

TEACHERS' STRATEGIES IN TEACHING WRITING AND THE PARAPHRASING SKILLS OF SENIOR HIGH SCHOOL STUDENTS IN SANTA ROSA, LAGUNA

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Abstract

This study aimed to investigate the connection between teachers' writing strategies and the paraphrasing skills of Grade 12 Senior High School Students. The study selected one section in one of the schools in Santa Rosa, Laguna, resulting in 64 participants. The researchers employed a survey questionnaire with five-point Likert scales to measure the level of teachers' strategies in teaching writing. Additionally, the students were given a passage to read and asked to paraphrase the specific text, which was evaluated using modified TOEFL iBT® Integrated Writing Rubrics. The data revealed that the students perceived implementing teachers' writing strategies as highly effective.

Moreover, the Grade 12 learners demonstrated a satisfactory level of paraphrasing skills. Notably, there was a positive correlation between guided and independent learning strategies and the students' paraphrasing skills. However, no significant correlation was found between collaborative, feedback, modeled strategies, and paraphrasing skills. Based on the findings, it is recommended that teachers conduct a needs analysis before designing instructional interventions targeting the students' paraphrasing skills. These interventions should be based on research on effective writing strategies and teaching practices and may include lesson plans, activities, and resources to support teachers in teaching writing and paraphrasing. It is crucial to evaluate the effectiveness of these interventions by collecting data on student learning outcomes, such as improved writing skills and enhanced paraphrasing understanding. Feedback from teachers and students can also contribute to assessing the interventions' efficacy.

“Keywords: Writing Strategies; Teaching Writing; Paraphrasing Skills; Senior High School”

1. Main text

Introduction

Any comprehensive educational program must include writing instruction because it enables pupils to express their ideas and thoughts effectively (Cole & Feng, 2015). The practice of paraphrasing calls for special consideration within writing training. The capacity to restate information in one's own words while maintaining the original meaning is known as paraphrasing (Library Research, 2023). It is a crucial ability that encourages critical thinking, improves comprehension, and helps prevent plagiarism. As a result, teachers are crucial in passing along efficient methods for instructing writing and developing paraphrasing skills among their students (Bowman, 2019).

However, students encountered difficulties in paraphrasing. Sunubi et al. (2020) found that the students struggled to develop acceptable paraphrased phrases and needed to match the standards of appropriate paraphrasing, which included citing sources and avoiding plagiarism by merely replacing words with their synonyms while maintaining the sentence structure. The study found several difficulties that respondents encountered during paraphrasing. These included issues in understanding novel vocabulary,

reorganizing sentences, finding suitable synonyms to substitute words in the original text, and needing to learn how to paraphrase effectively. According to the study, these barriers were caused by a limited vocabulary, a lack of practice paraphrasing, inadequate classroom learning conditions, lecturers' teaching methods, and limited comprehension of paraphrasing approaches.

Similarly, Akbar (2020) revealed that three of the six students could execute moderate revisions in their paraphrasing, while the remaining three only produced near copies of the original text. The disparity in the students' paraphrasing abilities can be attributed to their knowledge of paraphrasing, their ability to engage in analytical reading and apply paraphrasing strategies, and their understanding of citation mechanics. He suggested the need to enhance students' understanding of paraphrasing in the context of literature review by providing guidance and support from relevant institutions. Furthermore, the research recommends conducting further studies to investigate potential issues related to paraphrasing and other mechanisms of textual borrowing, considering a broader scope.

In that instance, it is anticipated that thorough instruction in paraphrasing techniques and strategies from lecturers or other instructors will remove the challenges (Pratama et al., 2022). The importance of teachers' tactics in educating students in writing and paraphrasing abilities has been recognized in numerous research. Choy & Lee (2012) employed an inquiry-based learning (IBL) strategy to foster independent thinking during summary writing in the classroom. The findings indicate that the students found the taught paraphrasing skills useful and could apply them to some extent. However, the results also revealed that the impact of the skills varied among students, suggesting that not all students benefited equally. Students' perception of confidence in their learning abilities and the assigned task may not accurately reflect their paraphrasing skills.

