

Utilizing Paraphrasing Tools, Translation Techniques, and Bilingualism to Enhance Argumentative Writing Skills

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ABSTRACT

EFL students must improve their argumentative essay writing skills in order to cultivate critical thinking. Fifteen college students participated in the treatment because of their deficiencies in argumentative writing. The teacher began by delivering the lesson in the mother tongue. When it was put into practice, the students wrote argumentative essays in their home tongue. Strong external validation is required for the endorsed ideas. Citations were applied to the targeted notion in order to achieve this goal. The pupils had to manually translate their writings into English because of the subject matter. However, it is necessary to proofread the document for correct grammar usage. The pupils used a grammar checker app to meet this requirement. Making the content easy for readers to understand is crucial. The pupils used the paraphrase app in order to meet its requirements. The teaching-learning process data was then subjected to a qualitative analysis. The use of paraphrase tools, translation strategies, and bilingualism were then discovered to be beneficial for students' development of argumentative writing abilities. It encourages further observations from other researchers and could be used by educators to teach related subjects.

Keywords: Argumentative Writing, Bilingualism, Paraphrasing Tool, Translation, Vocabulary

INTRODUCTION

The secret to improving writing skills is to combine bilingualism, paraphrasing tools, and translation techniques. Through paraphrasing, ideas can be refined and presented in a more imaginative or understandable way, which helps improve understanding of language structure and meaning (Suseno, 2020). Because translation techniques often prompt students to think about the small distinctions between the two languages, they can improve vocabulary and comprehension when applied properly. Bilingualism is a powerful tool that improves the diversity and depth of students' writing because it allows them to see the world from a variety of linguistic perspectives. One can create a writing style that is more accurate, adaptable, and versatile by combining these techniques.

By forcing the teacher to restate concepts in a different way, paraphrasing aids in the definition of ideas and frequently results in a greater comprehension of the original meaning (Suseno, 2020). When an instructor paraphrases, they dissect the main idea and consider other approaches to delivering it, which can bring to light subtleties they might have overlooked the first time. The teacher's understanding of language structure is enhanced by this approach since it forces them to select proper words, sentence structures, and tones, which increases the

flexibility and effectiveness of their communication. Additionally, creativity is used by the instructor to convey well-known concepts in novel ways. It's a useful writing exercise for increasing writing depth and clarity.

Understanding the subtle changes in meaning, tone, and cultural context is more important than just switching words when translating between languages, according to the viewpoint on translation as a method for improving vocabulary and comprehension. Teachers who translate engage with both languages more deeply, examining the differences in the structure of ideas and phrases. Since teachers are frequently asked to locate synonyms or other terms that have the same meaning in the target language, this challenge can help them increase their vocabulary (Suseno, 2024c).

According to the perspective on translation as a strategy for enhancing vocabulary and comprehension, it is more crucial to comprehend the minute variations in meaning, tone, and cultural context while translating between languages than it is to simply replace words. Teachers who translate work with both languages more closely, analyzing how ideas and sentences are structured differently in each language. This task might help teachers expand their vocabulary because they are often requested to find synonyms or other terms that have the same meaning in the target language (Suseno, 2024d).

The belief that knowing more than one language allows a teacher to access a variety of worldviews, expressions, and thought processes is the foundation of the belief that bilingualism is an effective teaching tool (Archila et al., 2024). The cultural allusions, idioms, and structures that are specific to each language might influence how a teacher interprets and communicates concepts. When a teacher is bilingual, they may use these various linguistic resources, which increase the versatility of their writing. Richer expression is possible because, for example, some ideas may be more elegantly or clearly conveyed in one language than another. This adaptability can also assist the instructor in selecting the best communication style based on the context or audience. In essence, being multilingual increases one's writing possibilities for originality and accuracy.

