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PROCEEDINGS OF JOHOR INTERNATIONAL INNOVATION INVENTION COMPETITION AND SYMPOSIUM 2024 (JIICaS 2024)



*“Flourish and Nurturing Sustainable
Innovation for a Prosperous Nation”*

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Preface

In the name of Allah, the Almighty who gives us the enlightenment, the truth, the knowledge and with regards to Prophet Muhammad (peace be upon him) for guiding us to the straight path. We thank to Allah for giving us guidance and strength to write this e-book.

This e-book compiles the extended abstracts that submitted to Johor International Innovation Invention Competition and Symposium 2024 (JIIICaS2024), where JIIICaS2024 is a virtual platform for all creative minds to share and present their invention and innovation. Each abstract gives a brief background on the innovation or project.

We hope that this e-book will help the readers to get to know the innovation done by the students and get some ideas to develop future innovation products.



Foreword Rector



Assalamualaikum warahmatullahi Wabarakatuh,
Salam Sejahtera, Salam Malaysia MADANI and
Salam UiTM Dihatiku.

In the name of Allah, the Most Gracious, the Most
Merciful.

It is a great honor to welcome you to the Johor
International Innovation, Invention, Competition, and
Symposium 2024 (JIIICaS 2024). This event

connects various disciplines, focusing on education and engaging educators,
students, researchers, and innovators from all walks of life.

Innovation is not just about ideas; it demands perseverance, creativity, and
determination to turn those ideas into reality. The remarkable projects
showcased today highlight the dedication and spirit of all participants.
Initiatives like this not only explore new technologies but also cultivate skills
and leadership among our youth. At Universiti Teknologi MARA (UiTM) Johor
Branch, we are fully committed to fostering a dynamic culture of innovation,
promoting the commercialization of new products, and encouraging
meaningful collaborations with industry and society.

As we celebrate this event, I would like to extend my heartfelt gratitude to all
sponsors, judges, the College of Computing, Informatics and Mathematics,
UiTM Pasir Gudang Campus as the event organizer, as well as to the
researchers and participants for their hard work in making this event a
success. Let us continue striving for innovation and excellence. May the
ideas presented today inspire us and lay the groundwork for future
achievements.

Thank you.

Associate Professor Dr. Saunah Zainon
Rector
Universiti Teknologi MARA (UiTM)
Johor Branch

(A-SS042) 5Rs TO ENHANCE PARAPHRASING SKILL FOR ACADEMIC EXCELLENCE

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ABSTRACT

Recently, the demands on multi-text reading comprehension and writing skills become increasingly challenging. Lessons on information processing skills need to be multiplied, especially paraphrasing skills. This innovation aims to ensure that students adapt strategies for paraphrasing effectively to avoid the risk of plagiarism. Therefore, we have designed a learning unit that provides students with simple paraphrasing tasks using Bloom's taxonomy to plan and deliver instruction according to student needs. This innovation is proven effective when tested with 24 final-semester students applying paraphrasing skills. Using a Learning Management System familiar to students and lecturers, lessons on paraphrasing, especially in overcoming difficulties like the lack of English proficiency, poor reading skills, the lack of vocabulary, and concerns about documentation, were introduced. Students adapted the five elements of paraphrasing (5R), reading, rewording, rearranging, realising, and revising. By understanding the basics of paraphrasing and how to do it correctly, students can improve their paraphrasing skills and become better English academic writers. This planned learning unit not only helps students master paraphrasing techniques but also increases their confidence in academic writing. Students are encouraged to apply the skills learned in a relevant context to make the learning process more meaningful and effective. Therefore, this innovation offers a practical solution to the challenges in teaching and learning academic writing, especially in higher education contexts.

Keywords: paraphrasing elements; paraphrasing strategies; paraphrasing difficulties; Bloom's taxonomy; Learning Management System.

1.0 INTRODUCTION

Demands on multi-text reading comprehension and writing skills are increasingly challenging, especially in the context of higher education. Students often have difficulty understanding and analysing various texts, which results in weaknesses in their writing skills. In addition, the risk of plagiarism becomes higher due to the lack of mastery in paraphrasing skills. Therefore, this innovation assisted students to adapt their paraphrasing strategies effectively, reducing the risk of plagiarism in academic writing. It also builds their confidence in academic writing, making them better writers and able to produce original and high-quality work.