In the Philippines, the Department of Education (DepEd) introduced the K-12 program in 2013 to enhance the quality of education and equip students with the necessary skills for their future endeavors. As part of the program, the DepEd implemented the Senior High School (SHS) program in 2016 to prepare students for tertiary education or employment. The SHS program aims to develop students' competencies, including writing and paraphrasing.

The ability to paraphrase effectively is essential for senior high school students. It can help students to avoid plagiarism, improve their writing skills, and develop their critical thinking abilities. Therefore, teachers should emphasize the importance of paraphrasing skills and provide students with opportunities to practice and develop these skills.

However, it needs to be clarified how well SHS students in Santa Rosa, Laguna, are developing their paraphrasing skills and what strategies teachers use to teach writing and paraphrasing. Therefore, this study aimed to investigate the strategies used by teachers in teaching writing and the paraphrasing skills of senior high school students. Specifically, the study aimed to identify the most effective strategies and techniques teachers employ and the level of paraphrasing skills and provide recommendations to enhance the teaching of these skills.

Theoretical Framework

Teachers use a variety of strategies to teach writing and paraphrasing skills. This study is anchored to the process approach theory. The Process Approach Theory is a framework in writing instruction that emphasizes the writing process as a series of interconnected steps. It encourages students to engage in multiple drafts and revisions, emphasizing the importance of brainstorming, organizing, drafting, revising, and editing. This approach aims to develop students' writing skills, enhance their creativity, and improve their critical thinking.

Using the process approach as the theoretical framework, the study emphasizes the importance of the writing process and its impact on students' writing skills. The process approach encourages students to use various strategies and techniques to generate, organize, and refine their ideas. This approach also emphasizes the importance of feedback and revision in writing, allowing students to reflect on and improve their writing.

It provides valuable insights into the effectiveness of the process approach in teaching writing and improving paraphrasing skills among senior high school students. The findings of this study can inform future writing instruction and curriculum development, highlighting the importance of using a process approach to help students improve their writing skills.

This study is also anchored to the cognitive load theory proposed by Sweller (1988). It is a learning theory that suggests that the amount of information a learner can process and retain in working memory is limited. The researcher found that the cognitive load theory helped help teachers identify the appropriate difficulty level for writing and paraphrasing tasks. By designing tasks that were challenging but not overwhelming, teachers were able to help students improve their writing and paraphrasing skills.

This can also support the scaffolding techniques, such as providing examples and breaking down tasks into smaller components, effectively reducing cognitive load for students. By providing support and guidance, teachers were able to help students focus on the critical elements of the task and reduce the amount of information they had to process at once.

Objectives of the Study

The main objective of this study is to determine the relationship between teachers' strategies in teaching writing and the paraphrasing skills of Grade 12 senior high school students.

At the end of this study, the following objectives are expected:

1. Determine the level of teachers' strategies in writing in terms of its:
 - 1.1 collaborative strategies;
 - 1.2 feedback;
 - 1.3 modeled writing;
 - 1.4 guided instruction; and
 - 1.5 independent learning.
2. Determine the level of paraphrasing skills of Grade 12 Senior High School students.
3. Establish a significant relationship between teachers' strategies in teaching writing and the paraphrasing skills of Grade 12 senior high school students.

Research Methodology

The present study utilized a correlational research design to examine the relationship between teachers' strategies in teaching writing and paraphrasing skills among Grade 12 Senior High School students. The study's primary objectives were to determine the level of teachers' strategies in teaching writing, with a specific focus on collaborative, feedback, modeled, guided, and independent learning approaches. Additionally, the study aimed to assess the level of paraphrasing skills among Grade 12 students and establish any significant relationship between the teachers' strategies and students' paraphrasing skills. To conduct the study, a single section from one of the senior high schools in Santa Rosa, Laguna, was chosen as the respondent. The sample size consisted of 64 students who participated in the study.

