

**STUDENTS' DIFFICULTIES IN PARAPHRASING ENGLISH
TEXT**

THESIS



Submitted by:

SRI OKTA RAHMAYANI

NIM. 140203246

**Student of Faculty of Education and Teacher Training
Department of English Language Education**

**FACULTY OF EDUCATION AND TEACHER TRAINING
AR-RANIRY STATE ISLAMIC UNIVERSITY
DARUSSALAM - BANDA ACEH
2018 M / 1440 H**

THESIS

Submitted to Faculty of Tarbiyah and Teacher Training of UIN Ar-Raniry
Darussalam Banda Aceh as a Partial Fulfillment
Of the Requirement for Sarjana Degree (S-1)
On Teacher Education

By:

SRI OKTA RAHMAYANI

**The Student of English Language Education Department
Faculty of Tarbiyah and Teacher Training**

Reg. No. 140203246

Approved by:

Main Supervisor,

Co. Supervisor,



Dr. Jarjani Usman, S.Ag., S.S., M.Sc., M.S.
NIP. 197208122000031002



Yuni Setia Ningsih, M.Ag
NIP. 197906172003122002

**It has been Defended in Sidang Munaqasyah in front of
The Council of Examiners for Working Paper and
Has been Accepted in Partial Fulfillment of
The Requirements for Sarjana Degree (S- 1)
On Teacher Education**

on:

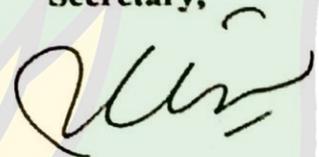
**Friday, December 28th, 2018 M
20 Rabiul Akhir 1440 H**

Darussalam - Banda Aceh

Chairman,

Secretary,


Dr. Jarjan, S.Ag., S.S., M.Sc., M.S


Ikhwana Dhivah, S.Pd

Member,

Member,


Yuni Setia Ningtuh, M.Ag


Syarifah Dahliana, Ph. D

Certified by:

**The Dean of Faculty of Education and Teacher Training
Ar-Raniry State Islamic University**




Dr. Muslim Razali, SH., M.Ag
NIP. 195903091989031001

ACKNOWLEDGEMENT

First of all, I would like to thank Allah the Almighty for giving me strength, health and capability in finishing this thesis entitled “Student’s difficulties in paraphrasing English texts”. Greeting and praying are also presented to our Prophet Muhammad *Shallahu a’laihi wasallam* who has struggled wholeheartedly to deliver the truth to human being and his ummah to the right path.

My deepest gratitude is adressed to my first supervisor Dr. Jarjani, S.Ag., S.Si., M.Sc., MA For his encouragement, expert and timely feedback throughout the study. Because of this, I am better in writing than I was when I began to write my thesis. Also, I would like to big thank my second supervisor Mrs. Yuni Setia Ningsih, M.Ag for the continues support, patience, motivation, enthusiasm, and immense knowledge. Her guidance helped me in all time of research and writing this study. I could not have imagined having a better advisor and mentor for my study. In addition, I would like to acknowledge my academic Mrs. Azizah, M.Pd and all lecturers of English department for every support.

Moreover, I owe my deepest thank and sincere gratitude to my beloved parents, Basri Hasballah,S.E and Mursyidah Husein and to my sisters and only brother, Asmaul Husna, Balqis Humaira and Muhammad Aidarus for the great kindness, endless love and everlasting support both financial and moral.

Though only my name that appears on the cover of this thesis, many great people have contributed to this thesis. I have been fortunate to have many friends who cherish me all the time. My special appreciation is addressed to all my craziest friend I ever had, Bunga Kampungan Squad, Ulfa Maghfirah, Raudhatul Jannah, Firda Ulfa, Azzatul Mazrida. My third supervisor, Siti Musfirah. My inspiration friends, Cut dilam Chalida Ulfah, S.E, Rizka Malda Phonna, and Dika Masdewita. Senior Squad, Siti Zuhra and Yenni Azzira. Kost Nyengir especially for Millatina and Husna Faidzi, Unit Seven of English Department UIN Ar-raniry year 2014. I proudly thank you for all the encouragements and may Allah always blesses you.

Finally, I wish this thesis could give valuable and useful information for the reader. I sincerely appreciate all critics and suggestions and will accept all of it.

Banda Aceh, November 25th 2018

جامعة الرانيري
A R - R A N I R I
Sri Okta Rahmayani

LIST OF CONTENTS

ACKNOWLEDGEMENT	i
LIST OF CONTENTS	iii
LIST OF TABLES	v
LIST OF APPENDICES	vi
DECLARATION OF ORIGINALITY	vii
ABSTRACT	viii
CHAPTER I: INTRODUCTION	
A. Background of Study	1
B. Research Questions	3
C. Research Aims	4
D. Research Significance	4
E. Terms used	4
F. The Organization of the chapters	5
CHAPTER II: LITERATURE REVIEW	
A. The Nature of Paraphrasing	7
B. The kinds of Paraphrasing	10
C. The English text as a source of Paraphrasing	13
D. The Paraphrasing strategies	13
a. Techniques of paraphrasing	13
b. Steps in paraphrasing	16
c. Aims to paraphrase	17
d. Criteria of good paraphrasing	18
E. The previous studies on students' difficulties of Paraphrasing ..	19
F. Concluding Remarks	21
CHAPTER III: RESEARCH METHODOLOGY	
A. Research Design	23
B. Research Participants	24
C. The Techniques of Data Collection	26
D. The Techniques of Data Analysis	29
CHAPTER IV: THE RESULT OF RESEARCH	
A. The Result of Paraphrasing Test	31

