

An Analysis of Students' Difficulties in Writing Paraphrase at English Education Department

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ABSTRACT

The aim of this research was to analyze students' difficulties in writing paraphrases. A qualitative case study design was employed for this research. Twenty-eight students from the sixth semester participated in a questionnaire, and six students were randomly selected for interviews. Findings indicate that students encountered difficulties in writing content, expressing ideas in their own words, generating ideas, and understanding the original text. Challenges in writing structure included connecting sentences, understanding writing structure, generating ideas, and modifying language. Regarding language-related difficulties, students often repeated words, used unnecessary words, and struggled with language comprehension. Additionally, issues with writing style included a lack of understanding of grammar, difficulty finding conjunctions and appropriate writing styles, and challenges in finding synonyms. Poor reading comprehension, characterized by difficulty understanding words, meanings, text purpose, and overall text comprehension, also contributed to writing difficulties. It can be concluded that students experienced difficulties in writing paraphrase content, structure, and language. Language-related problems, writing style issues, and poor reading comprehension were identified as underlying factors contributing to these difficulties.

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Introduction

Writing is a crucial skill in English language learning, serving as a primary mode of communication for expressing ideas and concepts. As Tarigan (2008, p. 3-4) posits, writing facilitates information exchange without face-to-face interaction. Writing is a complex process involving listening, reading, and writing skills (Putri and Syahrul, 2019, p. 66). It demands significant effort to develop and refine ideas (Myles, 2002, p. 12) and aids in retaining important information (Belo, 2017). Writing effectively requires knowledge, critical thinking, and the ability to construct clear and coherent sentences and paragraphs.

Paraphrasing is a fundamental writing technique. It involves restating an author's ideas in one's own words while preserving the original meaning (Davies, 2011, p. 1). Effective paraphrasing goes beyond changing words and involves reconstructing the original text's ideas (Kech, 2006). It is essential for conveying others' ideas accurately and avoiding plagiarism (Murphy, 2009). Paraphrasing demonstrates comprehension and is crucial for academic writing (Hirvela and Du, 2013).

Plagiarism, the act of presenting someone else's work as one's own, is a serious academic offense. Paraphrasing is a key strategy to avoid plagiarism, along with quoting and summarizing (Salemani, 2018). Sutikno identifies paraphrasing as one of six plagiarism prevention strategies. Paraphrasing also reflects second language reading and writing proficiency (Keck, 2006, Watte, 2010).

English education students encounter paraphrasing throughout their coursework, from paragraph to academic writing. Challenges with paraphrasing, including plagiarism, arise from difficulties with language, vocabulary, grammar, and comprehension. Previous research has identified similar issues (Khairunnisa et al., 2014; Aziz et al., 2019; Inayah and Sulistyaningrum, 2021; Hayuningrum and Yulia; Na and Mai, 2017). While there are similarities, this study focuses on the specific difficulties faced by students in writing paraphrases and the underlying reasons, employing a different sampling method. The research questions for this study are what are the difficulties in writing paraphrases and why do students find it difficult to write paraphrases

Method

This research, a qualitative approach is used to produce descriptive data about individual and behavior that can be observed verbally or textually. While in this research

analyzes the students feel in difficulties in writing paraphrase. Bryman (2012), explained that qualitative method enable researcher to establish information from a small number or individual or situation, then also emphasizes that researcher on participant and analyze information in the form of words or text, such as interview with participant rather than using qualitative approaches in data collection and evaluation.

This research used a case study approach as a research design, because it would be analyze the difficulties in writing paraphrase. According to Stake (1995), on the other hand comprehensively categorized case study into three types that are intrinsic, instrumental and multiple case study. This research is part of the intrinsic type where the type of intrinsic case study focuses on one unit meaning there are no other units and based on this research it only focuses on difficulties in writing paraphrases. And the intrinsic type of case study in this study was used to find out the difficulties in writing paraphrasing so that students did not feel difficulty in paraphrasing and there was no plagiarism or copy past, for this reason the researcher used a case study of the intrinsic type with the aim of explaining students' difficulties in paraphrasing.

The participant surveyed in this research was a sixth semester students of English Education Department, whose sixth semester students. The sampling of the research used simple random sampling. According to Sugiyono (2017, p. 82), simple random sampling technique is a technique that simple because sampling members from the population is carried out randomly without looking at and paying attention to similarities or strata existing in the population. To collect data using a questionnaire, researchers would take 20% of the participants as a sample consisting of 28 random students who have studied writing. While interviews used to collect in-depth information data, researcher would take interviews consisting of 6 students at random.

Result and Discussion

The researcher used questionnaire and interview to collect the data. The first question is taken from questionnaire data and also interview to describe students' difficulties in writing paraphrase. The second problem was taken from interview to explain the reason why students felt difficult in writing paraphrase.