Knowledge, understanding, application, analysis, synthesis, and assessment are the six stages of Bloom's Taxonomy (Pappas et al., 2013). Based on this taxonomy, the planned learning unit introduces students to paraphrasing with tasks organized depending on the difficulty level. This approach ensures students understand and master paraphrasing techniques more systematically. By introducing the five elements of paraphrasing (5R) – reading, rearranging words, rearranging sentences, realizing ideas, and revising – students are taught how to process and rewrite texts in original and creative ways.

2.0 OBJECTIVE

Ensuring that students master paraphrasing skills effectively is crucial to improving the quality of their academic writing. By teaching accurate paraphrasing techniques, students can rewrite texts originally and creatively, avoiding the risk of plagiarism. It also helps them understand and make text content analysis more deeply, improving their overall understanding and writing ability. Ultimately, students will be more confident and proficient in producing high-quality academic writing.

3.0 METHODOLOGY

This study began by determining learning styles using the learning style inventory, 'The VARK Questionnaire: How do you learn best?' to help identify each need, such as visual, auditory, or kinaesthetic. Based on the results of this inventory, we design learning units matching the needs of each identified learning style.

This learning unit uses referred taxonomy as a guide to plan and deliver instruction systematically. This taxonomy allows us to organize learning activities according to difficulty level and ensure mastery of each level of learning before moving on to the next level. Students used five elements of paraphrasing (5R): reading, rearranging words, rearranging sentences, realizing ideas, and revising the text. Each of these elements is taught through a different approach to meet the needs of students. We provided additional vocabulary development and reading comprehension for poor English proficient students. These activities include additional reading exercises, expanded vocabulary lists, and more intensive text comprehension exercises.

The learning process is implemented in a Learning Management System (LMS) commonly used by students and lecturers, facilitating access and interaction. This LMS allows students to access learning materials, complete assignments, and receive feedback online. Students are assigned graded paraphrasing tasks, starting with simple texts and gradually increasing to more complex ones. The lecturer assigned students tasks involving short and simple texts, while the later tasks involved longer and more complex texts. Each assignment submitted received detailed corrective feedback to help students understand their mistakes and improve their paraphrasing skills. This feedback is individual, ensuring student receives guidance tailored to their needs.

There were 24 final-semester students enrolled in the English course at a higher education institution took part in this study. They were first observed, assigned tasks with given evaluation, and distributed questionnaires. Observations during learning sessions are mainly on student interaction and response to learning activities.

Assignment assessment is vital to measure improvement in students' paraphrasing skills, with questionnaires adapted from Zangenehmadar & Tan (2014) used to obtain feedback on their learning experience and the effectiveness of the learning unit introduced. This data is analyzed to evaluate the effectiveness of the innovation and make improvements if necessary.

4.0 RESULTS

This study indicates a significant improvement in students' paraphrasing skills. Students report increased confidence in writing and understanding academic texts. The assigned task showed a reduction in paraphrasing errors and an increase in the quality of writing. Feedback from students also shows that the approach that uses Bloom's taxonomy assisted them in understanding and applying paraphrasing skills.

Students who initially had difficulty with English language proficiency showed improvement in vocabulary and reading skills. Additional activities tailored to their needs have proven to be effective. Similarly, students who experienced anxiety about documentation reported being more confident and able to manage references correctly. They produce original and high-quality writing, reducing the risk of plagiarism.

5.0 CONCLUSION

This innovation provides practical solutions to challenges in the teaching and learning of academic writing, particularly in the context of higher education. With Bloom's taxonomy as a guide, students can systematically master paraphrasing techniques. Through a step-by-step approach, they can understand and apply each element of paraphrasing more deeply, from reading to rearranging words and sentences, realizing ideas, and revising the text.

Overall, this innovation has great potential to be applied in a higher education context, helping students master prominent skills in academic writing and improving the quality of education.

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