B. The Result of Questionnaire	33
C. The Result of Interview	37
D. Discussion	43

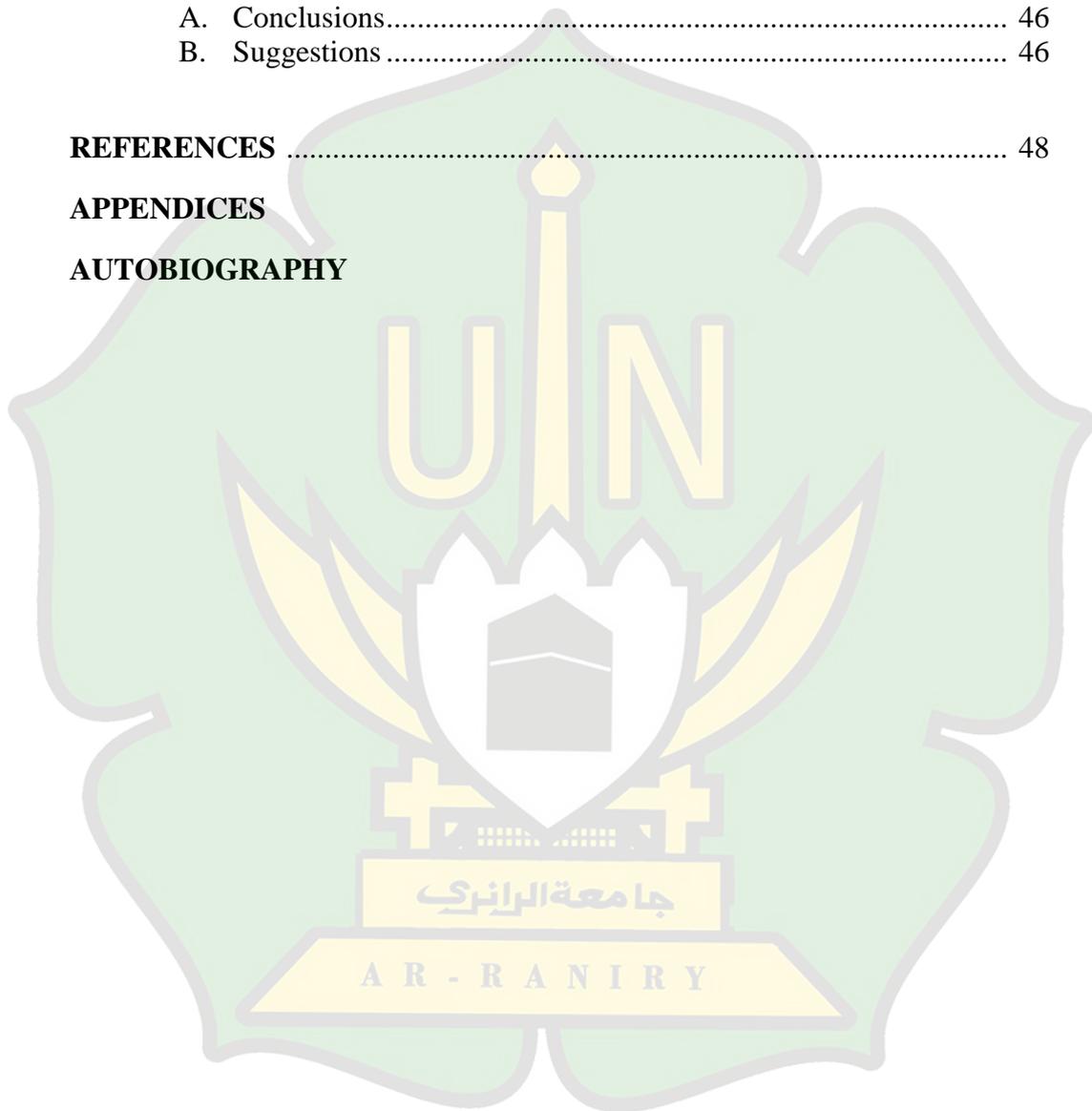
CHAPTER V: CONCLUSIONS AND SUGGESTIONS

A. Conclusions	46
B. Suggestions	46

REFERENCES	48
-------------------------	----

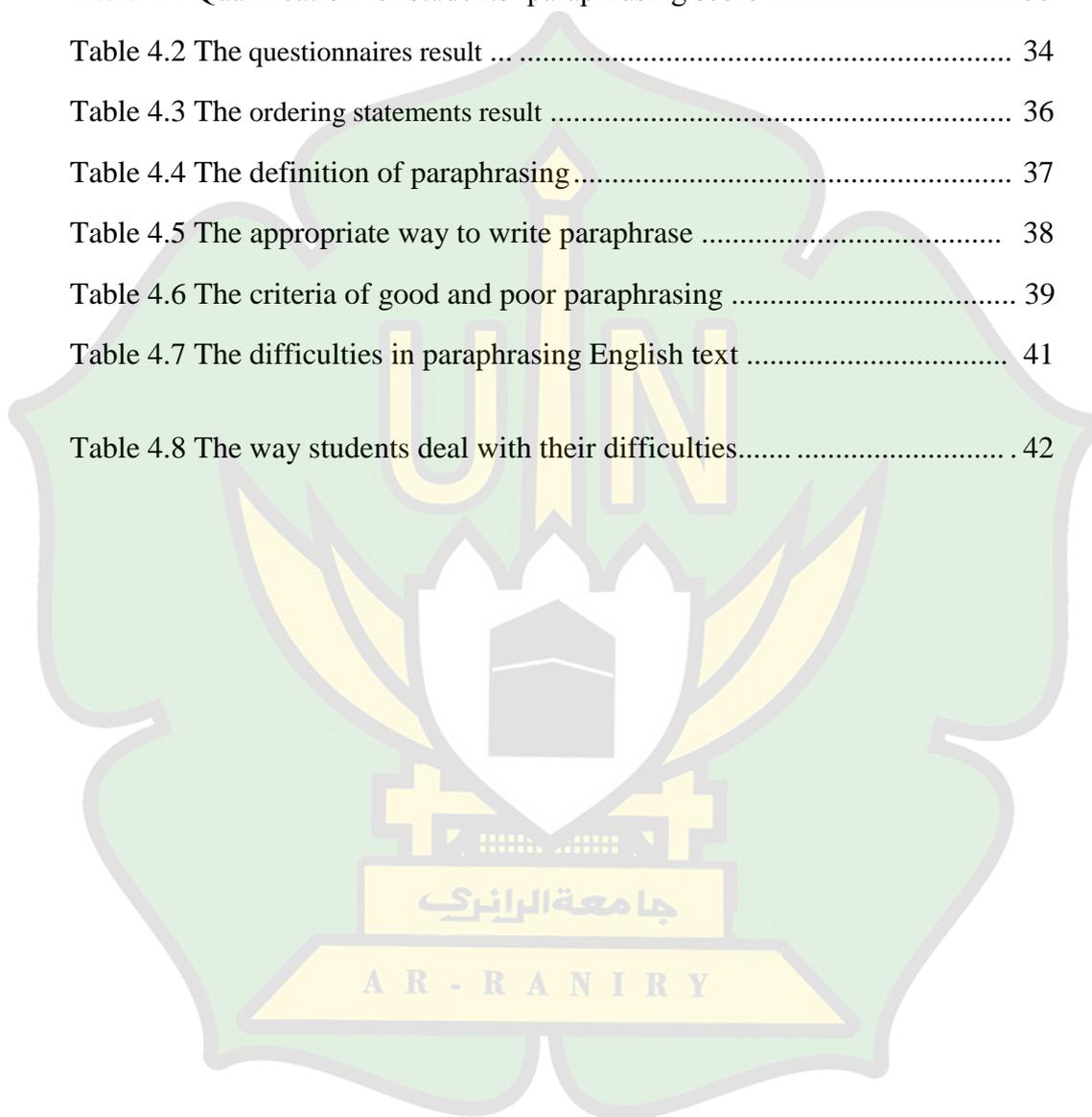
APPENDICES

AUTOBIOGRAPHY



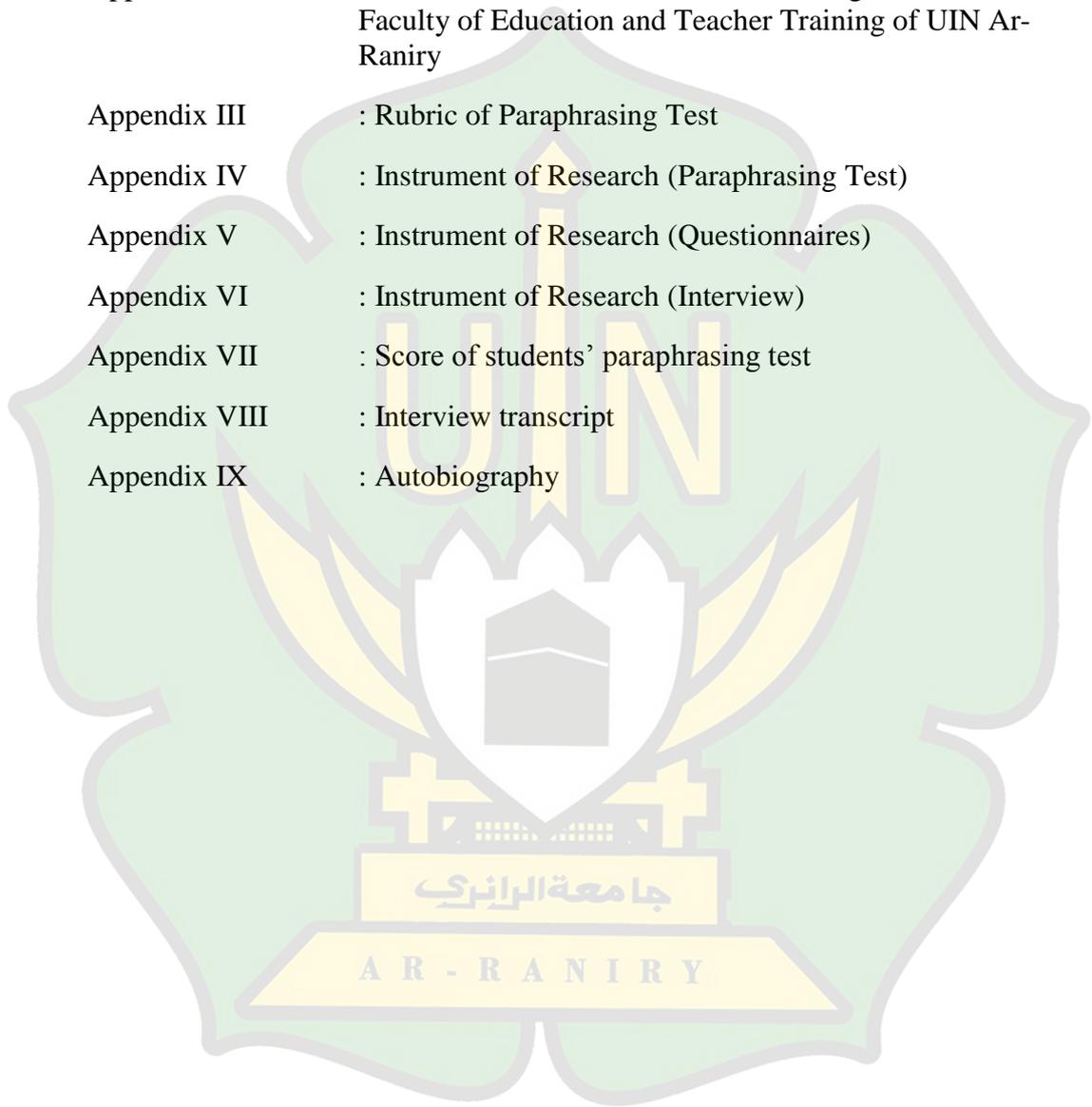
LIST OF TABLES

Table 2.1 The criteria of good and poor paraphrasing.....	18
Table 4.1 Qualification for students' paraphrasing score	33
Table 4.2 The questionnaires result	34
Table 4.3 The ordering statements result	36
Table 4.4 The definition of paraphrasing.....	37
Table 4.5 The appropriate way to write paraphrase	38
Table 4.6 The criteria of good and poor paraphrasing	39
Table 4.7 The difficulties in paraphrasing English text	41
Table 4.8 The way students deal with their difficulties.....	42



LIST OF APPENDICES

- Appendix I : Appointment Letter of supervisors
- Appendix II : Recommendation Letter for Conducting Research in Faculty of Education and Teacher Training of UIN Ar-Raniry
- Appendix III : Rubric of Paraphrasing Test
- Appendix IV : Instrument of Research (Paraphrasing Test)
- Appendix V : Instrument of Research (Questionnaires)
- Appendix VI : Instrument of Research (Interview)
- Appendix VII : Score of students' paraphrasing test
- Appendix VIII : Interview transcript
- Appendix IX : Autobiography





KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jln.SyeikhAbdur Rauf Kopelma Darussalam Banda Aceh
Email:pbi.flk@ar-raniry.ac.id, Website: http://pbi.ar-raniry.ac.id/

SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini :

Nama : Sri Okta Rahmayani
NIM : 140203246
Tempat/Tgl. Lahir : Jelanga Barat / 08 Oktober 1996
Alamat : Jln. Mireuk Taman, Lr. Indiser, Tanjung Selamat,
Kec.Darussalam, Kab. Aceh Besar
Judul Skripsi : Students' difficulties in paraphrasing English text

Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

Banda Aceh, 12 Desember 2018

Saya yang membuat surat
pernyataan,



Sri Okta Rahmayani

ABSTRACT

This study explored the students' difficulties in paraphrasing English text in their writing and how they deal with their difficulties when writing academically. Mixed methods were used in this study to answer the research questions. The instruments of this study was paraphrasing test, questionnaires, and interview. 30 students participated in this study. The study showed that most of students have difficulties in paraphrasing English text because of culture and other difficulties such as difficult to change structures of ideas, change words, change word order, change sentence structures, lack of vocabulary, and lack of knowledge of paraphrasing. The solutions are practicing more, looking for additional sources about paraphrasing, asking someone who master in paraphrasing skill, sharing with friend, do not looking the original text. In conclusion, English students have variety difficulties in paraphrasing English text and they know the solutions on how to deal with their own difficulties.

Keywords: Paraphrasing, difficulties, students' solutions.



CHAPTER I

INTRODUCTION

This chapter provides descriptions on why this study comes out with the idea of students' difficulties in paraphrasing English text and introduces the problem of study. It starts with the background of thinking justifying the need of conducting the study. It continues with the research questions, the aims of the study, the significance of the study, the terms used relating to the study, and the organization of the chapters.

A. The Background of Study

Paraphrasing is an important skill English students need to learn. By paraphrasing, students can express someone else's ideas while still maintaining the main ideas of the original source through their own words (Murphy, 2009). This is certainly what students need to learn because they need to support their arguments by referring to others' existing literature.

Many studies have been carried out on the student's ability to do paraphrasing (e.g., Angelova & Riazantseva, 1999; Bailey, 2011; Biggs, 1994; Dung, 2010; Greenberger, Holbeck, Steele, & Dyer, 2016) found that paraphrasing is the best way to avoid plagiarism, since plagiarism is one of the big problems in writing.

There are some reasons why the students must avoid plagiarism; firstly, copying the work of others will not help them develop their own understanding;

secondly, it shows that they understand the rules of the academic community; thirdly, plagiarism is easily detected by teachers and computer software; fourthly, It may lead to failing a course or even having to leave college. Finally, having good understanding and skills on how to avoid plagiarism through paraphrasing is crucial in writing, especially for students.

The students who lack confidence in their writing in a second or foreign language tend to adopt the original sources rather than rephrasing the ideas they contain in their own words (Liao & Tseng, 2010). If the students are unable to paraphrasing, they tend to plagiarize other's ideas or take other's to be their own. This is surely illegal and not tolerated in universities in many parts of the world.

Moreover, doing paraphrasing is not an easy task for most students in learning English. Liao and Tseng (2010) confirm the graduates and undergraduates EFL students failed to produce acceptable texts of paraphrasing however they already learned about paraphrasing skill in their EFL writing class. This is because both of them have lack of experience and practice in transferring paraphrasing skill to their own writing and less of knowledge on strategies of good paraphrasing. Hence, mastering this skill is vital for English students as they will need the skill to effectively restating other ideas, meaning and information from some sources through their own words.

In the Indonesian context, a study was conducted by Khairunnisa, Gatot, and Surmiyati (2014) on "students' problems in paraphrasing". The result showed most of the students are not able to change the order of ideas as they tend to copy

the original structure of ideas, change the words, lack of understanding toward criteria of a good paraphrasing, and lack of vocabulary.

In Aceh context, research on paraphrasing has conducted with little extension. There is a study entitled “An analysis of paraphrasing experienced by English students in academic writing” by Irmadamayanti (2017). But, it does not focus on the difficulties that face by students in doing paraphrasing. As a result, this study tends to focus on students’ difficulties in paraphrasing English texts and how the students deal with those difficulties in writing academically.

In fact, there are still many students who copy-paste someone’s ideas, such as in their thesis, journal, and so on. Even though there are many studies have been carried out to find students’ difficulties in paraphrasing, it has been less attention for the problems that faced by PBI students’ in doing paraphrasing especially for students who have already passed Academic Writing Course. This study intends to fill in the gap by examining the difficulties students’ experience in doing paraphrasing.

B. The Research Questions

To guide the study, the following questions are formulated:

1. What are students’ difficulties in paraphrasing English text into their writing?
2. How do the students deal with their difficulties when writing academically?

C. The Research Aims

The following aims of this study are:

1. To figure out students' difficulties in paraphrasing English text into their writing.
2. To know the students' response to how they deal with their difficulties in writing academically.

D. The Significance of the Study

This study is significant because it can uncover the difficulties of students of PBI have in paraphrasing. It also will be useful for student's understanding in paraphrasing English text, especially in practicing Academic Writing, and anyone who pays attention to learn paraphrasing can take advantages from this study.

E. The Terms Used

1. Paraphrasing

The original term of paraphrase is derived via Latin Paraphrasis from Greek παράφρασις, which means "additional manner of expression". Word of paraphrase is breaking down into two parts. Para⁻¹, this prefix came to designate objects or activities auxiliary to or derivative of that denoted by the base word. Phrase⁻² is a sequence of two or more words arranged in a grammatical construction and acting as a unit in a sentence.

According to Oxford Dictionary (2011), Paraphrase is express what has said or written using different words. It means the students can take

the ideas from someone's speaking and writing and rewrite in a different word. Then, Bailey (2011) explains that paraphrasing "means changing the wording of a text so that it is significantly different from the original source, without changing the meaning" (p. 50).

In conclusion, paraphrase is a skill of rewrite idea, meaning, and information from other forms into students' own words. Paraphrase is very significant for the students to expand their writing skill. Hence, this skill is the best strategies to understand the sources well and put it in their own writing. Then, they will develop their own writing easily.

2. English Text

According to Oxford Dictionary (2011), text is any form of written material. It can be part of a book or magazine. English text here means a written material in English that form academically. It seems like a passage or paragraph that given by the writer to the students in conducting this study. In this study, the writer will take an English text from the book "Writing Academic English" by Oshima & Hogue (1998) page 90.

