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EXPLORING ENTAILMENTS IN EFL LEARNERS' WRITING: A SEMANTICS PERSPECTIVE

A THESIS

**Submitted to the Department of English Language Education, Faculty of Education
and Teacher Training, State Institute for Islamic Studies *Syekh Nurjati* Cirebon in
Partial Fulfillment of the Requirements of Bachelor of Islamic Education in
English Language Education**



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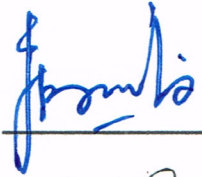
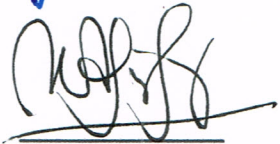
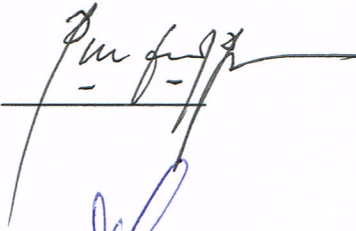
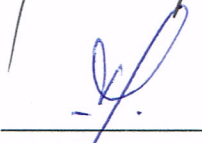

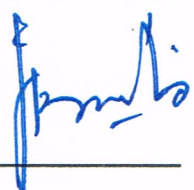


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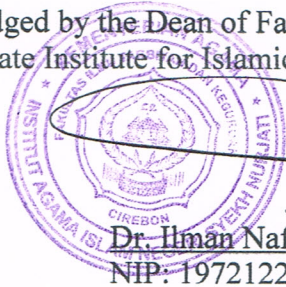
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RATIFICATION

This thesis which is entitled in **EXPLORING ENTAILMENTS IN EFL EARNERS' WRITING: A SEMANTICS PERSPECTIVE** written by Widia Atmaja with the student number 14111320134 has been examined on 10th June 2015. It has been accepted by the board of examiners. It has been recognized as one of the requirements for Bachelor of Islamic Education in English Language Education at Faculty of Education and Teacher Training, the State Institute for Islamic Studies *Syekh Nurjati Cirebon*.

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ABSTRACT

Widia Atmaja. 14111320134. *Exploring Entailments in EFL Learners' Writing: A Semantics Perspective.*

In the educational world, writing proficiency becomes measurement for the learner's knowledge. When the writer or student tries to restate in their own word they need to learn about paraphrasing. A sentence which expresses the same proposition as another sentence is a paraphrase of that sentence (assuming the same referents for any referring expressions involved). Paraphrase is to sentences (on individual interpretations) as synonymy is to predicates (though some semanticists talk loosely of synonymy in the case of sentences as well). On the other hand paraphrasing has a tight relation with entailments in semantics field. That is, two sentences may be said to be paraphrases of each other if and only if they have exactly the same set of entailments; or, which comes to the same thing, if and only if they mutually entail each other so that whenever one is true the other must also be true. The researcher found some students fail when do paraphrasing. The aims of this research is to know how the EFL learners use entailments in their writing and criteria that shows the extent quality of entailments complies with a good paraphrase with semantics perspective.

Technique and data collection procedure conducted by elicitation. This research will used Survey Based Research. The researcher follows the step of collecting data research of Susan M. Gass and Alison Mackey. Data collection is by using questionnaire and interview. The questionnaire was gave to the 20 high achiever learners in writing class. This research was in the sentence level. The total questions of questionnaire are 10 sentences and the learner asked to paraphrase the sentences. 10 respondents also interviewed.

The result of this analysis shows that there are different strategy in learners paraphrasing writing. Those eight strategies are available on Open Journal of Modern Linguistics compiled by Villa, Marti, & Rodriguez, Paraphrase Grammar by Smaby, R., and An Introduction to English Semantics and Pragmatics by Patrick Griffiths. The types of paraphrasing strategy are Change of Order, Additional/ Deletion, Synonym Substitution, Passive Transformation, Direct/ Indirect Style Alternation, Complementary, Derivational Substitution, Hyponym Hierarchy Substitution, and Change of Format. In total 200 target sentences from 20 respondents were taken from questionnaire, 58 sentences used Change of Order, 35 sentences were paraphrased with Additional/ Deletion, 30 sentences used Synonym Substitution, 17 sentences used Passive Transformation, 5 sentences used Direct/Indirect Style Alternation, 3 sentences used Complementary Substitution, 1 sentences used Derivational Change, 2 sentences used Hyponym



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Hierarchy Substitution, and 1 sentences used Change of Format and the other target sentences (49 sentences) are includes in not a paraphrase classification. There are four criterias that shows the extent quality of entailment complies with a good paraphrase by respondents, they are accurate complete, written in their own voice, and make a sense in their paraphrasing. On the researcher research, in total 200 sentences from 20 respondents were taken from the questionnaire. 151 sentences counted as good paraphrases and 49 sentences counted as not paraphrases. In total 20 respondents, 4 respondents answered the questionnaire and all of the sentences were included in a good paraphrase criterion. They are R. 4, R. 6, R. 8, and R. 12. 16 others have a not a good criteria and good paraphrase criteria. On the other hands, 16 others included into a respondent that still found not a good paraphrase criteria on their paraphrases, they are R. 1, R. 2, R. 3, R. 5, R. 7, R. 9, R. 10, R. 11, R. 13, R. 14, R. 15, R. 16, R. 17, R. 18, R. 19 and R. 20

Key words: Entailments, Paraphrase, Writing Strategy, EFL Learners



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CHAPTER I

This chapter reveals the background of researcher to make this research. In this chapter also the researcher will present the focus of study, question of research, aims of the research, frame of thinking, the significance of the research, research method, how the researcher will analyze the data, research timeline and the previous studies are also available.