Most EFL students find writing difficult, especially when it comes to argumentative writing. They appeared to struggle with how to articulate their thoughts in English. Furthermore, they were having a lot of trouble understanding the fundamentals of argumentative writing. They were unsure of how to begin writing the essay in an argumentative style. Their comprehension was unclear due to the teacher's instruction and example. They required instruction on how to create readable English content and comprehend the goal of writing argumentatively in their home tongue.

Argumentative essays have long been employed in the teaching and learning of writing, according to Haryanti & Samosir (2024). The present study examined whether problem-based learning on the subject of global warming could help students become better writers. Thirty-three eleventh-grade students from Nurul Falah Vocational High School in Tanggamus, Lampung, served as the subjects of this quantitative study. Writing assessments were used to gather the data (pre- and post). The outcome demonstrates that, following instruction using Problem-Based Learning, students' writing proficiency on global warming in an argumentative essay improved statistically. In addition, the outcome indicates that, in comparison to the other elements, the content seems to have improved the most. It suggests that teaching pupils about global warming through problem-based learning could help them write better.

Students' argumentative writing abilities can be substantially improved by putting bilingualism, translation techniques, and paraphrasing tools into practice. Students who are bilingual may access a variety of viewpoints, which helps them formulate more comprehensive

arguments. By teaching students how to effectively communicate ideas across languages, translation strategies help them write with accuracy and flexibility. They can rephrase concepts in their own terms with the use of paraphrasing tools, which fosters creativity and a deeper comprehension. In addition to enhancing linguistic skills, this combination fosters critical thinking, coherence, and clarity in argumentative writing. It might be utilized to finish implementing problem-based learning, as demonstrated in the study conducted by Haryanti & Samosir (2024).

The study's goal is to determine how the instructor uses bilingualism, translation techniques, and paraphrasing tools to improve the students' ability to write argumentatively. A research topic is necessary to steer the observation runs in the proper direction and achieve this kind of goal. In order to address this need, the study's research question is, "How does the teacher implement bilingualism, translation strategies, and paraphrasing tools to develop the students' argumentative writing skills?" To achieve the study's objective, the data gathered during the teaching and learning process was then qualitatively examined.

RESEARCH METHOD

Fifteen college students took part in the study. Because of their writing errors, students were allowed to participate in the teaching and learning process. The teacher and pupils used a WhatsApp group application to accomplish this goal in order to facilitate the process of learning how to write and use the tools. The introduction, thesis statement, body paragraphs (including arguments and counterarguments), and conclusion are the basic components of an argumentative essay that should be taught to students in their home tongue first. Because it offers a foundation that students can employ while utilizing other strategies, this stage is crucial. The instructor in the bilingual classroom invited the students to think about the ways that arguments are put together in various languages. For instance, what structural, formal, or stylistic differences exist between arguments in their first and second languages? Give pupils examples of both-language argumentative essays. Talk about how arguments are presented differently depending on the culture (e.g., direct versus indirect forms of persuasion). The teacher asked the students to draft an argumentative essay outline in their native tongue in order to help them understand the lesson. They should select the most efficient ways to communicate their views by comparing how the identical argument would sound in each language. After that, students convert it into the target language. While doing this, they thought about how rhetorical devices, tone, and structure could change depending on the language. Students considered how translating the argument improved their comprehension of the material after finishing the translation. Urge them to check the text for proper language usage by using a grammar checker. Grammar checkers taught them how to utilize grammar and language correctly in the right context by revising the translated text. The kids had to write readable essays. In order to achieve this goal, the instructor requested that the pupils use a paraphrase tool. They were able to rephrase concepts in the right way with the aid of this instrument. It helps people make sense of complicated concepts. The teacher invited the pupils to compare their work before and after utilizing the paraphrase tool in order to help them understand the legible content. To obtain the source data, the teaching and learning process's actions were observed. To achieve the study's objective, it was thereafter qualitatively examined.

RESULTS AND DISCUSSION

In order to respond to the study question, how does the instructor use paraphrase tools, translation techniques, and bilingualism to help the students improve their argumentative writing abilities? The teacher must follow certain procedures. It is a method of guiding students through the course material, from comprehending the purpose of composition and argumentative writing to producing argumentative writing products. Students find it easier to articulate their thoughts in argumentative writing when the processes are delivered in a logical order.