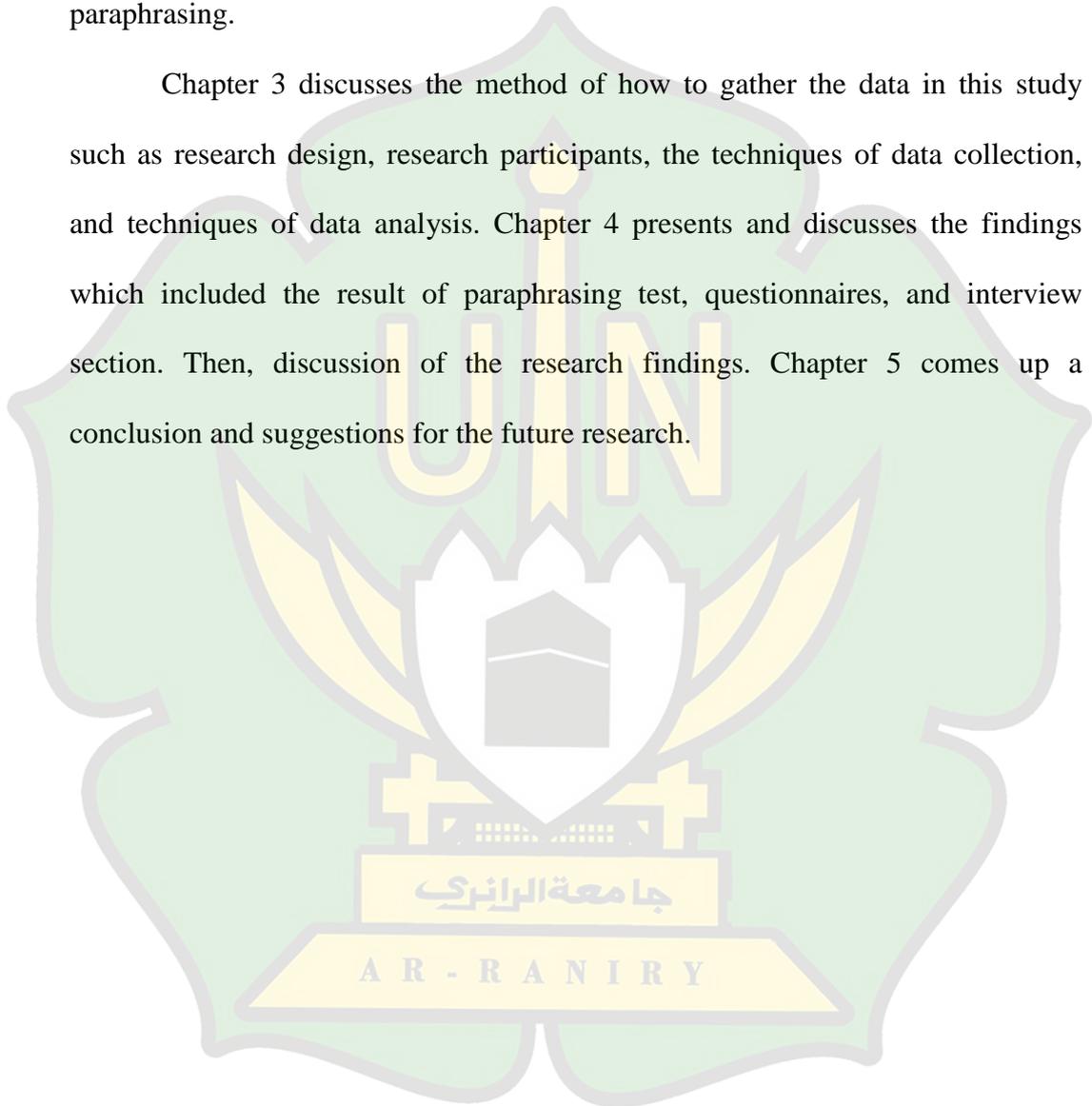
F. The Organization of the Chapters

This thesis consists of five chapters. Chapter 1 introduces the problem of study, the background of the study, research questions, aims of the study, the significance of the study, the terms used, and the organization of the chapters.

Chapter 2 reviews relevant literature and relevant research associated with the problem addressed in this study ranging from the nature of paraphrasing, kinds

of paraphrasing, English texts as the source of paraphrasing, relevant studies on difficulties of paraphrasing, paraphrasing strategies, and concluding remarks. This chapter also discusses the techniques, steps, aims, and criteria of good paraphrasing.

Chapter 3 discusses the method of how to gather the data in this study such as research design, research participants, the techniques of data collection, and techniques of data analysis. Chapter 4 presents and discusses the findings which included the result of paraphrasing test, questionnaires, and interview section. Then, discussion of the research findings. Chapter 5 comes up a conclusion and suggestions for the future research.



CHAPTER II

LITERATURE REVIEW

After introducing the problem of study in the previous chapter. This chapter reviews important theories on paraphrasing which cover its definition include of kinds of paraphrasing, English texts as a source of paraphrasing, relevant studies on difficulties of paraphrasing, paraphrasing strategies and concluding remarks. This chapter also explains the techniques, steps, aims, and criteria of good paraphrasing based on other researches.

A. The Nature of Paraphrasing

In academic writing, students need to learn how to paraphrase effectively because they need to refer to other's ideas or research findings to support their arguments. Paraphrasing is expressing someone else's ideas to become students own words as Leonhard (2002) defines paraphrasing is expressing someone else's idea or to restating a passage precisely in students own words and phrasing in order to clarify the meaning. The restatement must include careful word choices that fit with the context and tone of the original passage. Similarly, Badiozaman (2014) paraphrasing is one of the activity that restating the pieces of information and ideas which is expressed by someone and presenting it in a new form. Additionally, Bailey (2010) confirms that paraphrasing involves re-writing a text so that language is substantially different while the content stays the same.

Hirvela & Du (2013) indicate that paraphrase is re-wording one's ideas by using different phrases, giving the citation and performing the passage in a different style of written form. So that, Paraphrasing is one of the techniques which needs to be accomplished by the students in using those ideas to be able to conduct acceptable writing.

Additionally, Khairunnisa et al (2014) list several criteria of paraphrasing based on *Penulisan Karya Ilmiah FKIP Universitas Tanjungpura year 2008*. First, paraphrasing contains the experts' ideas but it is presented in a different style of writing style. It means a paraphrased text must be different from the original text. A paraphrase should be written in a different structure of ideas, words and sentence structures from the original as it keeps essential ideas of the original source. Ideas from the authors can provide the students with some information they need. Second, the paraphrasing should be integrated with the text. Third, it is placed in the text without quotation mark. Fourth, the paraphrasing space in the row should follow the text. Fifth, students should mention the name of the author and the publication year in the brackets as a credit for the source.

Howard (2010) defines paraphrasing as restating a text from the original source in fresh language, though sometimes with keywords retained from the passage. A paraphrase does not involve a significant reduction in the length of the passage. Another definition given by Dung (2010) is that paraphrasing is a writing skill in which students will "rephrase" (rewrite) the information from an outside source in their own words without changing its meaning.

Furthermore, Davis (2013) states that paraphrasing comprises the integral rewriting of a short passage, so the original meaning are conveyed through a different wording from the original text. It means paraphrase is a short passage of a source text that has been entirely written. Students need to read the original passage for several times and write their version of paraphrase without changing the original. This is one of the ways that allow the students to express their own style of writing. Then the students are recommended to re-read the original passage to make sure that they have not misunderstood about the passage and they can show relevant idea that same with the original text. So, they should explain it in their own words, as a basis on which an argument is built.

Likewise, Mathew (as cited in Dung, 2010). He explains that skill in a standard academic writing, paraphrase, just like direct quotations, must be cited. While the words may be from the students, but the ideas are still borrowed, and this borrowing must be acknowledged. It means, although the students are representing the author's ideas using their own words, they need to reference the sources from which they gathered the material. In fact, this is an essential skill for every student.

In conclusion, there are many terms to define paraphrasing. It can be understood that paraphrasing is one way that students can use to take someone's writing or idea to be students own. The ideas should be represented in different words but still, keep the same meaning with the original text and should acknowledge the author. To measure the paraphrasing test in this study, the writer used the rubric of paraphrasing. The elements included in the rubric, such as the

main ideas of the original text should be stated clearly in the paraphrased text, all the key details should be mentioned in the paraphrased text, use own words by avoiding of copying phrases and sentences from the original text, has detailed sentences that link to the main idea in logical order in paraphrased text, there are no spelling or grammar errors in paraphrased text, and correctly written works cited section.

B. The Kinds of Paraphrasing

There are many kinds of paraphrasing introduced in the literature. Pietrick (2006, as cited in Dung, 2010) states that paraphrasing is divided into three kinds; they are syntactic paraphrase which means changing the structure of sentence and grammar of the original text, semantic paraphrase which means changing the word of the original text, and changing structure (organization) of ideas.

1. Syntactic paraphrase

In syntactic paraphrase, there are three types of paraphrasing. First, active versus passive, which means change the active sentence into a passive sentence. For example “People who really need to drink have a high level of intake but a lower level of satisfaction than people who can take it or leave it.” (p.12) **become** a person who is addicted to alcohol consumes more but gets less pleasure than a person who drinks just to be sociable. Second, positive versus negative, which means change the positive sentence into a negative sentence. For example “Americans consider someone who looks them in the eye, to be honest. A person who

looks down or looks away, in contrast, is suspected of being dishonest.”

(p.13) **become** For people from the US, not looking someone in the eye is an indication of not telling the truth, while meeting a person’s eyes is a sign that they are telling the truth. Third, long sentence to a short sentence.

which means change the long sentence into the short sentence. For example “Although our human ability to communicate is genetically determined and hence is a part of our biological nature, speech development is importantly affected by the environment.” (p.13) **become**

1) The ability of human communication is biologically based. 2) The ability of human communication is transmitted through genes. 3) The environment also influences how human communication.

2. Semantic paraphrase

There are two types of semantic paraphrase. First, changing the word order of the original text. For example “Because I slept too late, I missed my first class.” (p.14) **become** I missed my first class because I slept too late. Second, changing part of speech of the sentence. For example “Fifty-four men signed the Declaration of Independence.” (p.15) **become** fifty-four men put their signatures on the Declaration of Independence.

Also, in paraphrasing, the students may change some of the words to their definitions, to synonyms or to antonyms. By using the definitions, synonyms and antonyms will help the students to avoid unnecessary repetition of the same words. First, Paraphrase by using synonyms. For example “The U.S. government has an enormous debt.” (p.15) **become** the

federal government has an extremely large debt. Second, paraphrase by using definitions. For example “A college student usually has homework to do.” (p.15) **become** people taking college courses usually have the assignment to do. Third, paraphrase by using antonyms. For example “Shaun was disappointed because the movie wasn’t very good.” (p.15) **become** Shaun wasn’t satisfied, because the movie wasn’t very good.

3. Changing structure (organization) of ideas

Change the structure (organization) of ideas is one of three kinds of paraphrasing. For example “Statements that seem complimentary can go in one context may be inappropriate in another (1). For example, women in business are usually uncomfortable if male colleagues or superiors compliment them on their appearance (2): the comments suggest that the women are being treated as visual decoration rather than as contributing workers (3).” (p.15) **become** women may feel uneasy upon receiving ordinarily positive comments on their appearance from male coworkers or supervisors (2). To these women, the remarks carry an implied meaning: instead of being thought of as productive employees, they are actually being viewed as just a pretty part of the atmosphere (3). Depending on the situation, words or expressions which appear favorable may actually be unsuitable in a conversation (1).

C. The English Text as a Source of Paraphrasing

The students who are representing the author's idea by using their own words, they need to provide the references from the sources they took the material. The students must be able to have a deep understanding of the material before they start to paraphrase the English text. In this study, the writer took an English text from the book "Writing Academic English" by Oshima & Hogue (1998) page 90 as a source of paraphrasing test.

D. The Paraphrasing Strategies

There are some strategies that can be used by the students in paraphrasing English text such as techniques of paraphrasing, steps in paraphrasing, aims of paraphrasing, and criteria of good paraphrasing. In this study, the paraphrasing strategies are explained in the following ways:

a. Techniques of Paraphrasing

The first strategy is using some techniques in paraphrasing English text. Techniques of paraphrasing are very useful for students in writing academically. According to Leonhard (2002), there are several techniques to paraphrasing:

1. Using synonyms

Synonym is a word that has the same or very similar meaning as another. According to Leonhard (2002) using a synonym or synonymous phrase that can occur in the same context as the original word or phrase. For example, "Paraphrasing is hard to do without

good examples” (p.226) **become** paraphrasing is difficult if there are no effective examples to study.