1. 1. Research Background

Writing is the basic human skill that support human evolution in this world. The world history found that the earliest 5,500 years ago writing activity of human was started and actively participates in a development of humankind (Harmer, 2004:1). As time goes by, the needs of people who can writing increased and become vital in order bureaucratic organization to be successful. So that makes writing skill more desirable for citizen in this industrialized era. Yet in the educational world, writing proficiency becomes measurement for the learner's knowledge (Harmer, 2004:3).

Writing is the most complicated skill than the others skill although the learner spend a little time for drilling this skill. When writing, there are several language skills that hard to do. Experts have estimated that we spend 42 percent of our day listening, 32 percent of our day speaking, 15 percent of our day reading, and 11 percent writing. While writing takes up the least of our time, it is by far the most complex and difficult language arts skill to master. Think about it. Since writing is talk written down, it involves remembering the sequence of sounds, the shapes of the letters, vocabulary, grammatical structures, and punctuation” (Laurel Association, Inc, 2000: 5).

Writing is the one of some ways to deliver the writer ideas to the readers with written content. This is the essential of human communication when people trying to build and then shares their assumption to the others. We can use writing process to fulfill the needs of describing our idea to the other by produce a texts (Hylan, 2009: 33). On the other hand, the writer will be freely shares the idea as the important way to communication to the other. “The idea that texts can function independently of a context carries important ideological implications, and one of the most serious is the mechanistic view that human communication works by transferring ideas from one mind to another via language (Hyland, 2009: 8).

In English education, writing also being a very important skill to be learned. It can support the student ability to share their ideas in a text to the world. There are some techniques to be learned if we will increase our writing ability one of them is paraphrasing



technique. When the writer or student tries to restate in their own word they need to learn about paraphrasing. "A sentence which expresses the same proposition as another sentence is a paraphrase of that sentence (assuming the same referents for any referring expressions involved). Paraphrase is to sentences (on individual interpretations) as synonymy is to predicates (though some semanticists talk loosely of synonymy in the case of sentences as well)" (Hurford, 2007 : 108-109).

The paraphrase is the one skill that will be thought when the learner starts to writing. Paraphrasing is often defined as putting a passage from an author into our own words (Reinking, J. A., et al., 2010) That is, the learner writes the meaning of the author's ideas. They use some of the author's key terms, but they use many of their own words and sentence structures. The learners sometimes re explain what the source write before into their own words without copy paste the text but their writing have a same meaning from the source text. It is the matter when the learners avoid their writing from Plagiarism. On the other hand paraphrasing has a tight relation with entailments in semantics field. "Two sentences may be said to be paraphrases of each other if and only if they have exactly the same set of entailments; or, which comes to the same thing, if and only if they mutually entail each other so that whenever one is true the other must also be true" (Hurford, 2007: 112). When we ask a word we typically get more words. Eventually identifying the meaning a piece of language with more language is bound to become circular, as a word is defined in terms of some of the very words which is helps defines.

Approximately, there are three areas in writing. The first is performance in students of English as foreign language, Hoda Sarkoush (2013: vol. 4) assume that the main trust of the present study was investigate whether writing performance in students of English as foreign language (EFL) was related to self-efficacy in writing, writing apprehension, and attitude toward writing. The next area affirms by Rajit Singh (2012: vol. 5) the purpose of the study to determine the level of writing apprehension and how writing apprehension level and writing self-effectiveness beliefs influence writing proficiency stage among pre-university learners. Some previous study in writing areas recognize that some people did not realize the paraphrasing and textual entailments works whereas both of them sometimes is necessary for writing technique. The researcher tends to recognize when the paraphrasing failed the writer will be a plagiator (Androutsopoulos&Malakasiotis, 2010: vol.38). The other one is the research about the teacher's role to increase the paraphrasing skill for EFL learners in writing course. The researcher recognize that the student frustrated when the teacher did not taught



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them clearly (Sedhu, Lee &Choy , 2013: vol 2). While the recently research recognize that paraphrase in Paraphrase Identification (PI) problem is to classify that whether or not two sentences are near enough in meaning to be termed as paraphrases. And these are very important research dimension with practical applications in Information Extraction (IE), Machine Translation, Information Retrieval, Automatic, Identification of Copyright Infringement, Question Answering Systems and Intelligent Tutoring System when they examine it. They comprehensively with critical analysis to supply insightful fact about the proposed approach and the corpora used in the experiments (Ul-Qayyum&Altaf, 2012: vol 4). These researches about paraphrase are recently actively increased and make the researcher curious to make a new one research about paraphrasing.

In the academic world, the researcher recognizes the needs of writing skills. The important one is paraphrasing skill. It is the matter when the learner avoids their writing from Plagiarism. Sometime they did not recognize the importance of paraphrasing skill so that they tend to rewrite the source data without rewrite with their own words. Learner will have the strategies to avoiding this matter. On the other hand paraphrasing has a tight relation with entailments in semantics field. In fact, the researcher found the EFL learners also need the sources to support their knowledge while they learn something, discuss or critics it in their writing. The researcher still found that some EFL learners weakness is still poor using paraphrasing strategy. They have to know the strategy to avoid this matter. There are so many paraphrasing techniques that the student can choose to expand their idea based the source. The paraphrase is the one skill that will be thought when the learner starts to writing. Paraphrasing is often defined as putting a passage from an author into our own words (Reinking, J. A., et al., 2010) That is, the learner writes the meaning of the author's ideas. They use some of the author's key terms, but they use many of their own words and sentence structures. The learners sometimes re explain what the source write before into their own words without copy paste the text but their writing have a same meaning from the source text.