Delivering the instruction in the mother tongue

When teaching argumentative writing, it might be beneficial for EFL students to use their mother tongue since it facilitates idea generation and helps them understand difficult topics. It enables students to better arrange their ideas before putting them into English. It can also lessen cognitive overload, which makes it simpler to concentrate on creating compelling arguments and enhancing writing structure. For language growth, it is crucial to strike a balance between this and practicing English (Dang & Tong, 2024).

The teacher provided an example of creating an argumentative writing title, as seen in Fig. 1. He claimed that by concentrating on the most recent problem, they were able to find far more fascinating material. It might have led them to present the issue in an engaging way. According to the essay's title, "pengaruh media sosial terhadap kesehatan mental remaja" refers to the impact of social media on teens' mental health. A strong title can pique students' curiosity and encourage them to study the subject matter thoroughly. Titles such as "The Influence of Social Media on Teenagers' Mental Health" are realistic and precise, encouraging students to think critically about pertinent topics and develop compelling arguments. A strong title serves as a hook, giving the writing process a sense of direction. The essay begins the opening paragraph by emphasizing the important significance that social media plays in the lives of youngsters. It now plays a crucial role in teens' everyday lives, impacting their communication, education, and self-expression. The teacher focused on demonstrating how to begin with an introduction in argumentative writing, as stated in the lines, "In the increasingly advanced digital era, social media has become an integral part of daily life, especially among teenagers (Dalam era digital yang semakin maju, media sosial telah menjadi bagian integral dari kehidupan sehari-hari, terutama di kalangan remaja.)" Additionally, the instructor demonstrated the essay's persuasive section. It is a response to the first paragraph's introduction regarding the advantages of social media use for EFL students. According to research conducted by Saleem et al. (2024), it is seen that there is a positive correlation between social media use and a remaja's level of depression and anxiety. (According to the study by Saleem et al. (2024), social media use is positively correlated with teens' levels of anxiety and sadness.)" By including the citation, it demonstrates the counterpart's sound argument. Presenting the readers with a believable point of view is crucial. It lessens the readers' mental hesitancy.

The teacher shows the pupils the argumentative essay, as seen in Fig. 1. The text is divided into two portions. The first one is for the topic's substantiated ideas. The second one consists of conflicting assertions that demonstrate varying opinions regarding the subject matter. It is crucial to expose EFL students to it in order to help them develop a correct perspective when writing argumentative essays. Additionally, teaching pupils to compose argumentative essays in their mother tongue helps them understand the purpose of this kind of writing. When argumentative writing is delivered in the mother tongue, both the teacher

and the students engage in the comprehensive teaching and learning process. Students' uncertainty is reduced when they compose such an essay.

Judul: Pengaruh Media Sosial terhadap Kesehatan Mental Remaja

Dalam era digital yang semakin maju, media sosial telah menjadi bagian integral dari kehidupan sehari-hari, terutama di kalangan remaja. Meskipun media sosial menawarkan banyak manfaat, seperti kemudahan berkomunikasi dan akses informasi, ada juga dampak negatif yang signifikan terhadap kesehatan mental remaja. Artikel ini akan membahas argumen mengenai pengaruh media sosial terhadap kesehatan mental remaja, dengan fokus pada dampaknya terhadap kecemasan dan depresi.

Pertama-tama, penting untuk memahami bagaimana media sosial dapat mempengaruhi kesehatan mental remaja. Berdasarkan penelitian yang dilakukan oleh Twenge et al. (2018), ditemukan bahwa ada korelasi positif antara penggunaan media sosial dan tingkat kecemasan serta depresi pada remaja. Hal ini disebabkan oleh beberapa faktor, termasuk perbandingan sosial yang tidak sehat, cyberbullying, dan tekanan untuk selalu tampil sempurna di dunia maya.