2. Changing the word form

Changing the word form in here means that content word can be repeated in different forms in a paragraph and how to restate sentence containing structures of comparison/contrast and cause/effect. These changes often involve converting verbs (and adjectives) to noun and vice versa. For example, “In a tornadic storm, property is destroyed” (p.226) **become** a tornado causes destruction of property.

3. Changing direct to indirect quotation

To use direct quotation, copy the author’s words exactly as they are written, and use quotation marks around all of the copied material. Acknowledge the source and do not use the quotation marks. For example, Dr. Benjamin Spock said, “it’s generally accepted that on-screen violence is harmful to children” (p.227) **become** according to Dr. Benjamin Spock, most of people believe that TV and movie violence affects children adversely.

4. Changing voice

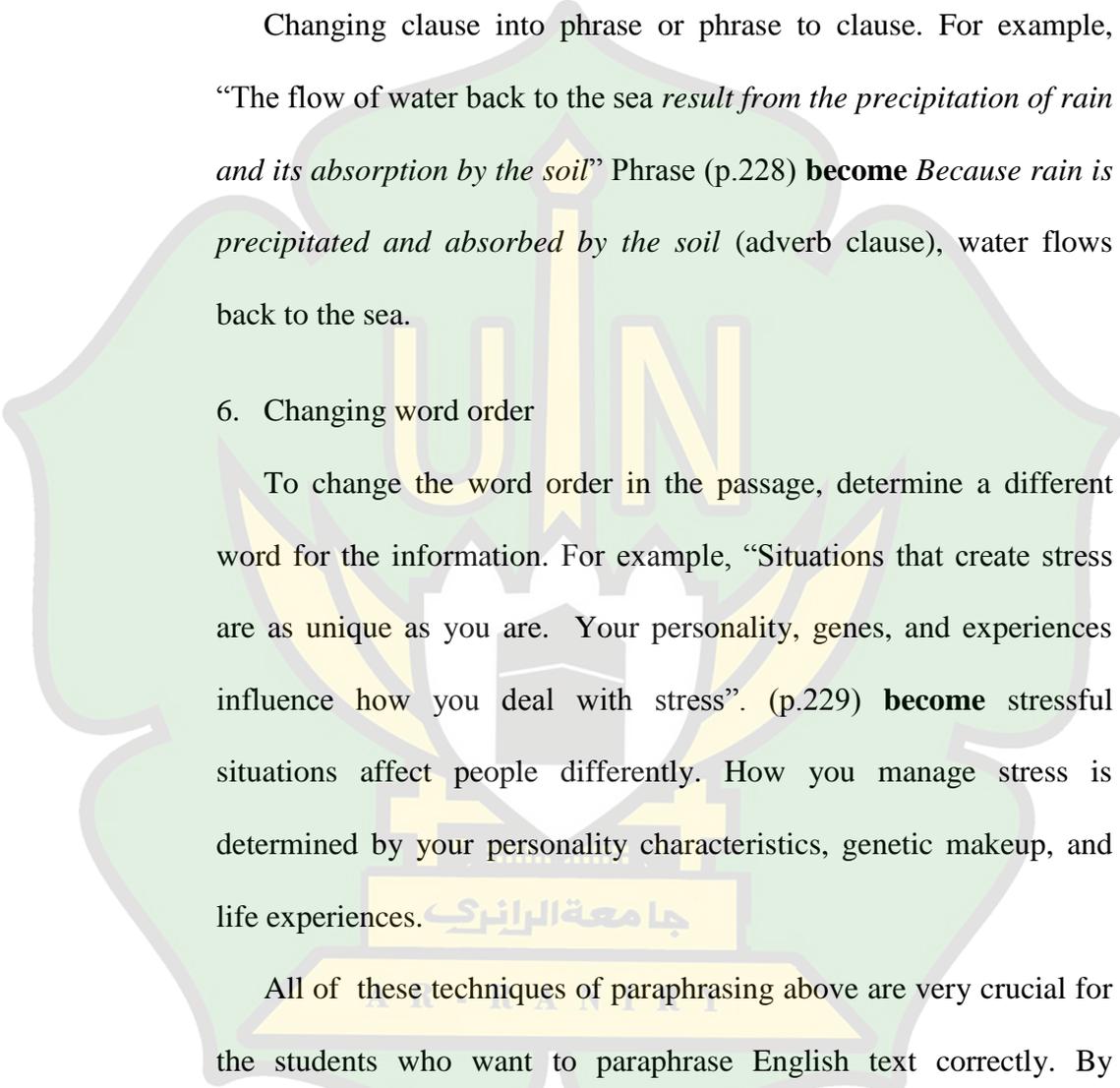
Changing voice means to change the sentence from active into passive form if it is needed. For example, “Good students participate in class activities, complete their assignment on time, and do exemplary work”. (p.227) **become** class activities are participated in,

assignments are completed, and exemplary work is done by good students.

5. Changing clause and phrase

Changing clause into phrase or phrase to clause. For example, “The flow of water back to the sea *result from the precipitation of rain and its absorption by the soil*” Phrase (p.228) **become** *Because rain is precipitated and absorbed by the soil* (adverb clause), water flows back to the sea.

6. Changing word order

To change the word order in the passage, determine a different word for the information. For example, “Situations that create stress are as unique as you are. Your personality, genes, and experiences influence how you deal with stress”. (p.229) **become** stressful situations affect people differently. How you manage stress is determined by your personality characteristics, genetic makeup, and life experiences. 

All of these techniques of paraphrasing above are very crucial for the students who want to paraphrase English text correctly. By applying these techniques in their writing, it will become a good writing while they can keep the same tone with the original text.

b. Steps in Paraphrasing

According to Angelillo (2003), there are some steps in doing paraphrasing such as:

1. The students have to read the original source carefully.
2. The students have to substitute words, rearrange sentences, and asking questions about the precise meaning.
3. The students have to check the meaning of the passage which is paraphrase against the original passage.
4. The students have to identify the source that students will paraphrase.

According to Deborah (2006), the students need to cover five steps in paraphrasing sentence such as:

1. The students have to understand the meaning of the sentence correctly.
2. The students have to use the context to understand the sentence correctly.
3. The students have to identify a paraphrase that most accurately restates the key information in the original sentence.
4. The students have to recognize different sentence structures that keep the same meaning of the original sentence.
5. The students have to recognize different vocabulary words that keep the meaning of the original sentence.

According to Oshima & Hogue (1998), there are four steps to write a good paraphrase:

1. The students have to read the original text several times until they understand it fully. Then, find unfamiliar words in that passage.
2. The students have to write the paraphrased text from their memory as much of the information as they can remember.
3. The students have to check the paraphrased text against the original for accuracy and completeness.
4. The students have to name the sources of the original text in parentheses at the end of the paraphrased text.

From the points above, it can be concluded that there are some steps to paraphrase English text. These steps have some similarities and differences between each other.

c. Aims to Paraphrase

The aim of paraphrasing is to make the differentiation between the original text and the paraphrased text while keeping the same meaning. According to Fisk and Hurst (2003), the result of paraphrase could be categorized as a good and a poor paraphrase. There are several things to assess such as its content, its original source, and the message of the text.

d. Criteria of Good Paraphrasing

The students have to know the criteria of good paraphrasing. According to Dung (2010), there are some criteria for good paraphrasing such as:

1. The students have to include all the important ideas mentioned in the original passage but not in the same order.
2. The students have to keep the length approximately the same as the original passage.
3. The students have not to stress any single point more than another.
4. The students have not to change the meaning by adding their own thoughts or views.
5. The students have not to use the original sentence structure.

On the same hand, Fisk and Hurts (2003, as cited in Ichsan, 2013) stated that the result of paraphrase could be categorized as poor and good paraphrasing.

Table 2.1 The criteria for good and poor paraphrasing

No.	Good paraphrasing:	Poor paraphrasing:
1	Maintain its original meaning	Very similar to the original source
2	The text orders are completely changed and flow well	Does not flow well
3	Crystal clear meaning of paraphrase	Confusing meaning of the content
4	Crediting the source	Without citing the source

E. The Previous Studies on students' difficulties in Paraphrasing

Recent studies have researched on the students' difficulties in doing paraphrasing, especially in their academic writing (e.g., Choy & Lee, 2012; Dung, 2010; Hirvela & Du, 2013; Howard, 2011; Khairunnisa, 2014; Liao & Tseng, 2010). According to Choy and Lee (2012) did their research about "Effects of Teaching Paraphrasing Skills to Students Learning Summary Writing in ESL". The sample of this study was twenty-two students of the lower intermediate level of proficiency in English. They found that one of the main problems faced by the students of English as a second language (ESL) in paraphrasing English text is their inability to paraphrase passages. This is because of culture, limit vocabulary and feels difficulty in changing the words in order to present the same meaning with the original text.

On the other hand, Dung (2010) did his research about "an investigation in paraphrasing experienced by Vietnamese Students of English in Academic writing". The samples of this study were 100 students of fourth-year students of Da Nang University of foreign language. He found among the difficulties in paraphrasing English text are change the original sentence structure; cite the source in the proper form, unawareness of the importance of this skill, and lack of will to enhance their paraphrasing skill. Consequently, in the academic writing process, students will face many difficulties as mentioned above.

Similarly, Khairunnisa et al (2014) about "students' problem in paraphrasing". The populations of this study were seventh-semester students in Seminar on ELT class. 13 participants have participated in this study. They

indicate the obstacles faced by students in paraphrasing English text such as lack of understanding toward the criteria of a good paraphrasing and the correct procedure in paraphrasing (include the citation and grammar), and lack of vocabulary.

Howard (2011) argues that most of the students have difficulties in comprehending the source text. 18 students' research text was data analysis of this study. The finding showed lack of comprehending the source will influence the quality of the paraphrased text. Sometimes, a poor paraphrasing caused by the implementation of the unappropriated of techniques used in writing.

Still, Liao and Tseng (2010) did their research about "Students' behaviors and views of paraphrasing and inappropriate textual borrowing in an EFL academic setting". The sample of this study were ninety-five postgraduates and undergraduates in Taiwan. The findings revealed a mismatch between participants' behaviors and perceptions. The participants tended to deny having committed plagiarism and claimed they were aware of the importance of paraphrasing. But, they failed to produce acceptable texts. The reasons for this include they did not learn paraphrase explicitly, unsuccessful transfer of paraphrasing knowledge to writing due to a lack of experience and practice, and the influence of their citation practice in Chinese writing.

In conclusion, there are several difficulties faced by students in paraphrasing English text. This is related to the first research question on what students' difficulties in paraphrasing English text into their writing.

F. Concluding Remarks

After having reviewed the literature about paraphrasing English text, it can be concluded that:

1. Students' difficulties in paraphrasing English texts

Some studies have been founded that students have some difficulties in paraphrasing English text, especially in their academic writing (e.g., Choy & Lee, 2012; Dung, 2010; Hirvela & Du, 2013; Howard, 2011; Khairunnisa, 2014; Liao & Tseng, 2010). Among them are culture, lack of understanding toward the criteria of a good and poor paraphrasing criteria, lack of vocabulary, lack of will to enhance their paraphrasing skill, hard to change the original sentence structure of the original text, hard to cite the source in the proper form, unawareness, unsuccessful transfer of paraphrasing knowledge to writing due to a lack of experience and practice, and lack of knowledge about the correct procedures in paraphrasing. These difficulties will give bad effect on students' paraphrasing text.

2. How students deal with their difficulties in paraphrasing English texts.

According to Leonhard (2002) students who have difficulties in paraphrasing English text they can use some techniques to paraphrasing such as 1) Using synonyms, 2) Changing the sentence patterns, 3) Changing the word form, 4) Changing direct to indirect quotation, 5) Changing voice, 6) Changing clause and phrase, 7) Changing word order. The explanation of these techniques can be seen in chapter 2.

According to Dung (2010), there are some criteria for good paraphrasing such as; firstly, the students have to include all the important ideas mentioned in the original text but represent it different style of writing. Secondly, the students have to keep the length approximately the same as the original text. Thirdly, the students have not to stress any single point more than the original text. Fourthly, the students have not to change the meaning by adding their own thoughts or views. Finally, the students have not to use the original sentence structure in the paraphrased text.



CHAPTER III

RESEARCH METHODOLOGY

After reviewing research in the literature. This chapter discusses research methodology. Research methodology deals with how the research questions proposed in the first chapter are processed with a particular method. Therefore, this chapter provides several points regarding the steps of conducting the current research that includes research design, research participants, the techniques of data collection, and the techniques of data analysis.