To assess the students' paraphrasing skills, practical tests were employed. The students were given a passage to read and asked to paraphrase specific portions of the text. The students' paraphrasing skills were evaluated using modified TOEFL iBT® Integrated Writing Rubrics, which provided a standardized assessment framework. On the other hand, the assessment of teachers' strategies in teaching writing was carried out through a self-made survey questionnaire. The questionnaire utilized a five-point Likert scale, allowing participants to rate the level of implementation of various teaching strategies by their teachers.

To ensure the validity of the survey questionnaire, it underwent a rigorous review and validation process by three language experts. This step helped ensure that the questionnaire accurately measured the intended constructs and provided reliable data for analysis. Once the data were collected, several statistical measures such as frequency, percentage, mean, standard deviation, and correlation coefficient were employed to analyze the data. These measures allowed the researchers to explore the relationship between teachers'

strategies in teaching writing and students' paraphrasing skills.

Results and Discussion

Table 1. Level of Teachers' Collaborative Strategies

Statement My Teacher...	Mean (x)	SD	Verbal Interpretation
1. encourages think-pair-share activity.	4.22	0.68	Very Highly implemented
2. encourages peer-assisted strategies to enhance my writing skills.	4.19	0.71	Highly implemented
3. encourages small group discussions to share their ideas and thoughts.	4.28	0.72	Very Highly implemented
4. poses a problem and groups the students to solve the problem through writing.	4.27	0.65	Very Highly implemented
5. provides differentiated group writing activities that fit my needs.	4.23	0.77	Very Highly implemented
Overall	4.24		Very Highly Implemented

It can be gleaned from Table 1 that level of teachers' strategies in teaching writing in terms of Collaborative Strategy is 4.24, with very highly implemented verbal interpretation. It suggests that the teachers of Grade 12 Senior High School students employed a collaborative strategy to teach writing skills.

In particular, encouraging small group discussions to share their ideas and thoughts received the highest mean score of ($M=4.28$, $SD=0.68$), suggesting that this collaborative approach has been particularly effective in fostering students' critical thinking, communication, and collaboration skills. The encouraging peer-assisted strategy to enhance writing skills, although still highly implemented with a mean score of ($M=4.19$, $SD=0.71$), obtained the lowest mean score among the strategies. This may suggest that some students may not have had positive experiences with this teaching method or may not be familiar with its benefits.

This was aligned with the study of Latifah et al. (2020), who investigated how effective a collaborative writing strategy was in improving students' writing skills. The study's findings demonstrated that the collaborative writing approach outperformed the traditional method of teaching literacy.

Table 2. Level of Teachers' Strategies in Giving Feedback

Statement My Teacher...	Mean (x)	SD	Verbal Interpretation
1. I acknowledge myself if I achieve something in writing activities.	4.25	0.69	Very Highly implemented
2. gives criticism if my thoughts are not related to the topic given.	4.23	0.81	Very Highly implemented
3. encourages me to give feedback on the work of my classmate.	4.22	0.83	Very Highly implemented
4. talks to me about my writing performance and advice on how I will do it better.	4.06	1.05	Highly implemented
5. tells her expectation before the class starts to understand the significance of the writing activity.	4.19	0.85	Highly implemented
Overall	4.19		Highly Implemented

Table 2 shows the level of teachers' strategies in teaching writing in terms of feedback. The highest implemented strategy was acknowledging students when they achieve something in writing activities ($M=4.25$, $SD=0.69$), followed closely by giving critiques when their thoughts are not related to the given topic ($M=4.23$, $SD=0.69$) and encouraging them to give feedback to their classmates' work ($M=4.22$, $SD=0.83$). The lowest implemented strategy was talking to students about their writing performance and giving them advice on how to improve ($M=4.06$, $SD=1.05$), but still, it received a highly implemented. It can be gleaned from Table 2 that level of teachers' strategies in teaching writing in terms of Feedback is 4.19 with highly implemented verbal interpretation. This implies that some students may have perceived feedback teaching strategies as highly implemented. Teachers may use various methods to provide feedback to students, including written comments, in-class discussions, and one-on-one meetings.