The result of analysis of questionnaire and interview found that the students of English Education Department felt difficulties in writing paraphrase, also students felt sometimes false and sometimes true when write a paraphrase. Specifically, based on the analyze found there were 14 (50%) felt sometimes false and sometimes true in writing paraphrase, then students felt false in writing paraphrase 13 (46%), and also students felt

completely false in writing paraphrase 1 (4%), and students felt true and completely true there were 0%.

In answering the second research question data from interview, the students' feel difficulties in writing paraphrase were explored by interview result, from the result of interview that found student's experienced various difficulties in writing. There are three aspect the first, language that every students often experiences language difficulties in writing paraphrase. The finding will be discussed based on the aspect.

For the first, difficulties in writing content, the result of the questionnaire and interview found that students felt difficulty expressing their own word, changing structure of ideas, finding ideas, conveying ideas, lack of ideas, internal problem, lack of vocabulary, grammar understanding, language factor, find synonym, and difficult to understanding the word.

Then the second, difficulties in writing structure, in this research found that it was difficult to connect sentences, difficult to connect ideas, lack of understanding about the passive voice material, understanding grammar, lack of vocabulary, writing style problem, repeat some words, lack of ideas, difficult to find unscramble words, difficult to arrange words, find synonym and difficulty in changing words.

Next the third, difficulties in language in this research found that students feel lack of vocabulary, find synonym, difficult to processing words, difficult in arranging words, language factor, often waste of words, writing style problem, match words, language factors, and find new words.

Difficulties that students felt in writing paraphrase included a lack of vocabulary, which difficulties also found by Khairunnisa et al (2019), that stated the difficulty in writing paraphrase was caused by a lack of vocabulary. Students acknowledge that changing words was their problem in writing paraphrase. Highlighted research by Alaofi (2020) also found that students felt a lack of vocabulary and understanding grammar. Which found that students felt is often used writing is not an academic or strong or international vocabulary, therefore students need to acquire or master more academic or a high level of international words that are frequently used in article or journals. Florez and lopez (2019) found that lack of vocabulary reveal that thinking of a word to replace a synonym of a particular word in writing paraphrase was very difficult. Then other research also support findings this research about lack of vocabulary that Esain (2015) which stated that some students struggled to paraphrase because their felt lack of vocabulary.

It can be concluded that, this research also highlight the finding that many students stated lack of vocabulary. Student find it difficult to write a words in writing paraphrase, also students often find rarely vocabulary that used in daily life or often find new vocabulary, so it is difficult to understand the meaning of the word.

Another difficulty is conveying ideas, which this difficulty is also highlighted in the research by Khairunnisa et al (2019). Finding the result of the interview from the research students prefer to use direct quotation rather than using paraphrase because it is difficult to understand the idea to be expressed in writing. In addition, Maiyoritsa and Wahuyni (2020) revealed that the sequence of problems faced by students in writing paraphrase is difficult in changing structure ideas. Then Alaofi (2021) also highlighted that students also felt difficulty in rearranging ideas clearly using their own words without changing the meaning. Furthermore, research by Florez and Lopez (2019) also found that expressing ideas using own words is a common difficulty.

However, it can be concluded the inherently difficulty of conveying ideas by using own words is a common challenge. Based on the result of the interview, and this research that students stated in conveying ideas need a long time to think about appropriate ideas to convey in written form. Furthermore, students often felt a lack of ideas so students got stuck in writing, students also stated that before getting ideas, it is necessary to understand the language first.

Meanwhile, this research also highlights difficulties in the language factor, which is the reason for this research supported by the research Inayah and Sulistyaningrum (2021). Also found that the language factor these problem until now the most difficult for the students in writing paraphrase. This finding also highlights verified Florez and Lopez (2019) that found lack of English proficiency number one of difficulty in writing paraphrase. Students also acknowledge that a lack of English language skill was the cause of difficulties in writing paraphrase. In the research by Na et al (2017) stated that language skills constraints were an obstacle in writing paraphrase. And also highlight the difficulty of students in writing paraphrase is a lack of proficiency in English which language difficulty is a difficulty that becomes number one for students. That demonstrated by a lack of confidence in language skills because students not confidence in their ability to use English.

This research also highlight that language becomes a barriers to in writing paraphrase, which students also acknowledge that lack of understanding of languages was an obstacle in writing paraphrase. The result of interviews with English education department found that they often had difficulties in understanding language. The students

stated that they often translated English into Indonesian because of lack of understanding language. Then the students also stated that English is not mother tongue language rather the second language this affects the level of fluency of the students. Although the students of this research are in the English language major environment, students also stated that English is not their daily language outside of campus or academic.

Meanwhile, this research also found difficulties in finding synonym in the research by Na et al (2017) revealed that students often writing paraphrase use synonym although students rarely change the syntax structure. Then result of the research by Yoga et al (2022) which stated that students often use synonym in writing paraphrase although the synonymous don't have any similarities contextually. Then another finding highlight difficulties in defining synonym found in the research by Khairunnisa et al, the result of the research students felt difficulty in finding the right synonym to replace the original text, difficulty in writing paraphrase was finding word similarities from the original word. Then in the result of the research Wildan et al also highlight the difficulty of students in writing paraphrase. Some students still find it difficult to write paraphrase based on elements such as using synonym or changing words.