Figure 1 The Example of Essay

Composing argumentative writing in the mother tongue

EFL students can more successfully and clearly communicate their ideas and arguments when they write in their home tongue. It lessens the cognitive load related to language learning by allowing individuals to utilize terminology and grammar that they are already familiar with. Writing in one's mother tongue fosters confidence. When expressing their thoughts in a language they are fluent in, EFL learners are likely to feel more at ease and less nervous, which can result in arguments that are more cohesive and well-organized. EFL learners can gain by writing argumentatively in their mother tongue in a number of ways. Without the additional strain of linguistic barriers, it enables individuals to articulate complicated concepts, concentrate on developing logical arguments, and better organize their thoughts. Additionally, this practice can help them become more confident and critical thinkers, which they can then use while writing in English (Mohsen, 2024).

The student bolded each paragraph's key phrase, as seen in Fig. 2. He emphasized the advantages of using technology to improve work from home (WFH) in the opening paragraph. It bolsters the topic's idea. He underlined that putting WFH into practice increases people's productivity. However, the second paragraph presented the opposite viewpoint. WFH is said to not always be flexible. At home, work utilities and internet access are not usually adequately supplied. It made it more difficult for WFH to be implemented successfully. Students might practice writing argumentative essays by drafting two paragraphs that contrast with one another.

4. Kebijakan Kerja dari Rumah Harus Dipertahankan Setelah Pandemi

Pandemi COVID yang terjadi sejak 2019 lalu banyak memberikan perubahan hidup dalam berbagai aspek. Terutama dalam aspek pekerjaan saat pandemi mengharuskan banyak perusahaan yang merubah cara bekerja mereka. Pandemi COVID-19 telah memaksa banyak perusahaan untuk menerapkan kebijakan kerja dari rumah (WFH) demi menjaga kesehatan karyawan dan kelangsungan bisnis. **Pemanfaatan teknologi tersebut menjadi sarana untuk meningkatkan produktivitas karena memiliki fleksibilitas waktu dalam bekerja, tanpa harus meninggalkan tanggung jawab dirumah [1]** Banyak pekerja melaporkan peningkatan produktivitas dan keseimbangan kehidupan kerja yang lebih baik dengan adanya fleksibilitas ini. Oleh karena itu, beberapa pihak berpendapat bahwa kebijakan WFH seharusnya dipertahankan bahkan setelah pandemi berakhir.

Namun, ada juga tantangan yang muncul dari kebijakan WFH, seperti isolasi sosial, kesulitan dalam kolaborasi tim, dan batasan antara pekerjaan dan kehidupan pribadi yang kabur. Selain itu, tidak semua jenis pekerjaan dapat dilakukan dari rumah, sehingga kebijakan ini mungkin tidak adil bagi semua pekerja. **Penyesuaian terhadap kondisi lingkungan kerja di rumah membuat sebagian karyawan merasakan kesulitan karena minimnya fasilitas yang tersedia seperti ketersediaan internet dan beberapa pekerjaan yang tidak dapat dilakukan di rumah [2]**