A. Research Design

This study employed a mixed method research. Mixed method research is a method which combines both qualitative and quantitative forms of research. Creswell (2014) defines “mixed method research is a method to the inquiry involving collecting both qualitative and quantitative data. The combination of these methods provided a more complete understanding of a research problem than either approach alone” (p.62)

The design of this study was explanatory sequential mixed methods, in which the writer first conducted quantitative research, analyzed the results and then built the results to explain them in more detail with qualitative method (Creswell, 2014). This method was directed to find out students’ difficulties in paraphrasing English text. The study was conducted in the English department of UIN Ar-raniry.

In addition, a qualitative method was also used to explain or to elaborate on the quantitative results obtained previously. Using the qualitative method following the quantitative one, Creswell and Clark (2007) state that the qualitative method serves to “build on the obtained numeric data and seek to explore participants’ view in more depth” (p. 87). Therefore, to conduct the qualitative result, the interview in this study was very useful in order to explore what students’ difficulties when doing paraphrasing English text and how they deal with those difficulties. To serve this purpose, the purposive sampling technique is considered suitable for this study because it selected the students who have the lower, middle, and higher score purposively. The score was measured based on the rubric of paraphrasing test. 30 students took part in this study. For the interview section, five participants were chosen purposively.

B. Research Participants

1. Population

The population of this study was third-year students at the Faculty of Education and Teacher Training of UIN Ar-Raniry who has already taken the Academic Writing course. This population was chosen based on the fact that these students had opportunities to become familiar with paraphrasing skills in their third-year semester. The rationale for the selection was because the students had completed the Academic writing subject. There were 7 classes who have already taken the academic writing

course in the semester, making up about 175 students as the population of this study.

Test of paraphrasing English text was function as a instrument to select 5 participants for interview section, questionnaire was the instruments to gather the data from the students to answer the first research question. The result found that the students have difficulties in paraphrasing. This variable also helped to collect the data about the second research question regarding how the students deal with problems that related to their difficulties in paraphrasing. It gathered by using the interview. If ignores this variable, the data would invalid classification.

2. Sample

In this study, purposive sampling was used to gather the data. By purposive sampling, the researcher selected the sample based on some criteria. Creswell (2012) states that the individuals were selected purposefully by the researcher to find out the problem. Here, unit 3 of the third-year semester at the Faculty of Education and Teacher Training of UIN Ar-Raniry selected as purposive sampling. Prior to determining the sample, the writer had to select five students purposively who have the lower, middle, and higher score from the test to be interviewed, asking them about the way how to paraphrase English text, the difficulties that faced by the students in doing paraphrasing. It turned out that is unit 3, which was best fit the research purpose because of they were more familiar than the rest with paraphrasing, and they reported having received

some materials that related to paraphrasing incorporated in Academic Writing course they were taking before.

As for the size of the sample, as many as 30 students had participated in quantitative data collection. The number was considered good, corresponding to the argument of Borg and Gall (1979, as cited in Cohen et al, 2007) who suggested that correlational research requires an ideal sample size no fewer than 30 participants. In addition, in reference to the statement of Arikunto and Suharsimi (2010) about the guideline of how to draw a sample, it is stated that if the population is less than 100 participants, it is advisable to take all the population as the participants. However, if it is a large population or more than 100 participants, then 10% to 25% can be drawn from the whole population. Therefore the number of sample in this study which is 30 participants was also justifying judges from Arikunto's theory.

C. The Techniques of Data Collection

To collect the data about students' difficulties in paraphrasing English text the test, questionnaires, and interview were utilized.

a. Test of Paraphrasing English Texts

There have been many types of tests, each serves different purposes. This study was collected data based on previous research. Weigan (as cited in Nurmala, 1995) points out, "evaluation or test is still with us (and probably always will be) because it serves lots of necessary and valuable

purposes” (p.167). Paraphrasing test used as one of the tools to collect the data in this study. It was useful to know how well they do paraphrasing in their writing. The test contained a paragraph to be paraphrased by the students.

The text used in the test was chosen by the writer. It contained a paragraph of English text. The test should be completed within 20 minutes. Generally observed, the paraphrased text of the original text was written in formal, academic style, typical of a college or university-level texts and journals and will be analyzed through a rubric. The function of this test was to select 5 participants to be interviewed.

b. Questionnaire

According to Nasution (2011) “questionnaire is a data collection that uses a list of questions”(p. 128). It means questionnaire is one of the techniques of collecting data about something by using some questions. Sukardi (2009) suggested providing a rating scale to make the questionnaire easier; therefore, the participant may not be left disoriented. The data collected through questionnaire were analyzed based on students’ answer.

The kind of questions in the questionnaire were close-ended questions by giving 10 questions with five optional answers (strongly agree, agree, neutral, disagree, strongly disagree). The close-ended question was chosen in the questionnaire because it is easier to analyze. The question no 1,2,3,4 were related to attitude questions. In selecting the respondent for

answering the questionnaire, the writer used purposive sampling. Then, unit 3 of third-year English students was select to be observed. The criteria of the sample were the students who already took Academic Writing course and have already learn paraphrasing skill in EAP-1. The questionnaires were given to 30 students.

c. Interview

An interview is a processed of gathering data by asking some questions to interviewee about the difficulties of paraphrasing they encountered in their writing and how they deal with those difficulties in writing academically. The interview held at the end of this study. Therefore, it means that not all the participants were interview. But, The writer only selective purposively the students who have the lower, middle, and higher score in paraphrasing test.

For the interview, the writer used the semi-structured interview. Creswell (2012) states that semi-structured interview as “one of the most powerful ways in which we try to understand our fellow human beings” (p. 46). Gass and Mackey (2005) propose in a semi-structured interview the writer makes a list of questions as guides. At the same time can make other questions during the interview process based on an interpretation of participants’ responds. Asked the same set of questions to all participants and allow the writer to compared answer from different participants. The data obtained through face-to-face interview. During the interview section,

the writer took note about the key answers and recorded the interview using smartphone recorder. Then, explained it by using the checklist.

D. The Techniques of Data Analysis

There were some techniques for data analysis. It started from test analysis, questionnaire analysis, and interview analysis.

a. The technique of test analysis

The test of paraphrasing skill was the primary data collection of this study. The aim of the test was to measure the achievement of students' skill in paraphrasing English text. To examine the students paraphrased text a rubric and percentage formula were used. According to Heidi (n.d.), a rubrics expert defines a rubric as "a scoring tool that lists the criteria for a piece of work or 'what counts'". A rubric is a great tool for the writer since it is a simple way to set up grading criteria for the test of paraphrasing. The rubric can be seen in the appendix 3.

b. The technique of questionnaire analysis

In this study, the data obtained from the questionnaire was analyzed by calculating the means of the students' answer in each item of the questionnaire. The items of the questions were in the form of Likert-Scale questions, with 5 options : (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, and (5) strongly agree. Each item should be in line with what is needed to be found in order to complete this study.

The writer guided and gave directions to the students about the questions in order to facilitate them in answering the question. The data from the questionnaire were analyzed by calculating the means of the students' answer.

c. The technique of interview analysis

The interview is the secondary data collection. This was because the interview will give extra information and strengthening the primary data collection (the test). The analyses of the interview data based on participants' answers and analyzed by using the checklist and explain it descriptively.

The following questions answered the secondary research question "how do the students deal with their difficulties when writing academically?"

1. Are you familiar with paraphrasing skill? What do you think about paraphrasing skill?
2. Have you learned the appropriate way to write a paraphrase? Do you know that inappropriate paraphrasing may lead to plagiarism?
3. Do you know how to paraphrase English text correctly? the criteria for good and poor paraphrasing?
4. What are the difficulties in paraphrasing English text into your writing? Such as External or Internal aspects?
5. How do you deal with the difficulties of paraphrasing in writing academically?

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

After discussing research methodology in the third chapter. This chapter analyzes the result of research and answers the research questions. The data were taken from the instruments, namely paraphrasing test, questionnaires, and interview.

A. The Result of Paraphrasing Test

Paraphrasing test was conducted to figure out the students' difficulties in paraphrasing English text. The test was performed on October 29th, 2018. As explained in the previous chapter, the test of students' paraphrasing was analyzed manually by using the rubric. The number of sample in this study was 30 students. The result of the test was described using the table that can be seen in appendix 5. The score of paraphrasing test was range about 62-95. Six students qualified in average level, sixteen students qualified in good level, and eight students qualified in excellent level.

The finding of paraphrasing test showed 19% of the students able to take the main idea from the original text. 14% of the students is able to paraphrase detail or structures of idea from the original text. 20% of the students is able to change the word or synonym from the original text. 17% of the students is able to change word order from the original text. 18% of the students is able to change

grammar or sentence structure from the original text. And 12% of the students is able to cite or acknowledge the author.

In conclusion, the highest percentage of paraphrasing test is 20%. It means that most of all students know to change the synonym of the word. The lower score of paraphrasing test is 12%. It means that the students need more understanding of how to use the citation. The result of this test functioned as a tool to select 5 participants to be interviewed.

1. The analysis of paraphrasing test

Scoring rubric was used as the guideline to examine the students' score of paraphrasing text. The formula is as follow:

$$S = \frac{R}{I} \times 100$$

Note :

Maximum score: 100

S: students score

R: Number of students' paraphrasing score

I: Total score of paraphrasing - R A N I R Y

The student's ability in paraphrasing was classified by using this table of qualification:

Table 4.1 Qualification for students' paraphrasing score

Score	Qualification
80-100	Excellent
70-79	Good
60-69	Average
0-59	Unsatisfactory

Adapted from: *Pedoman Akademik FKIP Universitas Tanjungpura* (2008, as cited in Khairunnisa et al 2014: p.4)

B. The Result of Questionnaires

One of the techniques of data collection used in this study was questionnaire which is aimed to investigate the students' difficulties in paraphrasing English text. In the questionnaire section, the students were asked 10 items of questions that related to their attitudes and problems that they encountered in paraphrasing English text.

1. Students' difficulties in paraphrasing English text

Table 4.2 The questionnaires result of students' difficulties in paraphrasing English text

Respondents	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
1	4	4	4	4	4	4	2	2	4	2
2	5	4	4	5	5	5	5	5	4	5
3	5	4	4	4	4	4	4	3	3	3
4	4	3	4	4	5	5	5	5	4	4
5	5	4	3	5	3	3	3	3	2	3
6	4	3	4	4	3	3	3	4	4	4
7	4	3	3	3	5	5	3	3	3	3
8	5	4	4	4	5	4	4	3	3	4
9	5	4	4	5	3	4	4	3	4	4
10	5	5	4	5	4	4	3	4	3	4
11	2	5	3	4	4	3	3	4	4	3
12	5	4	3	5	3	3	3	3	3	3
13	5	4	3	5	3	4	3	4	4	3
14	5	5	5	5	2	2	2	2	2	2
15	5	5	5	5	4	4	4	2	1	3
16	1	4	4	4	5	4	4	4	4	4
17	5	4	3	5	3	3	3	4	3	3
18	5	3	4	5	4	3	4	3	2	4
19	5	5	4	5	3	3	3	3	1	3
20	5	4	4	5	5	5	5	5	5	5
21	5	5	5	5	3	2	2	2	1	1
22	5	5	4	4	4	3	4	4	2	4
23	4	4	3	4	4	3	3	4	5	4
24	5	4	3	5	4	4	4	4	5	5
25	5	4	4	4	3	4	4	4	3	1
26	5	2	3	4	3	3	3	3	2	2
27	4	4	4	4	4	4	4	4	4	4
28	4	5	5	1	2	4	4	2	2	5
29	5	4	4	4	5	4	4	2	4	4
30	4	2	4	5	4	4	2	4	4	2
Total	135	120	115	131	113	110	104	102	95	101
Means	4.5	4.00	3.83	4.36	3.76	3.66	3.46	3.40	3.16	3.36

Note:

N= 30, Note: 5: Strongly Agree, 4: Agree, 3: Neutral, 2: Disagree, 1: Strongly Disagree

Table 4.2 shows that students' answer to difficulties in paraphrasing English text range from 1 to 5, meaning that their response starts from strongly agree to strongly disagree when facing the difficulties in paraphrasing English text. However, of the 30 students, their response varies from one student to another. There are several students who chose no 4 and 5 for several times, like students no 2, 4, 7, 8, 15, 19, 28, and 29 indicating that they probably have difficulties in paraphrasing English text.