The researchers interviewed Mr. LalaBumela as the lecturer of Writing Course in The State Institute of Islamic Studies IAIN Syekh Nurjati Cirebon on 25th September 2014; he said that paraphrasing is a writing technique that very crucial and useful when learning English. When the learner fails to understand and use the strategy to paraphrasing they tend to be a plagiarator and this is very a big deal. On the next day, the researcher has interview a learner who joins Writing Class, he explains that trying to restate or rewrite someone writing by his words was very hard job at first. As a young learner he has failed to understand how to



paraphrasing when he did a writing task. He just retyped or rewrote the other words and he think it is no problem. But when the lecturer told him that he must learn the strategies of paraphrasing, he started to think that paraphrasing technique is totally important to master by him. These matters make a researcher want to examine how the learners in Writing Class The State Institute of Islamic Studies IAIN Syekh Nurjati Cirebon try to paraphrase in their class. Sometime the learner forgets the usefulness of this technique for their writing and maybe their paper or thesis in the future.

1. 2. Focus of the Study

Paraphrasing is the way to built a new expressions, words, or sentence by ourselves words that have a same semantic meaning and without breaking the context from the source. The popular definition inserted about expression such as different words or synonym, own words, pure or shorter manner. So, we can conclude that the core of idea of paraphrase is to keep the same concept or semantic meaning in the distinctly and simply one (Ul-Qayyum&Altaf, 2012: vol. 4). Every sentence has a proposition and when the learners do paraphrasing, the learners need to make a sentence that have same proposition (Hurford, 2007: 108-109). Paraphrasing has a tight relation with entailments in semantics field. “Two sentences may be said to be paraphrases of each other if and only if they have exactly the same set of entailments; or, which comes to the same thing, if and only if they mutually entail each other so that whenever one is true the other must also be true” (Hurford, 2007: 112).

To make a paraphrase people need some expressions that have same meaning of each others. A complete expression has a possibility have the other ways to express it with different expression. “The basic data of the study of the paraphrase relation consists of sets of utterances. Each set contains utterances which all mean the same” (Smaby, 1971: 2).

Some people who do paraphrasing sometimes makes a mistake by arguing that the sentences from the source are theirs and it is breaking the rule of writing (McWhorter, 2012: 611). This matter is very important thing the learner or people to know, because when people do this they are committing to break the law in academic world. ”Plagiarism is intellectually dishonest and is considered a form of cheating because you are submitting someone else’s work as your own. Harsh academic penalties are applied to students found guilty of plagiarism” (McWhorter, 2012: 613).

The field of the research in this thesis is only semantically analyzing learners’ strategies in paraphrasing when they write. Some students in their writing class successfully paraphrasing their idea based on the source. In this research focus on analyze how the student



choose the strategies of paraphrase sentences in their writing especially in the Writing Class, semantically perspective. When the paraphrase has a tight relation with entailments in semantics fields. On the other hand this research data is just from giving questionnaire 20 students in Writing Class about how they paraphrase the sentences. The researcher will try to analyze in semantic perspective.

1. 3. Questions Of Research

- b. How do the EFL learners use entailments in their writing?
- c. To what extent do such quality of entailments comply with their criteria of good paraphrase?

1. 4. Aims of Research

- a. To know the EFL learners use entailments in their writing.
- b. To know what extent do such quality of entailments comply with their criteria of good paraphrasing.

1. 5. Frame of Thinking

1. 5. 1. Entailments and Paraphrasing

Paraphrasing has a tight relation with entailments in semantics field. “Two sentences may be said to be paraphrases of each other if and only if they have exactly the same set of entailments; or, which comes to the same thing, if and only if they mutually entail each other so that whenever one is true the other must also be true” (Hurford, 2007: 112). Paraphrasing is the way to built a new expressions, words, or sentence by ourselves words that have a same semantic meaning and without breaking the context from the source. The popular definition inserted about expression such as different words or synonym, own words, pure or shorter manner. The conclusion is the core of idea of paraphrase is to keep the same concept or semantic meaning in the distinctly and simply one (Ul-Qayyum&Altaf, 2012: vol. 4). Every sentence has a proposition and when the learners do paraphrasing, the learners need to make a sentence that have same proposition (Hurford, 2007: 108-109). The sets of utterance becoming the primary material of study paraphrase. In the paraphrase, the sets of utterance must have sameness in the meaning. For the example:

- a. My rabbit ate the roses
- b. The roses were eaten by my rabbit
- c. I invest a lot of money in a French Company



d. I speculated heavily on the Paris bourse.

We can understand that the string of words in (a) is the paraphrase of string of words in (b) and then string of words of (c) become a paraphrase in the string of words of (d). There are so many different way to make a new set, but the set must be having a complete concept (Smaby: 1971)

Paraphrase between two sentences depends on entailment, since it is defined as a two-way entailment between the sentences. The points is entailments indicate sense relations between words, and sense relations indicate the entailment potentials of word. We have to observe language in use, think heavily and do test sentences, to try to judge is there any entailments or not (Griffiths, 2006: 27)

Following are some techniques that can use by learners to help paraphrasing or two way entailment. This table will describe the paraphrase typology for paraphrasing strategies. The table taken from Open Journal of Modern Linguistics, 2014:201 compiled by Vila, Marti, &Rodríguez :

1	Morpholexicon-Based Changes	Morphology Based	Inflectional Changes	(a) It was with difficulty that the course of <i>streets</i> could be followed. (b) You couldn't even follow the path of the <i>stree</i> .
			Modal-Verb Changes	(a) I [...] was still lost in conjectures who they <i>might</i> <i>be</i> . (b) I was pondering who they <i>could be</i> .
			Derivational Changes	(a) I have heard many accounts of him [...] all <i>differing</i> from each other. (b) I have heard many <i>different</i> things about him.