Figure 2 The student's essay in the mother tongue

Putting the citation

By demonstrating that the teacher's assertions are backed up by credible data and expert opinions, citing sources increases their credibility. For instance, an argument that cites research from credible publications or quotes acknowledged authorities in the subject is more persuasive than one that doesn't. Plagiarism, the immoral act of taking someone else's work without giving them credit, is avoided with proper citations. For instance, the teacher acknowledges the original authors and refrains from passing off their ideas as their own by properly referencing sources. Citations strengthen and persuade the teacher's argument by supplying proof for their assertions. Example: Citing scientific studies with particular data points supports the teacher's argument that climate change is accelerating. Whether the audience consists of readers, professors, or classmates, upholding academic integrity is crucial to preserving their respect and trust. For instance, citing sources shows that the instructor has done extensive research and is making a strong case. Citations enable readers to track out the information's original source and validate the sources that the instructor used to support their claims. For instance, students can consult the original research and publications the instructor referenced if they wish to learn more about the subject. Teachers who write have an ethical duty to respect others' intellectual property rights by properly citing their work. As an illustration, citing the work of other academics is a crucial component of ethical writing. Citations give readers access to the original sources, which aids in their understanding of the background and context of the teacher's argument. For instance, citing academic papers or historical records enables readers to understand the breadth and complexity of the subject under discussion. Academic success depends on knowing how to properly cite sources utilizing a variety of citation formats (such as APA, MLA, and Chicago). For instance: For example, a book citation in APA format would resemble this: (Year of Publication) Author: A. A. Work title: The subtitle is also capitalized. Publisher and Citations are not only necessary, but also a basic practice that improves the caliber and integrity of the teacher's work when it comes to argumentative writing. It maintains academic standards, bolsters the teacher's reliable evidence, and fosters trust with the audience. As a result, make sure the teacher's ideas are consistently backed up with relevant source (Buscaldi et al., 2024).

Indraswari (2024) presented similar concepts regarding the advantages of applying WFH in her study, as illustrated in Fig. 2. In the first paragraph, the student backed up his claims with her idea. Including such a source highlighted his idea's authenticity. The student and Indraswari (2024) share a similar perspective on how WFH should be implemented by the public. Additionally, the student included (Klein & Zwilling, 2024) in his statements in the

second paragraph. It appears that the student and Klein & Zwilling (2024) have similar opinions about the drawbacks of WFH implementation for the general public. The student understood the idea presented by (Klein & Zwilling, 2024) in their paper regarding the shortcomings of WFH implementation by individuals. This type of validity makes the concepts more reliable.

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Figure 3 The implementation of citation

Manual Text Translation

Manual translation aids in the language proficiency development of EFL students. It can improve linguistic proficiency since it necessitates a thorough comprehension of the syntax, grammar, and vocabulary of both the source and target languages. Cognitive functions that are critical to language acquisition are activated throughout the translation process. It pushes students to consider the text's significance and how best to translate it into another language. Text translation compels students to fully understand the subject matter. They must comprehend the original text's context, subtleties, and complexity in order to translate it effectively, which strengthens their understanding. EFL students can find and fix mistakes in the source text by manually translating it. Through this process, they are able to grow as writers and learn from their errors. Analyzing and thinking critically are necessary when translating argumentative writing. Students' analytical skills are sharpened as they must decipher the points made in the original text and paraphrase them intelligibly in English. Learners must consider cultural differences while translating argumentative writings and modify the material appropriately. This guarantees that the translated material is suitable for the target culture in addition to being linguistically correct. Manual translation offers EFL learners a chance to put their newly gained information into practice. It enables pupils to use their knowledge of vocabulary and linguistic structures in practical situations. EFL students can enhance their writing skills by translating texts and getting comments on them. Teachers can help students improve their argumentative writing skills by pointing out areas in which

they need to improve their language use. EFL students might gain confidence in their abilities to utilize English effectively by translating challenging texts. This assurance is transferable to different linguistic domains (Chen et al., 2024).

Many EFL learners might benefit from manual translation as a practical skill that can advance their academic and professional careers. It demonstrates a high level of linguistic proficiency and the ability to clearly communicate complex ideas in English. Manually translating argumentative writing texts into English is a helpful task for EFL students. By enhancing language skills, promoting cognitive engagement, and providing practical applications, it raises general confidence and language proficiency. The student translated his own essay from his mother tongue into English, as shown in Fig 4. He went as far as he was able. His capacity to articulate his thoughts in written form is reflected in it.

Work-from-Home Policy Must Be Maintained After the Pandemic

The COVID pandemic that have been ongoing for 2019 have brought many change to life in various aspects. Especially in the aspect of work, the pandemic forces many company to change their working methods. The COVID-19 pandemic have forced many companies to implement work-from-home (WFH) policies to maintain employee health and business continuity. The use of this technology has became a means to increase productivity because it offer flexibility in working hours, without having to leave responsibilities at home. (Fitria, 2024). Many workers report increased productivity and a better work-life balance with this flexibility. Therefore, some parties argues that the WFH policy should be maintained even after the pandemic ends.