The means (average) range from 3.16 to 4.5, which means that students' answer on facing the difficulties in paraphrasing English text fall in between 3 (neutral) and 4 (agree). The highest means (average) fall into 4.5 as in question no 1. It means the students agree about the term of paraphrasing. Moreover, most of the means (average) fall in (Neutral) showed that students have difficulties in paraphrasing English text as in question no 5,6,7,8,9 and 10. The difficulties such as in changing the structure of ideas, changing the words, changing word orders, changing sentence structures, lack of understanding of the criteria of good and poor paraphrasing, and lack of vocabulary.

The finding confirms that the students have difficulties in paraphrasing English text and they explain how they deal with those difficulties in the interview section. Otherwise, in question no 9 shows that the lowest means fall in 3.16, it assumed that lack of understanding on the criteria of good paraphrasing and

correct procedure in paraphrasing was not being difficulties in paraphrasing English text than other aspects based on students' answer. In order to better understand the meaning from the questionnaires, it is worthwhile to present in data as Table 4.3 below:

Table 4.3 The ordering statements result of students' difficulties in paraphrasing

English text		
Question number	Students' difficulties in Paraphrasing English text	Means
5	I feel difficult in changing structures of ideas in paraphrasing English text	3.76
6	I feel difficult in changing words in paraphrasing English text	3.66
7	I feel difficult in changing word order in paraphrasing English text	3.46
8	I feel difficult in changing sentence structures in paraphrasing English text	3.40
10	I have lack of vocabulary when paraphrasing English text	3.36
9	I have lack of understanding on the criteria of good and the correct procedure in paraphrasing	3.16

C. The Result of Interview

There are 5 participants involved as interviewees in conducting this study. The participants were chosen purposively among the students who got lower, middle, and higher score in paraphrasing test.

The interview was done on Monday, November 12th, 2018. the researcher recorded the interview and took note during the interview section based on the students' answer. Each of them got the same questions that were made by the researcher and designed on purpose as easily possible to respond. To get deeper information, the writer added several additional questions based on students' answers related to the topic.

In the interview section, semi-structured interview was applied to gather the information from the students. There were five questions in the interview. The questions are about their difficulties in paraphrasing English text, how they deal with them, and the criteria of good paraphrasing.

Here are the results of the interview section:

1. *Are you familiar with paraphrasing skill? What do you think about paraphrasing skill?*

Table 4.4 The definiton of paraphrasing

Participants	Yes	No
1	√	
2	√	
3	√	
4	√	
5	√	

The Table above shows that all of the participants gave similar answers. All of the students answered yes, they are familiar with paraphrasing. The first interviewee said that paraphrasing is one of the ways to avoid plagiarism in writing. The second interviewee said that paraphrasing is really important as English students as they write something or journal paraphrasing is needed to avoid plagiarism. The third interviewee said that paraphrasing is copying or taking the opinion of an author and do not acknowledge the author. The fourth interviewee said that interview includes changing the structure of the word, writing the same ideas of the resource in own word, and change the word order. The fifth interviewee said that paraphrasing is the way how to take other people ideas and using own word. It means without using the same term only take the idea then build it in own way. All of the participants know the definition of paraphrasing and explain it clearly.

2. *Have you learned the appropriate way to write a paraphrase? Do you know that inappropriate paraphrasing may lead to plagiarism?*

Table 4.5 The appropriate way to write paraphrase

Participants	Changing form of sentence	Changing the word order	Restating with own words	Looking the main idea of the text	Changing structure of author's opinion	Avoiding copy-paste the original text	Acknowledging the author
1			√			√	√
2	√						
3			√	√			
4		√			√		
5						√	

The table above shows that the participants have learned the appropriate way to write a paraphrase. All of them also know that inappropriate of paraphrasing may lead to the plagiarism. According to the first interviewee, the appropriate way to write a paraphrase are restating the source with own words such as change the terms, avoiding to copy-paste the original text and acknowledging the author. The second interviewee gave a different answer, he said that changing form of a sentence is the appropriate way to write a paraphrase. The third interviewee argued the appropriate way to write a paraphrase are restating the source with own words and looking the main idea of the original text. The fourth interviewee answered that changing the word order and changing the structure of author's opinion. The fifth interviewee pointed out avoiding copy-paste the original text is the appropriate way to write a paraphrased text. But when do it in practice it is a little bit hard.

3. *Do you know how to paraphrase English text correctly? And the criteria of good and poor paraphrasing?*

Table 4.6 The criteria of good and poor paraphrasing

Participants	Yes	No
1	√	
2	√	
3		√
4	√	
5		√

The table above shows that three of five the participants perceive that they know how to paraphrase English text correctly and know the criteria of good and poor of paraphrasing. Two of them confused on how to paraphrase English text correctly because of their lecturer in Academic writing course did not teach about paraphrasing skill since their lecturer only focuses on the ability of students writing in general. But both of them believed that in paraphrasing English text the students have not to reduce or going outside of the original context. The first interviewee argued that criteria of good paraphrasing are the students do not change the idea of the source and have to cite the author. The second interviewee argued that the writing full with synonym with original text is poor of paraphrasing. The third interviewee perceived that she does not know the criteria of good and poor paraphrasing. The fourth interviewee argued the good paraphrasing when the writer writes the source in a different way. It uses different term but still in the same meaning and also uses reference of the author.

4. *What are the difficulties in paraphrasing English text into your writing?*

External or Internal aspects?

Table 4.6 The difficulties in paraphrasing English text

Participants	Culture	Difficult in finding main idea	Difficult in Changing word order	Lack of vocabulary	Lack of knowledge of paraphrasing	Lack of understanding the criteria of paraphrasing
1	√	√	√			
2	√		√	√		
3				√	√	
4	√	√		√		
5				√	√	√

The table above shows the students' difficulties in paraphrasing English text. All of the participants agreed that sometimes they faced some difficulties when paraphrasing English text. There are some difficulties that faced by the students paraphrasing English text. The difficulties come from the students or internal aspect. The first, second, and fourth interviewee argued that their difficulties in paraphrasing English text because of culture. It means, in Indonesia, the people still not really care about plagiarism issue and get used to copy-paste the idea from the source to be their own. Difficulties in finding the main idea and changing word order also the difficulties that faced by the first interviewee. The second, third, fourth, and fifth interviewee argued that lack of vocabulary become difficulties in paraphrasing English text. It will take more time to look for the same vocabulary in the dictionary but will give different meaning from the original text. Lack of knowledge of paraphrasing skill also become a problem for

the students. As stated by third and fifth interviewee they have lack of knowledge because they do not look for the material from outside about this skill. The fifth interviewee perceived that she has difficulties in paraphrasing English text because she has a lack of understanding on the criteria of good paraphrasing.

5. *How do you deal with the difficulties of paraphrasing in writing academically?*

Table 4.7 The way students deal with the difficulties of paraphrasing in writing academically

Participants	Practicing more	Looking for additional sources about paraphrasing	Ask someone who master in paraphrasing	sharing with friend	Do not look the original text
1	√	√	√		
2		√		√	
3	√	√			
4		√			√
5		√	√		

The table above shows how the participants deal with the difficulties in paraphrasing English text. Each participants has differences and similarities answer in this question. The first and third interviewee argued practicing more the paraphrasing task will help them to solve their difficulties in paraphrasing English text. The first and the fifth interviewee argued that ask someone who masters in paraphrasing is the best way to deal with their difficulties. In the other hand, the

second and the fourth interviewee argued that sharing with a friend and do not looking to the original text will be more useful to deal with their difficulties in paraphrasing English text. Despite the differences answer from the participants, they have the similarities answer in dealing with the difficulties of paraphrasing. That is looking for additional sources about paraphrasing. It can take from the internet, book, and so on.

D. Discussions

After having analyzed the data, it is necessary to discuss the research questions in the first chapter of this study.

1. What are students' difficulties in paraphrasing English text into their writing?

This question was answered by conducting the paraphrasing test and questionnaire result. As showed in Table 4.2 and 4.3, the result presented that most students have difficulties in paraphrasing English text. In the test section, the lowest score is 62 and the highest score is 95. In the questionnaire section, the result falls between 3 (neutral) and 4 (agree). There were most students answer neutral toward their agreement for the statement that they face difficulties in paraphrasing English text.

The difficulties that the students face in paraphrasing English text were :

1. Culture,
2. Difficult in changing structures of ideas,
3. Difficult in changing words,

4. Difficult in changing the word order,
5. Difficult in changing sentence structures,
6. lack of vocabulary,
7. Lack of knowledge of paraphrasing

Similar study confirmed by Khairunnisa et al (2014) found that students' problems in paraphrasing which are lack of understanding on the criteria of a good paraphrasing, and lack of vocabulary. Hood (as cited in Irmadamayanti, 2017) confirmed that the process of changing wording seems to be a challenging stage when the students are required to present the same meaning with the original source.

In interview section, the students added some additional information about their difficulties in paraphrasing English text such as from culture, difficult in finding the main idea, lack of knowledge of paraphrasing, and lack of understanding the criteria of paraphrasing. Dung (2010) did his research about paraphrasing by Vietnamese Students. He found that among the difficulties in paraphrasing are changing the original sentence structure, unawareness, and lack of will to enhance their paraphrasing skill.

2. *How do the students deal with their difficulties when writing academically?*

In order to answer the second research question, most of the students give solutions on how they deal with their difficulties in paraphrasing English text. The solutions are practicing more, looking for additional sources about paraphrasing, asking someone who masters in paraphrasing skill, sharing with friends, do not look the original text. Dung (2010) stated that there are some criteria of good

paraphrasing which include all the important ideas mentioned in the original passage but not in the same order, and do not use the original sentence structure. In addition, Liao and Tseng (as cited in Irmadamayanti, 2017) found that unsuccessful transfer of paraphrasing knowledge, do not have explicitly learned paraphrasing, and lack of experience and practice are indicated as the reason for this problem.



CHAPTER V

CONCLUSION AND SUGGESTION

After having analyzed and discussed the finding in the previous chapter. This chapter comes up with several conclusions and suggestions based on findings and discussions in the previous chapter.

A. Conclusions

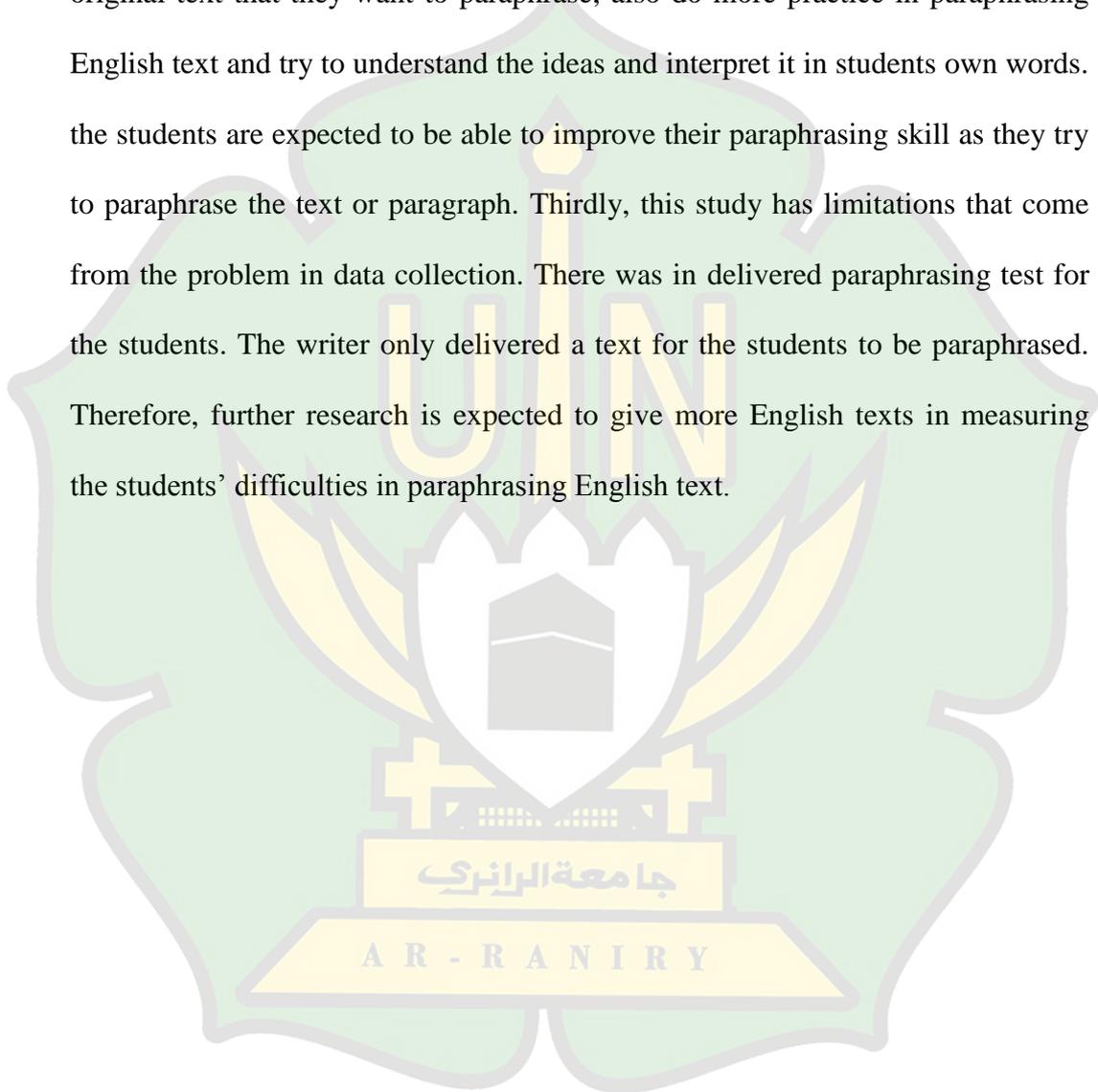
Based on the result and discussion in the previous chapter, this chapter comes up with the conclusions as follow research question addressed. The difficulties that the students face in paraphrasing English text were because of culture and other difficulties such as difficult to change structures of ideas, change words, change word order, change sentence structures, lack of vocabulary, lack of knowledge of paraphrasing, and lack of understanding the criteria of paraphrasing.