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		Lexicon Based	Spelling Changes	(a) The foodservice pie business <i>doesn't</i> fit the company's long-term growth strategy. (b) The foodservice pie business <i>does not</i> fit our long-term growth strategy.
			Same Polarity Substitution	(a) A <i>teaspoonful</i> of vanilla. (b) <i>Very little</i> vanilla.
			Synthetic/Analytic Substitution	(a) A sequence of ideas. (b) Ideas.
			Opposite-Polarities Substitution	(a) Leicester [...] <i>failed</i> in both enterprises. (b) He did <i>not succeed</i> in either case.
			Converse Substitution	(a) The Geological Society of London in 1855 <i>awarded</i> to him the Wollaston medal. (b) Resulted in him <i>receiving</i> the Wollaston medal from the Geological Society in London in 1855.
2	Structure-Based Changes	Syntax-Based	Diathesis Alternation	(a) The guide drew our attention to a gloomy little <i>dungeon</i> . (b) Ou[r] attention was drawn by our guide to a little <i>dungeon</i> .



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		Negation Switching	(a) In order to move us, it needs <i>no</i> reference to any recognized original. (b) One <i>does not</i> need to recognize a tangible object to be moved by its artistic representation.
		Ellipsis	(a) In the scenes with Iago <i>he</i> equaled Salvini, yet did not in any one point surpass him. (b) He equaled Salvini, in the scenes with Iago, but <i>he</i> did not in any point surpass him. or imitate him
		Coordination Changes	(a) It is estimated that he spent nearly \$10,000 on these works. In addition he published a large number of separate papers (b) Altogether these works cost him almost \$10,000 <i>and</i> he wrote a lot of small papers as well
		Subordination and Nasting Change	(a) The Russian law, which limits the percentage of Jewish pupils in any school, barred his admission. (b) The Russian law had



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			limits for Jewish students so they barred his admission.
	Discourse Based	Punctuation Changes	(a) Swartz repaid it in full, <i>with interest</i> , according to his lawyer, Charles Stillman. (b) Swartz fully repaid it <i>with interest</i> , according to his lawyer, Charles Stillman.
		Direct/Indirect Style Alternations	(a) “She is mine,” said the Great Spirit. (b) The Great Spirit said that she is her [s]
		Sentence modality Changes	(a) The real question is, will it pay? Will it please Theophilus P. Polk or vex Harriman. Q. Kunz? (b) He do it just for earning money or to please Theophilus P. Polk or vex Hariman, Q. Kunz
		Syntax/Discourse Structure Changes	(a) How he would stare! (b) He would surely stare!
3	Semantic Based Change		(a) The scenery was altogether more tropical. (b) which added to the tropical appearance.



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4	Miscellaneous Changes	Change of Format	(a) Fell 1.5% (b) Fell 1.5 percent
		Change of Order	(a) <i>First</i> we came to the tall palm trees. (b) We got to some rather biggish palm trees <i>first</i> .
		Additional/Deletion	(a) One day she took a hot flat-iron, removed my clothes, and held it on my naked back until I howled with pain. (b) As a proof of bed treatment, she took a hot flat-iron and put it on my back after removing my clothes.
5	Paraphrase extremes	Identical	(a) But he added <i>group performance would improve in the second half of the year and beyond</i> (b) De Sole said in the results statement that <i>group performance would improve in the second half of the year and beyond</i>
		Entailments	(a) [...] It was <i>acquiring</i> the “intellectual property and technology assets” of GeCAD (b) [...] It intends <i>to</i>



		<i>acquire</i> the intellectual property and technology assets of Romanian antivirus firm GeCADSoftware Srl
	Non Paraphrases	(a) The report was found Oct. 23, tucked inside <i>an old three-ring binder not related to the investigation.</i> (b) The report was found last week tucked <i>inside a training manual that belonged to Hicks.</i>

Table 1. Type of Paraphrasing Strategy

From the table, follows are the brief explanation. The table involved the example of each technique of strategy. Types of paraphrase strategies are grouped in classes according to the nature of the linguistic mechanism: (i) The morpholexicon-based change class comprises those types in which the paraphrase phenomenon is triggered at the morpholexicon level; (ii) the structure-based change class comprises those types that are the result of a different structural organization; and (iii) the semantic-based change class contains those types arising at the semantic level. An example of (i) are derivational changes, where the trigger consists of the change of category, which implies structural reorganizations. Regarding (ii), a diathesis alternation like in the table implicates a change of voice of the verb through others changes, but the trigger is syntactic. Next, paraphrases in the semantics class (iii) are based on a different distribution of semantic content from the lexical units implicate multiple and varied of some formal changes (Vila, Marti, & Rodríguez, 2014: 201). There are two more classes in the next strategies: miscellaneous changes and paraphrase extremes. The latter comprises those phenomena that are at the bounds or outside the bounding of paraphrasing. The last, the sub-classes follow the classical organization in formal linguistic levels from morphology to discourse and simply



establish an intermediate grouping between some classes and their types (Vila, Marti, & Rodríguez, 2014: 201).

Two main kinds of paraphrase structural reorganizations can be inferred from the previous explanation: those that are triggered by a lexical substitution (morpholexicon-based changes), and those that are not (structure based changes). The techniques to present and conceptualize of all these examples variety according to the writer, but all of them put forward the idea that paraphrasing may rely on something beyond pure semantic similarity.