However, there is also challenges that arise from the WFH policy, such as social isolation, difficulties in team collaboration, and blurred boundaries between work and personal life. Moreover, not all types of work can be do from home, so this policy may not be fair to all workers. Adjusting to the working conditions at home make it difficult for some employees due to the lack of available facilities such as internet access and certain tasks that cannot be performed at home. (Efenny et al., 2024).

Figure 4 The Translation Product

Putting the Grammar Checker App into Practice

EFL students can detect and fix grammatical mistakes in their writing with the use of grammar checker aides. This is essential for enhancing linguistic precision and guaranteeing that their arguments are communicated in an understandable and efficient manner. Students can enhance the caliber of their written work by employing a grammar checker (Putri, 2024). The application helps create more polished and businesslike writings by giving instant feedback on syntax, punctuation, and other grammatical elements. Grammar checkers aid in language learning by pointing out errors and offering fixes. This motivates EFL students to grow from their mistakes and get a deeper comprehension of English grammar principles. EFL learners' confidence can be increased by knowing that there is a tool to assist them find and fix grammar problems. As they draft and edit their work, it gives them comfort to know they have a resource to turn to. Grammar checker aids detect mistakes fast, saving time. This enables EFL students to spend less time on grammatical checks and more time on the writing's topic. Fixing grammatical mistakes improves the text's readability. Effective communication requires arguments that are simple to follow and comprehend, which is ensured by this method. Using

a grammar checker can be essential for EFL learners, particularly those in academic situations. It supports academic success by assisting in attaining the rigorous writing standards required by educational institutions. Using grammar checkers on a regular basis aids EFL learners in forming sound writing practices. It motivates them to pay attention to detail and edit their work frequently, two things that are crucial for any writer. EFL learners can use a variety of online grammar checkers at any time and from any location. They can more easily receive immediate criticism and keep improving their writing as a result. A variety of learning demands are met by grammar checker assistance. They fill in knowledge gaps by offering extra assistance to students who might find it difficult to understand specific grammatical ideas. EFL students benefit from using a grammar checking assistant because it improves writing quality, aids in language acquisition, boosts confidence, and saves time. It is a priceless resource that supports the general growth of proficient English communication abilities.

Students make a lot of blunders, as shown in Fig 5. He seemed to have struggled with subject-verb agreement and plural nouns. Instead of writing has, he wrote have. There are instances where the verbs' final s is absent. Additionally, he omitted the suffix "s" from the plural word. Instead of writing "some companies," he wrote "company." Furthermore, it appears that the text's use of the past participle is incorrect. "has become" is what he wrote rather than "has become." The tool highlighted every error he made. To correct such errors, there is a menu. Students can learn how to correct their mistakes so they don't make the same ones again.