The solutions are practicing more, looking for additional sources about paraphrasing, asking someone who masters in paraphrasing skill, sharing with friends, do not looking the original text.

B. Suggestions

Having discussed the findings of the research, some suggestions can be made as follows. Firstly, the lecturers should be intense in facilitating the students during the teaching and learning process to develop students' understanding in paraphrasing English text. To decrease this problem, the writer suggests to the

lecturer for giving them more practice for the students. Secondly, the students themselves should be aware that paraphrasing skill is really important in writing. Before beginning to write, students should first understand the main ideas of the original text that they want to paraphrase, also do more practice in paraphrasing English text and try to understand the ideas and interpret it in students own words. the students are expected to be able to improve their paraphrasing skill as they try to paraphrase the text or paragraph. Thirdly, this study has limitations that come from the problem in data collection. There was in delivered paraphrasing test for the students. The writer only delivered a text for the students to be paraphrased. Therefore, further research is expected to give more English texts in measuring the students' difficulties in paraphrasing English text.



REFERENCES

- Al-Hammadi, F., & Mohd Sidek, H. (2015). *An analytical framework for analyzing secondary efl writing curriculum: approaches for writing and preparation for higher education*. (2nd ed.). Thousand Oaks, CA: Sage.
- Angelillo, J. (2003). *Writing about reading: from book talk to literary essays, grades 3-8*, Pouthsmouth, NH: Heinemann.
- Angelova, M., & Riazantseva, A. (1999). If you don't tell me, how can I know? A case study of four international students learning to write the U.S. way. *Written Communication*, 16(4), 491-525.
- Arikunto, S. (2010). *Prosedur penelitian suatu pendekatan praktek*. Jakarta: Rineka Cipta.
- Badiozaman, I. F. A. (2014). Paraphrasing challenges faced by Malaysian ESL students. *Issues in Language Studies*, 3(1), 49-69.
- Bailey, S. (2011). *Academic writing: a handbook for international students* (3rd ed.). New York: Routledge.
- Biggs, J. (1991). Approaches to learning in secondary and tertiary students in Hong Kong: Some comparative studies. *Educational Research Journal*, 6, 27-39.
- Creswell, J. W. (2014). *Research design qualitative, quantitative, and mixed methods approaches*. Los Angeles: Sage.
- Creswell, J. W., & Plano Clark, V. (2007). *Designing and conducting mixed methods research*. Thousand Oaks, CA: Sage.
- Choy, S. C., & Lee, M. Y. (2012). Effect of teaching paraphrasing skills to students learning summary writing in ESL. *Journal of Teaching and Learning*, 8(2), 78-89.
- Davis, M. (2013). The development of source use by international postgraduate students. *Journal of English for Academic Purposes*, 12(2), 125-135.
- Deborah, P. (2006), *Longman preparation course for the TOEFL test: Ibt*, Pearson Education.

- Dung, T. (2010). *An investigation in paraphrasing experienced by vietnamese students of English in academic writing*. Da Nang: Ministry of education and training university of Da Nang.
- Gass, S., & Mackey, A. (2005). *Second language research: Methodology and design*. New Jersey: Lawrence Erlbaum Associates.
- Greenberger, S., Holbeck, R., Steele, J., & Dyer, T. (2016). Plagiarism due to misunderstanding: online instructor perception. *Journal of the Scholarship and Teaching and Learning*, 16(6), 72-84.
- Hirvela, A. & Du, Q. (2013). "why am I paraphrasing?": undergraduate EFL writers' engagement with source-based academic writing and reading. *Journal of English for Academic Purposes*, 12, 87-98.
- Hood, S. (2008). Summary writing in academic contexts: implicating meaning in processes of change. *Journal of Linguistics and Education*, 19, 351-365.
- Hornby, A. S. (1963). *The advanced learner's dictionary of current english*. Second Edition. London: OUP.
- Howard, R. M., Serviss, T., & Rodrigue, T. K. (2010). Writing from sources, writing from sentences. *Journal of Equinox Publishing*. 2(2), 177-192.
- Irmadamayanti. (2017). *An Analysis of paraphrasing experienced by English students in academic writing*. Banda Aceh: UIN Ar-Raniry.
- Khairunnisa, W., Y, Gatot., & Surmiyati. (2014). *Students' Problems in Paraphrasing*. Pontianak: post graduate program university of tanjungpura.
- Lay, C. (2017). *Effective Communication*. Retrieved December 8, 2017, from <http://www.ucop.edu/environment-health-safety/groups-and-programs/centers-of-excellence/field-research-safety/effective-communication.html>
- Leonhard, B. (2002). *Discoveries in academic writing*. Singapore: Thomson Learning.
- Liao, M. T & Tseng, C. Y (2010). Students' behaviors and views of paraphrasing and inappropriate textual borrowing in an EFL academic setting. *Journal of Pan-Pacific Association of Applied Linguistics*, 14(2), 187-211.

Murphy, A. (2009). *General guide for academic writing and presentation of written assignments*, retrieved from http://sydney.edu.au/health-sciences/current-students/forms/assign_guide.

Nasution. (2011). *Metode research penelitian ilmiah*, Jakarta: Sinar Grafika Offset.

Nurmala. (1995). *The achievement of students in mastering elliptical constructions*. Sigli: Universitas Jabal Gafur

Oshima, A., & Hogue, A. (1998). *Writing academic english*, third edition. Young publishing house

Oxford Learners Pocket Dictionary. (2011). New York : Oxford University Press.

Sun, Y. C., (2009). Using a two-tier test in examining Taiwan graduate students' perspective on paraphrasing strategies. *Journal of Asia Pacific Educ.*, 10, 399-408.

Why is paraphrasing so important? (n.d.). Retrieved December 6, 2017, from <http://www.latrobe.edu.au/students/admin/academic-integrity/referencing-help/paraphrasing>



SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-11421/UN.08/FTK/KP.07.6/11/2018
TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-
RANIRY

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 15 Januari 2018

MEMUTUSKAN

- Menetapkan :
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-1166/UN.08/FTK/KP.07.6/01/2018 tanggal 24 Januari 2018

Menunjuk Saudara:

1. Dr. Jarjani, S.Ag., S.Si., M.Sc. Sebagai Pembimbing Pertama
2. Yuni Setianingsih, M.Ag. Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama : Sri Okta Rahmayani
NIM : 140203246
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Students' Difficulties in Paraphrasing English Text

- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh;
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2018/2019
- KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 1 November 2018

An. Rektor
Dekan.



Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBİYAH DAN KEGURUAN**

Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp: (0651) 7551423 - Fax. (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B- 11733 /Un.08/TU-FTK/ TL.00/11 /2018

08 November 2018

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Sri Okta Rahmayani
N I M : 140 203 246
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : IX
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t : Jl. Mireuk Taman, Lr. Indiser, Dtanjung Selamat, Kec. Darussalam,
Aceh Besar

Untuk mengumpulkan data pada:

Students' of English Department UIN Ar-Raniry

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Students' Difficulties in Paraphrasing English Text

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

AR - RANIRY



An. Dekan,
Kepala Bagian Tata Usaha,

M. Saif Farzhan Ali



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBİYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email pbi.ftk@ar-raniry.ac.id Website http://ar-raniry.ac.id

Surat Keterangan

Nomor: B-482/Un.08/KP.PBI/TL.00/12/2018

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh An. Dekan, Kepala Bagian Tata Usaha, Nomor: B-11733/Un.08/ TU. FTK/TL.00/11/2018 tanggal 08 November 2018, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Sri Okta Rahmayani
NIM : 140203246
Prodi : Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dan mengumpulkan data pada Prodi Pendidikan Bahasa Inggris (PBI) Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

Students' Difficulties in Paraphrasing English Text.

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 10 Desember 2018
Ketua Prodi Pendidikan Bahasa Inggris,



Zulfikar

جامعة الرانيري

AR - RANIRY

Paraphrase Rubric

Points	Main Idea	Detail	Word	Order	Grammar	Citation
4 Excellent	The main idea is clearly stated in the first sentence.	All important details are included	Uses own wording, Avoids copying phrases and sentences from the original text.	Detail sentences link to main idea in logical order.	No spelling or grammar errors.	Correctly written works cited section.
3 Satisfactory	The main idea is not clearly stated in the first sentence.	Most important details are included.	Uses mostly original words. Avoids copying phrases and sentences.	Detail sentences are logically linked.	Few mechanical errors.	Incomplete written works cited section
2 Below Average	The main idea is vague and hard to locate.	Some important details may be missing	Copies some phrases and sentences.	Detail sentences lack logical organization.	Has mechanical errors.	Incorrectly written works cited section.
1 Ineffective	The main idea is unclear	Important details are sketchy	Many copied phrases and sentences	Disorganized detail sentences, randomly presented	Many mechanical errors.	absent works cited section.

Source : Leonhard (2002), p.231 Retrieved from <http://www.fremontths.org/ourpages/auto/2006/8/20/.../Summary%20Rubric.doc>

Aulia Rizqina

unit 3

1. Read the paragraph below then paraphrase the paragraph by using your own ways!

Original text :

"Language is the main means of communication between peoples. But so many different languages have developed that language has often been a barrier rather than an aid to understanding among peoples. For many years, people have dreamed of setting up an international, universal language which all people could speak and understand. The arguments in favor of a universal language are simple and obvious. If all peoples spoke the same tongue, cultural and economic ties might be much closer, and good will might increase between countries." Kispert (as cited in Oshima & Hogue, 1998, p. 90)

Paraphrased Text :

main idea

The important thing in communication ~~is~~ each other is language.

In fact, so many various languages have improved that language has often a barrier rather than an aid to understanding among peoples. Having an international language becoming to be the dream ^{of} that many people for many years.

~~They wishing~~ They are wishing that they have a language which could speak and understand among many people

The statements/opinions in favor of a universal language are simple and obvious. Cultural and economic ties could be much closer if all peoples spoke ~~the~~ in the same language, ~~and~~ and the relationship between countries ~~is~~ is going to be good as well.

main idea: 4

detail: 4

word: 2

order: 4

grammar: 3

citation: 1

$$\begin{aligned} \text{Total} &= \frac{18}{24} \times 100 \\ &= 75 \end{aligned}$$

2

1. Read the paragraph below then paraphrase the paragraph by using your own ways!

Original text :

“Language is the main means of communication between peoples. But so many different languages have developed that language has often been a barrier rather than an aid to understanding among peoples. For many years, people have dreamed of setting up an international, universal language which all people could speak and understand. The arguments in favor of a universal language are simple and obvious. If all peoples spoke the same tongue, cultural and economic ties might be much closer, and good will might increase between countries.” Kispert (as cited in Oshima & Hogue, 1998, p. 90)

Paraphrased Text :

Kispert states that most people with ^{they have} ~~to have~~ one language for all ~~to~~ in order that all people easily can ~~understand~~ ~~speak and understand~~ ~~each other~~. Communicate each

Main idea: 2
Detail : 2
Word : 4
Order : 1
grammar : 3
Citation : 3

Total = $\frac{15}{24} \times 100$
= 62.5

Fitria Rizky

150203014

Unit 3

1. Read the paragraph below then paraphrase the paragraph by using your own ways!

Original text :

"Language is the main means of communication between peoples. But so many different languages have developed that language has often been a barrier rather than an aid to understanding among peoples. For many years, people have dreamed of setting up an international, universal language which all people could speak and understand. The arguments in favor of a universal language are simple and obvious. If all peoples spoke the same tongue, cultural and economic ties might be much closer, and good will might increase between countries." Kispert (as cited in Oshima & Hogue, 1998, p. 90)

Paraphrased Text :

Main idea

Uses own word

Language is the important things in interaction activity among people. Unfortunately, because of too many language that ~~has~~ being introduced, it become the difficulty for certain people. Speak in International Language become an exact purpose of people right now. Being able to speak, understand the language is ^{the same as} ~~similar to~~ with being that part of people. So, if people speak with the language that they understand, it goes to their head. Yet, if people speak their ^{own} language, it goes to their hearts.