The theory stated the paraphrase definition is sameness of the meaning, these examples are outside paraphrase limits. The techniques relies on semantic content. Paraphrases can also be seen as bidirectional entailment relations: “Text A is a paraphrase of text B if and only if A entails B and B entails A”. The relationship between textual entailment and paraphrasing is very tight (Vila, Marti, & Rodríguez, 2014: 201)

1. 5. 2. Paraphrasing Strategies

Those eight strategies are available on Open Journal of Modern Linguistics 2014:201 compiled by Villa, Marti, & Rodriguez, Paraphrase Grammar by Smaby, R., and An Introduction to English Semantics and Pragmatics by Patrick Griffiths. The types of paraphrasing strategy are Change of Order, Additional/ Deletion, Synonym Substitution, Passive Transformation, Direct/ Indirect Style Alternation, Complementary, Derivational Substitution, Hyponym Hierarchy Substitution, and Change of Format.

1. Change of Order

This strategy available on Open Journal of Modern Linguistics, 2014:201 compiled by Villa, Marti, & Rodriguez. Harris (1954) states that words occurring in the same contexts tend to have similar meanings, has been widely applied, directly or indirectly, more or less strictly, and under different forms, he added that sentence that appear in similar context we can call them as paraphrases. This theory support the strategy Change of Order because although the sentences are under different form or order but occurs in same meaning they are paraphrases. The words occurring in the same context tend to have similar meaning, although the sentence is changed directly or indirectly. When a sentence that appear in similar context we can call them as a paraphrases (Harris: 1954)

2. Additional/ Deletion.



This strategy available on Open Journal of Modern Linguistics, 2014:201 compiled by Villa, Marti, & Rodriguez.. Drass (1999), states more specifically sets out 54 types paraphrasing expressed in terms of syntactic transformations and groups them into five classes standing for paraphrase effects: change of perspective, change of emphasis, change of relation, deletion, and clause movement. Bhagat (2009) in turn, classifies paraphrases according to the lexical changes involved (e.g. actor/action substitution or noun/adjective conversion) and links each of these types to the structural modifications accompanying them, they are substitution, addition/deletion, and/or permutation.

3. Passive Transformation

This strategy available on book Paraphrase Grammar by Smaby, R. Smaby (1971: 4) states that the patterns involving permutations or deletions of elements of the utterances, or addition or substitution of certain constants. It concerned with transformational grammars of the paraphrase relation. A transformational grammar of the paraphrase relation of a language is a system of rules that will preserve the paraphrase relation. A string which functions as a sentence in a context and which is composed of a noun N1 followed by a verb V (in the present tense) followed by a second noun N2 can be altered to form S2 so that N2 is followed by *is*, then *Ved* and then *by* N1. The result is that S2 functions as a sentence in the context and the text resulting from replacing S1 by S2 is a paraphrase of the original text (Smabby, 1971: 5)

4. Synonym Substitution

Synonym is the thight relation between two words that they have some sense equivalence. Synonymy is equivalence of sense. For example is the nouns mother, mom and mum are synonyms and they can be a synonym for each other. When a word in a sentence is replaced by their synonym, the the literal meaning of the sentence is not diferent with the sentence before Sentences with the same meaning are called paraphrases. (Griffiths, 2006: 26). Griffiths give us an example of the synonym.

1. Andy is impudent
2. Andy is cheeky
3. (1 \Rightarrow 2) & (2 \Rightarrow 1)
4. *Andy is impudent but he isn't cheeky
5. *Andy is cheeky but he isn't impudent.

(Symbol \Rightarrow represent entailment)



If the sentence 1 is true so, the sentence 2 is must be true. To establish paraphrase we have to do more, however, than show that one sentence entails another: the entailment has to go both ways (two ways), (1) entails (2) and it is also the case that (2) entails (1), as summarised in (3). In normal discourse, (1) both (2) and (5) are contradictions, because entailments cannot be cancelled. When an entailed sentence is false, sentences that entail it cannot be true. *Cheeky* and *impudent* is literally synonym. People who accept it as reasonable accept that Andy is cheeky entails that ‘Andy is impudent’. Sentence (2) is also an entirely reasonable argument. People who accept it as reasonable are accepting that Andy is impudent entails ‘Andy is cheeky’. If both of the arguments (1,2) are accepted as reasonable, then we have two-way entailment or paraphrase between Andy is cheeky and Andy is impudent and we can conclude that the two adjectives are synonymous with each other. On the other hand, Harris (1954) states that words occurring in the same contexts tend to have similar meanings.

5. Direct/ Indirect Style Alternation.

Harris (1954) states that words occurring in the same context tend to have similar meaning, although the sentence is changed directly or indirectly. When a sentence that appear in similar context we can call them as a paraphrases. The theory stated that the paraphrased definition is sameness of the meaning, these examples are outside paraphrase limits. The strategy relies on semantic content. Paraphrase can also be seen as bidirectional entailment relation : “ Text A is a paraphrase of text B if and only if A entails B and B entails A”. The relationship between textual entailment and paraphrasing is very thight(M. Vila, et.al, 2014: 201).