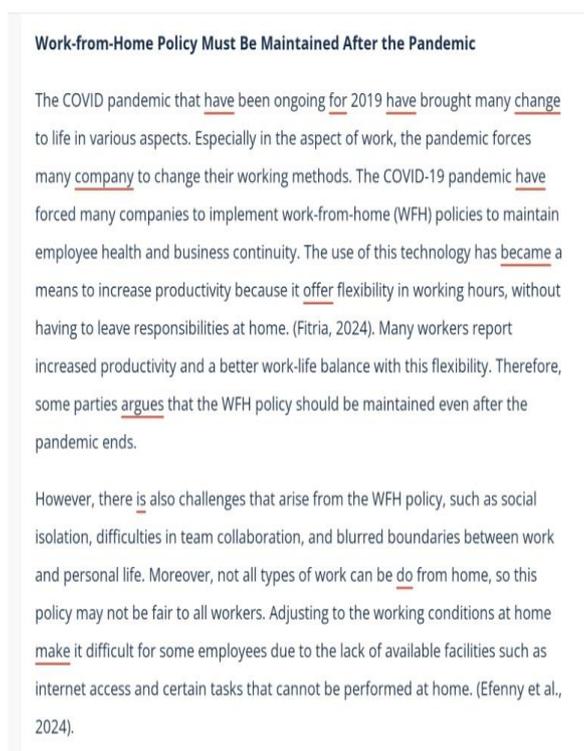


Figure 5 The Correction from Grammar Checker App

Making Use of the Paraphrasing Tool

EFL students must have a thorough understanding of the source material in order to paraphrase. Before rephrasing, they are encouraged to completely comprehend the topic, which improves their comprehension of the subject matter as a whole. By requiring them to put ideas into their own words, paraphrasing aids EFL learners in developing their writing abilities. This not only shows that they understand the material, but it also improves their

capacity to express difficult ideas in an understandable manner. EFL students can make sure their work is unique and free of plagiarism by employing a paraphrasing tool. This is essential for upholding academic integrity and preventing related sanctions. The cognitive processes involved in paraphrase are crucial for language acquisition. It demands that students consider the text critically and consider how to express the same thoughts using various word choices and grammatical constructions. EFL students can better grasp the subtleties of the English language by paraphrasing. It pushes kids to employ a range of words and phrase patterns, which help them comprehend language usage more deeply. Because paraphrasing forces students to rethink knowledge in novel and creative ways, it fosters creativity. Their writing may become more interesting and perceptive as a result. EFL students that regularly use paraphrase tools are better able to summarize and condense information. This is a useful ability that has applications in both professional and academic settings. Paraphrasing can help make difficult or dense texts easier to understand. It enables EFL students to deconstruct complex concepts into easier-to-understand parts. EFL learners' confidence in their language skills can be increased by effectively paraphrasing texts. It gives them a feeling of achievement and strengthens their confidence in their ability to speak English fluently. Paraphrasing is frequently a crucial part of homework in academic environments. EFL students can more successfully complete their assignments by using a paraphrasing tool, which will improve their overall academic performance. EFL students benefit from employing a paraphrasing assistance because it promotes language acquisition, increases comprehension, strengthens writing abilities, and prevents plagiarism. It promotes confidence, inventiveness, and cognitive engagement, all of which are necessary for successful academic performance and effective communication (Suseno, 2024b).

The two products, the original and the paraphrased, are shown in Figure 6. The student can see the appropriate way to convey the ideas by comparing them. "The use of this technology has become a means to increase productivity because it offers flexibility in working hours, without having to leave responsibilities at home," he stated in his initial words. According to a paraphrasing tool, "Because this technology allows for flexibility in working hours without requiring one to leave duties at home, its adoption has become a way to boost productivity. Many employees say that having this flexibility has improved their work-life balance and enhanced productivity." The word flexibility is mentioned right away in the second sentence of the paraphrased sentences, as can be observed. It demonstrates the intimate connection between the first and second sentences. Flexibility is mentioned in both sentences. The original version, which ended the second sentence with the word flexibility, is different. The student's writing skills are appropriately developed when such an approach is used.

Original Text

Work-from-Home Policy Must Be Maintained After the Pandemic

The COVID pandemic that has been ongoing since 2019 has brought many changes to life in various aspects. Especially in the aspect of work, the pandemic forces many companies to change their working methods. The COVID-19 pandemic has forced many companies to implement work-from-home (WFH) policies to maintain employee health and business continuity. The use of this technology has become a means to increase productivity because it offers flexibility in working hours, without having to leave responsibilities at home (Fitria, 2024). Many workers report increased productivity and a better work-life balance with this flexibility. Therefore, some parties argue that the WFH policy should be maintained even after the pandemic ends.

However, there are also challenges that arise from the WFH policy, such as social isolation, difficulties in team collaboration, and blurred boundaries between work and personal life. Moreover, not all types of work can be done from home, so this policy may not be fair to all workers. Adjusting to the working conditions at home makes it difficult for some employees due to the lack of available facilities such as internet access and certain tasks that cannot be performed at home (Efenny et al., 2024).