Plaindaren & Shah (2019) demonstrated that the feedback received by pupils significantly contributed to improving their writing skills. Therefore, providing feedback is essential for students and can facilitate the teaching and learning of writing. As a result, teachers are encouraged to incorporate written feedback into their students' writing tasks.

Table 3. Level of Teachers' Strategies in Modelled Writing

Statement My Teacher...	Mean (x)	SD	Verbal Interpretation
1. demonstrates a new concept by giving an example.	4.28	0.74	Very Highly implemented
2. demonstrates a task that I am expecting to do on my own	4.31	0.73	Very Highly implemented
3. engages me to model the task for my peers.	4.13	0.68	Highly implemented
4. talks through my thought process while doing the question.	4.30	0.75	Very Highly implemented
5. encourages us to interpret information and data, analyze statements, and conclude what has been learned.	4.33	0.80	Very Highly implemented
Overall	4.27	Very Highly Implemented	

The highest implemented strategy was encouraging students to interpret information and data, analyze statements, and make conclusions about what has been learned ($M=4.33$, $SD=0.80$), followed by demonstrating a task that students are expected to do on their own ($M=4.31$, $SD=0.73$) and talking through their thought process while doing the question ($M=4.30$, $SD=0.75$). Engaging students to model the task for their peers ($M=4.13$, $SD=0.68$) received the lowest mean score among the five strategies, but it was still highly implemented. It can be gleaned from Table 3 that level of teachers' strategies in teaching writing in terms of Modeled Writing is 4.27, with very highly implemented verbal interpretation. This strategy is highly implemented because it is an effective way to improve students' writing skills. Modeled writing provides concrete examples of what this type of writing should look like, which can help them better understand the expectations for their writing.

Additionally, modeled writing can be particularly effective for students who are struggling with writing. By seeing a well-written example, they can better understand how to structure their writing and use appropriate vocabulary and grammar. This can give them the confidence to tackle more challenging writing assignments.

Modeling writing is indeed a critical element in the teaching of writing. It involves demonstrating the writing process to students and providing them with a clear understanding of how skilled writers approach their craft. By sharing the entire writing experience, teachers can go beyond simply instructing children on

what to write and instead foster their development as influential writers (Lodge, 2021).

Table 4. Level of Teachers' Strategies in Guided Instruction

Statement My Teacher...	Mean (x)	SD	Verbal Interpretation
1. guides me through asking questions.	4.22	0.68	Very Highly implemented
2. encourages me to ask questions about the topic and lets my classmates answer the questions.	4.05	0.90	Highly implemented
3. allows me to explore new concepts and ideas with guidance from her	4.13	0.97	Highly implemented
4. gives feedback after the writing process.	4.48	0.64	Very Highly implemented
5. provides a comprehensive explanation of the writing process	4.48	0.62	Very Highly implemented
Overall	4.27	Very Highly Implemented	

The highest implemented strategies were providing a comprehensive explanation of the writing process ($M=4.48$, $SD=0.62$) and giving feedback after the writing process ($M=4.48$, $SD=0.64$). The lowest implemented strategy was encouraging students to ask questions about the topic given and letting their classmates answer the questions ($M=4.05$, $SD=0.90$), but it was still highly implemented. It can be gleaned from Table 4 that level of teachers' strategies in teaching writing in terms of Guided is 4.27, with very highly implemented verbal interpretation. This implies that students observed teachers providing personalized, step-by-step guidance as they developed their writing abilities. This approach ensures that students receive the support they need to improve their writing skills systematically and effectively.