6. Complementary Substitution

Griffiths (2006: 28) states that complementary can be called as negative synonym. Complementaries are defines in term of a pattern of entailment (Griffiths, 2006 : 28). With complementaries the sentence get entailment from negative sentence to affirmative sentence (Griffiths, 2006: 29). These are the the pairs of complementary

Same	different
Right	wrong
True	false
Intact	damaged
Connected	disconnected



For entailment example :

1. Maude's is the same as yours
2. Maude's is different from yours
3. $(1 \Rightarrow \text{NOT } 2) \ \& \ (\text{NOT } 1 \Rightarrow 2) \ \& \ (2 \Rightarrow \text{NOT } 1) \ \& \ (\text{NOT } 2 \ \& \ 1)$

Patterns of Entailment		
Sense relation	Two way entailment	How to paraphrase are created
Synonym		by substitution
Complementaries		by substitution and negation
Antonym		do not yield paraphrases
Converses		by substitution and reordering of noun phrases

Table 2. Patterns of Entailment

7. Hyponym Hierarchy Substitution

The sentence with the hyponym entails the corresponding sentence with the superordinate substituted it. It is possible to generalise about the pattern shown in a sentence, containing a hyponym of a given superordinate entails a sentence that differs from the original one only in that the superordinate has been substituted for its hyponym. The sentence with the hyponym entails the corresponding sentence with the superordinate replacing it (Griffiths, 2006: 47)

It is very important to learn about relation of noun, figures the description of verb and to lesser extent and adjective. Griffiths (2006: 46) give example of this matter.

- person has a head, a torso, arms, legs, skin
- a head has a face, hair, forehead, jaw
- a face has a mouth, nose, chin, eyes, cheeks
- a mouth has lips
- a torso has a chest, back, belly, shoulders
- an arm has an upper arm, forearm, biceps, elbow, wrist, hand
- a hand has a palm, fingers, knuckles
- a person's skin has pores

The pattern of entailment that defines hyponymy



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1. There's a house next to the gate.
2. There's a building next to the gate.
3. $(1 \Rightarrow 2) \ \& \ (2 \Rightarrow 1)$

The sentence with the hyponym entails the corresponding sentence with the superordinate replacing it, but the entailment goes one way only – not from the sentence containing the superordinate.

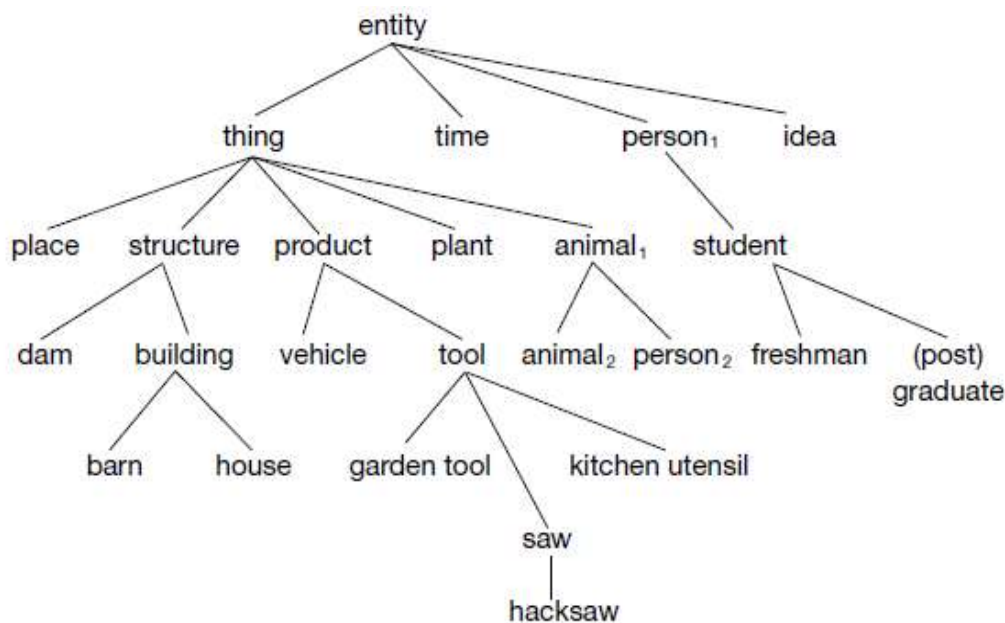


Figure 3.5 Part of the hyponym hierarchy of English nouns

Picture 1. Part of the Hyponym hierarchy of English nouns

8. Derivational Substitution

This type of paraphrasing strategy found on. The derivational change comprises a change from a verb to an adjective form, as well as an involved structural modification. It is the change of category or derivational changes as can be seen, paraphrase phenomena can take place isolated or combined, giving rise to complex paraphrase pairs. in the pair containing a derivational change mentioned above, other paraphrase phenomena can be observed (M. Vila, et. al : 2014: 201)

9. Change of Format

Faigley & Witte (1981) states that there also exist typologies that focus on concrete paraphrase cases, such as paraphrases involving editing. The other theory stated that the paraphrased definition is sameness of the meaning, these examples are outside



paraphrase limits. The strategy relies on semantic content. Paraphrase can also be seen as bidirectional entailment relation: “ Text A is a paraphrase of text B if and only if A entails B and B entails A”. The relationship between textual entailment and paraphrasing is very tight (M. Vila, et. al, 2014: 201).

1. 5. 3. Good Paraphrase

Spatt (2010: 149) has mentioned four guidelines to make a good paraphrase criteria, they are :

1. A paraphrase must be accurate
2. A paraphrase must be complete
3. A paraphrase must be written in your own voice
4. A paraphrase must make a sense by itself.

When someone does two ways entailment, they are also doing the paraphrase. So these four criteria that must be available in the paraphrase.

1. 6. Significances of Research

Theoretically, the result of research should provide understanding on learners' problems in using entailments in their writing, help the learners choose the hierarchy of hyponym in sentence and quality of entailments in good paraphrase. Furthermore, this research should give clear ideas on how the learners use the entailments to paraphrasing when they do the academic writing in their class.

Practically, the research should be useful for learners because the information about strategies to paraphrase with entailment included and they can use it when they paraphrasing in their academic works.