Paraphrased text

After the pandemic, the work-from-home policy must be maintained

The COVID pandemic, which has been going on since 2019, has changed many facets of life. The epidemic has forced many businesses to alter their working practices, particularly in the area of work. Many businesses have been compelled by the COVID-19 pandemic to establish work-from-home (WFH) policies in order to preserve employee well-being and business continuity. Because it allows for flexibility in working hours and eliminates the need to leave duties at home, this technology has become a tool for increasing productivity (Fitria (2024). With this flexibility, many employees report higher productivity and a better work-life balance. As a result, some contend that even when the pandemic is over, the WFH policy need to be upheld.

The WFH policy does, however, come with drawbacks, including social isolation, trouble collaborating in teams, and a blurring of the lines between work and personal life. Furthermore, this regulation could not be equitable to all workers because not all jobs can be completed from home. Due to the lack of amenities like internet access and specific duties that cannot be completed at home, some employees find it challenging to adapt to working conditions from home (Efenny et al., 2024)

Figure 6 The Comparison Product

English as a Foreign Language (EFL) learners can improve their argumentative writing abilities by using paraphrase tools, translation strategies, and bilingualism. Tools for paraphrasing help students simplify and make sense of difficult texts (Suseno, 2020). This facilitates the development of a deeper understanding of the structure and content of controversial subjects. Regular use of paraphrase tools helps students develop their ability to communicate ideas in a variety of ways, which improves their general language competency and writing flexibility. Correct paraphrasing instruction promotes academic integrity by assisting students in presenting unique ideas and information in their writing. By relating new English terminology and structures to their mother tongue, translation aids students in understanding complex ideas and promotes more efficient learning (Suseno, 2023a). Translation techniques allow learners to retain cultural nuances that are crucial for creating persuasive arguments relevant to diverse audiences. When learners translate their thoughts from their native language to English, they become more aware of grammatical structures and common errors, enabling them to refine their writing skills (Suseno, 2021). Bilingual students have the cognitive advantage of being able to think in multiple languages, which enhances their ability to formulate and understand complex arguments. Bilingualism allows access to a wider range of cultural and linguistic resources, enabling learners to construct more compelling and globally aware arguments. The ability to draw on knowledge from two languages encourages the transfer of critical thinking and problem-solving skills, which are essential for effective argumentative writing. Incorporating these techniques into language acquisition enhances

confidence and cognitive engagement in addition to improving writing skills (Suseno, 2024a). EFL students can gain a more sophisticated grasp of argumentative frameworks and produce stronger, more convincing writing by utilizing paraphrase tools, translation strategies, and their bilingualism. This all-encompassing method encourages self-directed learning and critical thinking, giving students abilities that are useful outside of the classroom (Suseno et al., 2024b).

CONCLUSION

The use of translation methods, paraphrasing tools, and bilingualism in the teaching-learning process can greatly improve both common and unique language skills when done carefully. They support students' growth in critical thinking and communication skills in addition to their comprehension and expression of other languages. By assisting students in reframing and simplifying difficult concepts, paraphrasing tools promote deeper knowledge and clearer expression. By using translation strategies, students can overcome linguistic and cultural barriers, increase their vocabulary and grammar in both languages, and better understand complex arguments. Students who are bilingual have the opportunity to utilize a variety of linguistic resources, which enhances the depth, adaptability, and cultural awareness of their writing and communication. When combined, these strategies offer a comprehensive method for enhancing language proficiency that promotes increased writing originality, clarity, and critical thinking. They must be utilized carefully, though, to prevent becoming overly dependent on tools and to preserve a balance between linguistic competency and the capacity for independent writing. By fostering a more vibrant and welcoming learning environment, these tactics assist students in connecting with people from different backgrounds and improving their communication skills in a world that is becoming more interconnected by the day.

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