. Here some common method in paraphrasing; use different vocabulary with the same meaning, change the order of words, and use different grammar.

Case study is chosen to collect the data through document analysis and interviews. This study obtained the data from an in-depth interview to explore the students' perceptions on their paraphrasing skills in academic writing. While, the purposive sampling is used to choose the participants. The total of participants are nine participants, there are three students with poor achievement, three students with medium achievement, and three students with high achievement of 6<sup>th</sup> semester based on their achievement in academic writing course.

According to Thadphoothon (2019), students' perception of paraphrasing skills refers to the students' feelings and understanding of the issues related to paraphrasing. The results of this study showed that there are three students falls into very poor level, four students falls into poor level, and two students fall into average level. This is in line with the students' perception of their ability to paraphrase, they perceived that they are poor in writing paraphrase. It can be seen that perception affects students' ability to write paraphrase.

By conducting this research, students can dig deeper and can find out the actual level of their skills in paraphrasing, because the evaluation results from the document analysis are given to students when conducting interviews. Moreover, lecturers are expected to be able to determine the appropriate method for teaching paraphrasing so that students' ability to write paraphrases will increase. However, this study is limited by the small scale of the participants. Therefore, further research can conduct on a large scale to gain more students' perception.