Lan et al. (2011) developed and evaluated different guided writing strategies based on the media richness theory. It was indicated that the rich media-guided writing strategy produced significantly higher differences than the pen-and-paper guided writing strategy regarding writing attitudes, including motivation, enjoyment, and anxiety.

Table 5. Level of Teachers' Strategies in Independent Learning

Statement My Teacher...	Mean (x)	SD	Verbal Interpretation
1. encourages me to take responsibility for my learning.	4.48	0.67	Very Highly implemented
2. It allows me to understand the concept on my own.	4.34	0.65	Very Highly implemented
3. encourages me to write on my own.	4.33	0.69	Very Highly implemented
4. encourages me to evaluate my work.	4.31	0.73	Very Highly implemented
5. advises me to keep a 'learning diary' for monitoring my progress in writing	4.31	0.73	Very Highly implemented
Overall	4.36	Very Highly Implemented	

The findings reveal that the teachers highly implemented strategies that encourage students to take

responsibility for their learning (mean = 4.48, SD = 0.67), understand writing concepts on their own (mean = 4.34, SD = 0.65), write on their own (mean = 4.33, SD = 0.69), evaluate their work (mean = 4.31, SD = 0.73), and keep a learning diary to monitor their progress in writing (mean = 4.31, SD = 0.73). The overall mean score indicates that the teachers' strategies in teaching writing with a focus on independent learning were very highly implemented (mean = 4.36).

Davidson (2007) emphasized that students' social accomplishment in independent writing should be considered when defining and understanding this instructional practice. Recognizing the importance of social interaction in independent writing can lead to a deeper understanding of how students collaboratively engage in the writing process.

Table 6. Level of Paraphrasing Skills of Grade 12 Students

Level	Frequency (f)	Percentage (%)	Verbal Interpretation
5	0	0 %	Outstanding
4	42	65.6 %	Very Satisfactory
3	22	34.4 %	Satisfactory
2	0	0 %	Unsatisfactory
1	0	0 %	Poor
N=64		100 %	Very Satisfactory

The data shows that out of 64 students, all were rated as outstanding, and all were rated as poor or satisfactory. Instead, most students (65.6%) were rated very satisfactory in their paraphrasing skills, while 34.4% were rated as satisfactory. The mean score for the group was 3.66, with a standard deviation of 0.48.

The results suggest that these Grade 12 senior high school students have relatively strong paraphrasing skills. The fact that none were rated as poor or unsatisfactory is a positive sign, and the majority being rated as very satisfactory indicates that most students are performing well in this area. The mean score of 3.66 is also relatively high, supporting the idea that these students have strong paraphrasing skills.

Thadphooton (2019) revealed that the students recognized the importance of paraphrasing skills for language learning and development. They acknowledged that paraphrasing was a complex task requiring multiple skills and abilities. Specifically, they identified syntactic and lexical (vocabulary) skills as crucial for successful paraphrasing.

Table 7. Significant Relationship Between the Teachers' Strategies in Teaching Writing and the Paraphrasing Skills of Grade 12 Senior High School Students

Paraphrasing Skills of Grade 12 Senior High School Students	Teachers' Strategies in Teaching Writing	r	Interpretation	p	Analysis
Raw Score	Collaborative Strategy	0.028	Very Weak	0.236	NS
	Feedback	0.039	Very Weak	0.169	NS
	Modeled Writing	0.111	Very Weak	0.060	NS
	Guided	0.415*	Moderate	0.017	S
	Independent Learning	0.302*	Weak	0.022	S

The data shows a significant relationship between the independent learning strategy and the students' paraphrasing skills, with a moderate positive correlation ($r = 0.415$) and a p-value of 0.017. This suggests that students who engage in independent learning have better paraphrasing skills than those who do not. On the other hand, the collaborative, feedback, and modeled writing strategies had very weak correlations with the students' paraphrasing skills, with correlation coefficients of 0.028, 0.039, and 0.111, respectively. None of these correlations were statistically significant ($p > 0.05$). The guided strategy had a weak positive correlation with the students' paraphrasing skills ($r = 0.302$), but this correlation was not statistically significant ($p = 0.022$).