1. 7. Research Method

1. 7. 1. Research Setting

The study will be qualitative nature that it explores and digs information related to the research proposal. This research will be conducted in three months as the writing learners. The place of the research is a developing institute located in the cultural melting city and still moving into the modern city, the institute is IAIN Syekh Nurjati in Cirebon. In this institute, EFL learners' have to upgrade their quality in this almost modern city. The researcher found the phenomena of paraphrasing in writing on Writing Class at IAIN Syekh Nurjati Cirebon while the researcher took this course. While the learners' of Writing Class have to make a writing task like critical review, giving supporting source in their writing and etc.



They need to make some paraphrasing. This reason clearly emphasizes that the respondents are appropriate for the study.

1. 7. 2. Respondents

The source of data is EFL learners as a source data. The respondents are 20 learners at sixth semester in English Department IAIN Syekh Nurjati Cirebon. The total of learners of this course are about 150 learners, but the researcher just need 20 learners because compatibility with research timeline. The learners' are the high achiever in Writing Class will be pointed based on the lecturer's suggestion.

1. 7. 3. Research Design

In this research, the researcher will conduct the study with using basic qualitative/ interpretive research. Basic qualitative/ interpretive research is viewed as the appropriate method in this research because it is regarding as one of the research methods usually to analyze a phenomenon or process. It enables the researcher to understand respondents' point of view. The analysis usually focused on the process or activities perceived by respondents (Ary et.al, 2012: 452).

1. 7. 4. Research System

Since the research is qualitative, so I follow steps of research of Frankel, Wallen & Hyun (2012: 429-431), they are:

a. Identification phenomenon to study.

The research start by the identifying interesting particular phenomenon of the research by researcher. All of research problems are being the first point to proceed.

b. Identification of the respondent in the study.

The respondents are the subject of this research. In here, the respondent are the sample of individuals that will be interviewed and answer the questionnaire.

c. Data Collection.

The data collection in here are on going. The researcher will be continually collect the data using questionnaire and give it to the interviewing the respondents.

d. Data analysis.

The data will be analyze descriptively, the researcher will analyze from questionnaire.



- e. Interpretation and conclusion.

Interpretation will be continuously made from the course of research. The conclusions of researcher in a qualitative study are integrated with other steps in the research process before.

1. 7. 5. Techniques of Collecting Data.

Technique and data collection procedure will be conducted by elicitation. This research will be used Survey Based Research. Researcher follow steps of collecting data research of Susan M. Gass and Alison Mackey (2011: 159)

- a. Questionnaire

The questionnaire will be given to the 20 high achiever learners in writing class. The questionnaire are written instrument with written answer. The question is available in Appendix 4. This research will be in the sentence level. The total question of questionnaire is 10 sentences and the learner will be asked to paraphrase the sentences.

- b. Interview

The interview will be given to 10 respondents about how they paraphrase their writing. The question is four question their knowledge about paraphrasing.

1. 7. 6. The Instrument of The Research

Since this research is Qualitative Research, the researcher itself is the instrument of the research, Lincoln and Guba (1985) introduced the concept of human as instrument to emphasize the unique role that qualitative researchers play in their inquiry. He or she talks with people in the setting, observes their activities, reads their documents and written records, and records this information in field notes and journals. Qualitative inquiry relies on fieldwork methods (interviewing, observation, and document analysis) as the principal means of collecting data, avoiding the use of paper-and-pencil tests, checklists, mechanical instruments, and highly structured observational protocols (Ary, 2012: 424)

1. 8. Data Analysis

There are some stages of qualitative data analysis adopted from Cresswell (2007) as cited in Ary (2012: 482) :

- 1) Data managing,
- 2) Reading/ Memoing



- 3) Describing
- 4) Classifying
- 5) Interpreting
- 6) Representing
- 7) Visualizing

Here the researcher gives the example of data based on questionnaire :

Example of Questionnaire

Please paraphrase this sentence :

1. The ancient Romans were obsessed with roses.

The respondent answer : “Roses had made the ancient Romans were obsessed.”

Researcher Analyzing : Sentence number 4 was paraphrased by using Change of Order. “The ancient Romans were obsessed with roses.” paraphrased into “Roses had made the ancient Romans were obsessed.” And sentence number 9 “When communicating with people from different cultures, it is important to remember that culture and communication are strongly connected.” paraphrased into “The culture and communication are strongly connected when communicating with the people from different culture.” These sentences are have same meaning although the order of words are changed by R. 7. Entailments were found in these sentences. Harris (1954) states that words occurring in the same contexts tend to have similar meanings, has been widely applied, directly or indirectly, more or less strictly, and under different forms, he added that sentence that appear in similar context we can them as paraphrases. This theory supports the strategy Change of Order because although the sentences are under different form or order but occurs in same meaning they are paraphrases.



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1. 9. Research Timeline

No	Research Activity	Month and Week												
		January		February				March				April		
		3	4	1	2	3	4	1	2	3	4	1	2	
1	Identification of the phenomenon	V	V											
2	Identification of the respondent			V	V									
3	Generation of hypothesis					V	V							
4	Data Collection							V	V					
5	Data analysis									V	V			
6	Interpretation and conclusion											V	V	

Table 3. Research Timeline

1. 10. Previous Studies

There are so much numeral of the previous research which about paraphrasing. But the researcher will explain approximately four previous researches.

First research is about the influence of teaching strategies on students by a paraphrasing strategies, investigated by Sedhu, Yee Lee, and Choy (2013). The research was examining the influence of teaching strategies on the paraphrasing skills of English-as-second-language learners. Data for this research was taken from the teacher using reflective journals that were kept of the course. The research has shown that by keeping reflective journals the teacher will be helped to increase the effective teaching strategies. In this study the teacher's controlling of his students exercise and comment about summary writing were taken in weekly journals and then the teacher will analyze it in the end. The results showed this strength of this research, the research has proved that the use of content-driven teaching strategies have an effect on students acquisition of the paraphrasing skills taught. The weakness of this research is the explanation; the explanation in this research confused the reader.