The findings of difficulty finding synonym in this research also highlight that students felt difficulty find synonym. As the students stated the difficulty find synonym will affect the translator of the word to convey through writing. Students also find difficult to make sure the words are true and have the same meaning as the original.

Furthermore, difficulties found in this research of understanding grammar in the research by Alaoji (2020) show that the grammar difficulty is the most prominent problem. Students stated that some difficulties in relation to grammar include language and vocabulary. Then in the research by Inayah and Sulistyaningrum (2022) also highlight grammar that stated the use of grammar was the most challenging in writing.

In this research, most of the students also highlight difficulties in understanding grammar, students always felt lack of understanding grammar and also students often find it difficult to understand grammar even though they have learned starting from semester 2. Almost of the students who were interviewed stated difficulties in using grammar. It is one factor of lack of confidence in the correct use of grammar. These grammatical difficulties are also an obstacle to the students clear to convey ideas and also affect the language and vocabulary as explained above exhibition.

Besides, students in this research also felt difficulties in changing of structures ideas based on the result of interview in this research students revealed that lack of ideas affected to convey of words to be written. However that students also difficult to write the

structure of ideas using own language. The result of this research also supported by a research conducted by Maiyoritsa and Wahyuni (2021) which revealed a series of problems that students felt in changing the structure of ideas, difficulty of changing words and difficulty of changing structure of sentences.

Based on the three aspect of difficulty students' in writing paraphrase described above the difficulty of first aspect is the difficulties in writing content, which in this research found a difference in the result of the research from the previous research. The first, student's difficulties in expressing own word. Second, students also stated difficult to find idea for writing. While the third is the internal problem in which students the student express difficulty in writing because of feeling or condition that exist. And the last is understand the word which the students stated that difficulties in understanding the word affect the difficulty of finding obtaining meaning.

Next, the second aspect id the difficulties in writing structure. In this second aspect also in this research found the result the students felt difficulty in connect a sentence to the next sentences. Then the second is connecting ideas students more often find difficult to identify connected ideas before writing. Furthermore, the third students also difficulties in writing problem students stated that it was difficult to adopt other people's writing style to write paraphrase. Meanwhile, the fifth student often felt a lack of ideas in drawing so students ever felt failed in writing a sentence. The last difficulty is that students find difficult to decipher words that students often use same words over and over again, and also students difficult to articulate words in a sentence.

The last aspect is the language, which is the result of this research supported by the research Xiao and Chen (2015) that the research result of the highest difficulty of the tree aspect is difficulty in language and also in this research difficulties in language is highest average score. One of the new findings in this research that students find difficulties in processing word from the original text to be paraphrase. So that students often use same words. The second, students difficult to arranging words that match words to be replaced from the mentioned text meanwhile still retain the meaning or purpose of the text. Then the third, students often waste the same words. The fifth, students felt don't understand about principle in writing. The sixth students felt difficult to match word what they mean and also students felt afraid because of lack of words resulting in difficulty in connecting against what they want to convey. And the last students often find new words so students are difficult to understand new word.

And for the result of interview found that are three aspect in this research language related problem, writing style and poor reading comprehension. In this research found

new result that are language related problem found difficult to understanding the language. Then writing style found that, lack of understanding grammar, difficult to find conjunction, difficult to find a good writing style, difficult to find synonym. And poor reading comprehension this research found that, difficult to understand the word, difficult to understand the meaning and purpose of the text and difficult to understand the text.

Based on the result of the previous research by Alaofi (2020) in the aspect of language found that students lack of vocabulary, difficulties in restructuring the original author ideas clearly and appropriately in own words. Then for the second aspect difficult, and even unacceptable, to deviate from their writing style, which might disturb the flow of their writing, as they claim. And the last aspect is Difficult to understand the material to be summarized or paraphrased constituted one of their main salient difficulties when it comes to academic writing, whether this inability was due to their unfamiliarity with the genre of the text or because the text itself was written in a completely different field from theirs.

Conclusion

For the first research question about students' difficulties in writing paraphrase, the finding showed that 13 (46%) students felt false and 14 (50%) students felt sometimes false and sometimes true in writing paraphrase based on aspects of content, structure, and language. However, the highest difficulty based on the average students experienced was difficulty in language. That many students felt lack of vocabulary, difficult to find synonym, and language factor.

For the second research question about students felt difficulties in writing paraphrase, based on the results of interview that are three aspect. The reason students felt difficulties in writing paraphrase are difficult to understanding the language, writing style, lack of understanding grammar, find synonym, difficult to understanding the word, meaning and purpose.

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