Tran & Nguyen (2022) highlighted the significance of paraphrasing as a writing strategy in academic contexts and reported the positive effects of paraphrasing on EFL students' academic writing performance. It emphasizes the importance of incorporating explicit instruction and practice in paraphrasing techniques for improved writing skills and provides suggestions for teachers and students based on the study's findings.

Summary of Findings

The results showed that the teachers' implementation of various writing strategies was successful, with mean scores ranging from 4.19 to 4.48, indicating highly or very highly implemented strategies. The collaborative approach was the most effective strategy in fostering critical thinking, communication, and collaboration skills among students. Additionally, the study found that independent learning strategies were highly implemented and positively correlated with students' paraphrasing skills. None of the students were rated as outstanding or poor in their paraphrasing skills, with the majority rated as very satisfactory. Finally, the study found that independent learning significantly correlates with students' paraphrasing skills.

In contrast, the collaborative, feedback, and modeled writing strategies had weak correlations and were not statistically significant. The guided strategy had a weak positive correlation but was not statistically significant. These findings suggest that independent learning may be useful for improving students' paraphrasing skills.

Conclusions

The study indicates that teachers used various strategies to teach writing skills. These strategies included collaborative learning, feedback strategies, modeled writing, guided instruction, and promoting independent learning. These strategies suggest that the teachers were proactive in implementing diverse approaches to enhance student's writing abilities.

Furthermore, most students received a rating of "very satisfactory" in terms of their paraphrasing skills. This finding suggests that the students demonstrated a high level of proficiency in effectively rephrasing and expressing ideas in their own words. The fact that most students achieved a positive evaluation in this area highlights the effectiveness of the teaching strategies employed by the teachers.

The study also found a significant moderate positive correlation between the independent learning strategy and the students' paraphrasing skills. This indicates that students who engaged in independent learning activities, such as self-study or self-guided writing practice, tended to have better paraphrasing abilities. Encouraging students to take initiative in their learning process can contribute to improved paraphrasing skills. However, the study identified weak correlations between collaborative learning and feedback strategies and modeled writing strategies with the students' paraphrasing skills. This implies that while the teachers employed these strategies, they could have had a stronger direct impact on the students' ability to paraphrase effectively. These strategies may have influenced other aspects of writing skills or had indirect effects that were not captured in the study. Lastly, the guided instruction strategy showed a weak positive correlation with paraphrasing skills, although this correlation was not statistically significant. This suggests that while guided instruction may have influenced the students' paraphrasing abilities, the

relationship was not strong enough to reach statistical significance. Additional research or a larger sample size may be needed to explore this relationship further.

Recommendations

After all the findings are gathered, the following recommendations are offered:

1. Teachers may conduct a needs analysis before designing any instructional intervention about the paraphrasing skills of the learners.
2. Based on the needs analysis and research on effective writing strategies and teaching practices, instructional interventions can be designed to improve writing and paraphrasing skills. These interventions can include lesson plans, activities, and resources to support teachers in teaching writing and paraphrasing.
3. Once instructional interventions have been implemented, it is important to evaluate their effectiveness. This can include collecting data on student learning outcomes, such as improved writing skills and increased paraphrasing understanding. Feedback from teachers and students can also be valuable in evaluating the effectiveness of interventions.
4. School head may encourage teachers to attend professional development courses or training on effective writing strategies. This can help identify techniques that have been successful in teaching writing.
5. Future researchers may conduct a larger sample size to increase the statistical power of a study, making it more likely to detect significant relationships. If a variable is not statistically significant, it could be due to a small sample size that does not have enough power to detect an actual effect.

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