Second research by Murata and Isahara (2004) they investigated about three English learner assistance system using Automatic Paraphrasing Techniques. The researcher was involving technology in the education research. The researcher has examine three system based on automatic paraphrasing technique to make easier English learner and English



Language beginner to study. The researcher has used three systems to paraphrase a sentence. The first system extracts personal failure pattern in the user English usage. This research was held in Japan so the second system is helps to English learner in Japan to paraphrase. The second system is transform English sentences that contained letter “L” and “R” that usually the Japanese people hard to pronounce these letters. This system usage is usually to transform a data from Japanese speaker while presentation into audience. And the last system is annotation system that provides definition sentence of difficult English words. Make the difficult sentences easier to understand. The research is very useful for English learner to paraphrase especially in Japan that the research has take place. This research has some weaknesses one of them is the research just gives a benefit for Japanese EFL learners.

The third research written by Villa, Marti and Rodriguez (2014) investigated about Paraphrase Boundaries and Typology. The research was stated that the basically the true definition of paraphrasing is does not exist. The researcher provides their research with paraphrasing characterization. They stated that paraphrasing from linguistics have a relation with computational linguistics. The researcher has analyzed paraphrase borderline cases and the interaction of paraphrasing with related linguistic phenomena. On the other hand, something that makes this research is interesting is a new paraphrase typology was presented. It goes beyond a simple list of types and is embedded in a linguistically-based hierarchical structure. This typology has been empirically validated through corpus annotation and its application in the plagiarism-detection domain. The weakness of this research is the term that used in this study is hard to be understood by the reader. Because the reader may have come from outside the linguistics area.

The fourth research written by Cedono, Vila, Marti, and Rosso (2012) investigated about plagiarism meets paraphrasing: insights for the next generation in automatic plagiarism detection. The researcher stated although paraphrasing is the linguistic mechanism underlying many plagiarism cases, little attention has been paid to its analysis in the framework of automatic plagiarism detection. On the other hand, some of plagiarism detector find the difficulties when detect the paraphrase plagiarism. In this research, the researcher looking for the connection between paraphrasing and plagiarism with a plagiarism detector system. With this goal in mind, they tried to create the P4P corpus, a new system that uses a paraphrase typology to annotate a subset of the PAN-PC-10 corpus to be a automatic plagiarism detector. The results of the Second International Competition on Plagiarism Detection were analyzed. The presented experiments show that (i) more complex paraphrase phenomena and a high



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density of paraphrase mechanisms make plagiarism detection more difficult, (ii) lexical substitutions are the paraphrase mechanisms used the most when plagiarizing, and (iii) paraphrase mechanisms tend to shorten the plagiarized text. For the first time, the paraphrase mechanisms behind plagiarism have been analyzed, providing critical insights for the improvement of automatic plagiarism detection systems. This research has a strength that is the researcher used a new system while they did the research and the weakness is this research is very use technology term that made the lay person feeling hard to understand about the system.

So, from those studies, the researcher tries to fill in the gap for writing area in the context of paraphrasing strategies. This research is supposed to give new information about paraphrasing strategies in the semantic view for EFL learners. This analysis will be the important one to give contribution in the writing area.



CHAPTER IV CONCLUSION

In this chapter, the researcher will give the conclusion from the two question of the research. First is about how do the EFL learners use entailments in their writing and second is about quality of entailments comply with the criteria of paraphrasing.

4. 1. Conclusion.

4. 1. 1. How do The EFL Learners Use Entailments In Their Writing.

The EFL learner also need the source to support their knowledge while they learn something, discuss or critics it in their writing. On the other hand, paraphrasing has a tight relation with entailments in semantics field. There are 9 strategies used by respondent when they do paraphrasing and also entailments found. In total 200 target sentences from 20 respondents were taken from questionnaire, 58 sentences used Change of Order, 35 sentences were paraphrased with Additional/ Deletion, 30 sentences used Synonym Substitution, 17 sentences used Passive Transformation, 5 sentences used Direct/Indirect Style Alternation, 3 sentences used Complementary Substitution, 1 sentences used Derivational Change, 2 sentences used Hyponym Hierarchy Substitution, and 1 sentences used Change of Format and the other target sentences (49 sentences) are includes in not a paraphrase classification.

4. 1. 2. Quality Of Entailment Comply With The Criteria Of Paraphrasing.

There are four criterias that shows the extent quality of entailment complies with a good paraphrase by respondents, they are accurate complete, written in their own voice, and make a sense in their paraphrasing. On the researcher research, in total 200 sentences from 20 respondents were taken from the questionnaire. 151 sentences counted as good paraphrases and 49 sentences counted as not paraphrases. In total 20 respondents, 4 respondents answered the questionnaire and all of the sentences were included in a good paraphrase criterion. They are R. 4, R. 6, R. 8, and R. 12. 16 others have a not a good criteria and good paraphrase criteria. On the other hands, 16 others included into a respondent that still found not a good paraphrase criteria on their paraphrases, they are R. 1, R. 2, R. 3, R. 5, R. 7, R. 9, R. 10, R. 11, R. 13, R. 14, R. 15, R. 16, R. 17, R. 18, R. 19 and R. 20



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4. 2. Suggestion

This research is not perfect yet, the researcher is not explaining more deeply about the sentences. The researcher suggests to the next research, the explanation of sentences must be clearer than this research. Especially, explanation about the structure of sentences. In this research also still found some lacks when processing the research data and the writing is not neat enough, the researcher hope next research can be more perfect than this.



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