Main idea : 4

Grammar : 2

Detail : 2

Citation : No acknowledgement (1)

Word : 4

Order : 2

Total : $\frac{15}{24} \times 100$

= 62,5

Uniyanti Islami

160203086

English for Academic Purpose - II

1. Read the paragraph below then paraphrase the paragraph by using your own ways!

Original text :

"Language is the main means of communication between peoples. But so many different languages have developed that language has often been a barrier rather than an aid to understanding among peoples. For many years, people have dreamed of setting up an international, universal language which all people could speak and understand. The arguments in favor of a universal language are simple and obvious. If all peoples spoke the same tongue, cultural and economic ties might be much closer, and good will might increase between countries." Kispert (as cited in Oshima & Hogue, 1998, p. 90)

Paraphrased Text :

As Kispert (1998 : 90) argues that (Language is used as a main tool in communication) ^{main idea} that, Language is being seen as a difficult thing to understand by certain peoples. In several years, the society try to built a universal language that expected to be used internationally. It is argued that ~~the~~ universal language is easy to understand and people of all over the world could speak with that language. Kispert's ~~said~~ " If people spoke the same tongue, cultural and economic ties might be much closer, and good will might increase between countries ".

Main idea: 4
Detail = 4
word = 3
Order = 3
grammar = 3
Citation = 3

Total = $\frac{20}{24} \times 100$
= 83,3

Name : M. Subali

Unit : 03

1. Read the paragraph below then paraphrase the paragraph by using your own ways!

Original text :

"Language is the main means of communication between peoples. But so many different languages have developed that language has often been a barrier rather than an aid to understanding among peoples. For many years, people have dreamed of setting up an international, universal language which all people could speak and understand. The arguments in favor of a universal language are simple and obvious. If all peoples spoke the same tongue, cultural and economic ties might be much closer, and good will might increase between countries." Kispert (as cited in Oshima & Hogue, 1998, p. 90)

Paraphrased Text :

main idea (4)
People use language for communication. The language has been increased and become a challenge for people to receive the language. The people who use universal language will make ~~the~~ ~~country~~ the country developed.

Main idea = 4

Detail = 2

Word = 4

order = 3

grammar = 3

Citation = 1

$$\text{Total} = \frac{17}{24} \times 100$$

$$= 70,8$$

INSTRUMENT FOR COLLECTING DATA

Students' Questionnaires

N = 30, Note: 5: Strongly Agree, 4: Agree, 3: Neutral, 2: Disagree, 1: Strongly Disagree

No	Questions	Students' answer				
		1 SD	2 D	3 N	4 A	5 SA
1	Paraphrase means rewrite information from an outside source in our own words without changing its meaning					
2	I know paraphrasing skill in academic writing course					
3	I have learned the appropriate way how to paraphrase English text					
4	I know that inappropriate paraphrasing may lead to plagiarism					
5	I feel difficult in changing structure of ideas in paraphrasing English text					
6	I feel difficult in changing words in paraphrasing English text					
7	I feel difficult in changing word orders in paraphrasing English text					
8	I feel difficult in changing sentence structures in paraphrasing English text					
9	I have lack of understanding on the criteria of good paraphrasing and the correct procedure in paraphrasing					
10	I have lack of vocabulary when paraphrasing English text					

Name : Gumilang Cahyo Ballono

ID : 150203103

Students' Questionnaires

N = 30, Note: 5: Strongly Agree, 4: Agree, 3: Neutral, 2: Disagree, 1: Strongly Disagree

No	Questions	Students' answer				
		1 SD	2 D	3 N	4 A	5 SA
1	Paraphrase means rewriting information from an outside source in our own words without changing its meaning					✓
2	I know paraphrasing skill in academic writing course				✓	
3	I have learned the appropriate way how to paraphrase English text				✓	
4	I know that inappropriate paraphrasing may lead to plagiarism					✓
5	I feel difficult in changing structure of ideas in paraphrasing English text					✓
6	I feel difficult in changing words in paraphrasing English text					✓
7	I feel difficult in changing word orders in paraphrasing English text					✓
8	I feel difficult in changing sentence structures in paraphrasing English text					✓
9	I have lack of understanding on the criteria of good paraphrasing and the correct procedure in paraphrasing				✓	
10	I have lack of vocabulary when paraphrasing English text					✓

AR - RANIRY

Thankyou very much for your cooperation

Intia Rizki
150203014

Students' Questionnaires

N = 30, Note: 5: Strongly Agree, 4: Agree, 3: Neutral, 2: Disagree, 1: Strongly Disagree

No	Questions	Students' answer				
		1 SD	2 D	3 N	4 A	5 SA
1	Paraphrase means rewriting information from an outside source in our own words without changing its meaning	✓			✓	
2	I know paraphrasing skill in academic writing course				✓	
3	I have learned the appropriate way how to paraphrase English text				✓	
4	I know that inappropriate paraphrasing may lead to plagiarism				✓	
5	I feel difficult in changing structure of ideas in paraphrasing English text					✓
6	I feel difficult in changing words in paraphrasing English text				✓	
7	I feel difficult in changing word orders in paraphrasing English text				✓	
8	I feel difficult in changing sentence structures in paraphrasing English text				✓	
9	I have lack of understanding on the criteria of good paraphrasing and the correct procedure in paraphrasing				✓	
10	I have lack of vocabulary when paraphrasing English text				✓	

AR - RANIRY

Thankyou very much for your cooperation

Aulia Rizqin

Students' Questionnaires

N = 30, Note: 5: Strongly Agree, 4: Agree, 3: Neutral, 2: Disagree, 1: Strongly Disagree

No	Questions	Students' answer				
		1 SD	2 D	3 N	4 A	5 SA
1	Paraphrase means rewriting information from an outside source in our own words without changing its meaning					✓
2	I know paraphrasing skill in academic writing course				✓	
3	I have learned the appropriate way how to paraphrase English text				✓	
4	I know that inappropriate paraphrasing may lead to plagiarism					✓
5	I feel difficult in changing structure of ideas in paraphrasing English text					✓
6	I feel difficult in changing words in paraphrasing English text					✓
7	I feel difficult in changing word orders in paraphrasing English text					✓
8	I feel difficult in changing sentence structures in paraphrasing English text					✓
9	I have lack of understanding on the criteria of good paraphrasing and the correct procedure in paraphrasing					✓
10	I have lack of vocabulary when paraphrasing English text					✓

AR - RANIRY

Thankyou very much for your cooperation

Maulina Sari

Students' Questionnaires

N = 30, Note: 5: Strongly Agree, 4: Agree, 3: Neutral, 2: Disagree, 1: Strongly Disagree

No	Questions	Students' answer				
		1 SD	2 D	3 N	4 A	5 SA
1	Paraphrase means rewriting information from an outside source in our own words without changing its meaning				✓	
2	I know paraphrasing skill in academic writing course					✓
3	I have learned the appropriate way how to paraphrase English text					✓
4	I know that inappropriate paraphrasing may lead to plagiarism	✓				
5	I feel difficult in changing structure of ideas in paraphrasing English text		✓			
6	I feel difficult in changing words in paraphrasing English text				✓	
7	I feel difficult in changing word orders in paraphrasing English text				✓	
8	I feel difficult in changing sentence structures in paraphrasing English text		✓			
9	I have lack of understanding on the criteria of good paraphrasing and the correct procedure in paraphrasing		✓			
10	I have lack of vocabulary when paraphrasing English text				✓	

AR - RANIRY

Thankyou very much for your cooperation

Name : M. subaili

Students' Questionnaires

N = 30, Note: 5: Strongly Agree, 4: Agree, 3: Neutral, 2: Disagree, 1: Strongly Disagree

No	Questions	Students' answer				
		1 SD	2 D	3 N	4 A	5 SA
1	Paraphrase means rewriting information from an outside source in our own words without changing its meaning		✓			
2	I know paraphrasing skill in academic writing course					✓
3	I have learned the appropriate way how to paraphrase English text			✓		
4	I know that inappropriate paraphrasing may lead to plagiarism				✓	
5	I feel difficult in changing structure of ideas in paraphrasing English text				✓	
6	I feel difficult in changing words in paraphrasing English text			✓		
7	I feel difficult in changing word orders in paraphrasing English text			✓		
8	I feel difficult in changing sentence structures in paraphrasing English text				✓	
9	I have lack of understanding on the criteria of good paraphrasing and the correct procedure in paraphrasing				✓	
10	I have lack of vocabulary when paraphrasing English text			✓		

AR - RANIRY

Thankyou very much for your cooperation

Appendix VII

Table 4.1 The score of paraphrasing English test

No.	Initial	Unit	Score
1	VY	3	62,5
2	AI	3	62,5
3	F	3	79,1
4	DI	3	83,3
5	MT	3	75
6	HN	3	75
7	RA	3	83,3
8	NFN	3	70,8
9	G	3	70,8
10	MS	3	62,5
11	RR	3	70,8
12	NA	3	79,1
13	SAN	3	83,3
14	PI	3	66,6
15	EN	3	75
16	MS	3	70,8
17	NS	3	70,8
18	M	3	83,3
19	ML	3	79,1
20	CNS	3	87,5
21	FR	3	62,5
22	A	3	70,8
23	AM	3	87,5
24	RZ	3	79,1
25	FH	3	79,1
26	AR	3	75
27	STA	3	62,5
28	PS	3	95
29	SK	3	83,3
30	JE	3	70,8
Lowest score			62,5
Highest score			95

Table below show the detail score of students' paraphrasing English text

No	Name	Main idea	Detail	Word	Order	Grammar	Citation	Score
1	VY	4	3	1	2	4	1	62,5
2	AI	3	2	4	3	2	1	62,5
3	F	2	4	4	4	4	1	79,1
4	DI	4	4	3	3	3	3	83,3
5	MT	4	2	4	4	3	1	75
6	HN	4	2	4	3	4	1	75
7	RA	4	2	4	3	4	3	83,3
8	NFN	4	2	4	3	3	1	70,8
9	G	4	2	4	3	3	1	70,8
10	MS	2	2	4	1	3	3	62,5
11	RR	4	2	4	3	3	1	70,8
12	NA	4	2	4	3	3	3	79,1
13	SAN	4	4	4	3	4	1	83,3
14	PI	3	2	4	3	3	1	66,6
15	EN	3	2	4	2	3	3	75
16	MSU	4	2	4	3	3	1	70,8
17	NS	3	2	3	3	3	1	70,8
18	M	4	2	4	3	4	3	83,3
19	ML	4	3	4	3	4	1	79,1
20	CNS	4	2	4	4	3	4	87,5
21	FR	4	2	4	2	2	1	62,5
22	A	3	3	4	3	3	1	70,8
23	AM	4	2	4	3	4	4	87,5
24	RZ	3	2	4	3	4	3	79,1
25	FH	4	2	3	3	3	4	79,1
26	AR	4	4	2	4	3	1	75
27	STA	2	2	4	3	3	1	62,5
28	PS	4	4	3	4	4	4	95
29	SK	2	4	4	3	3	4	83,3
30	JE	3	2	2	3	3	4	70,8
Total		105	75	110	90	98	62	540
percentage		19%	14%	20%	17%	18%	12%	100%

Interview instrument

The following questions will answer the secondary research question
“how do the students deal with their difficulties when writing academically?”

1. Are you familiar with paraphrasing skill? What do you think about paraphrasing skill?
2. Have you learned the appropriate way to write a paraphrase? Do you know that inappropriate paraphrasing may lead to plagiarism?
3. Do you know how to paraphrase English text correctly? And the criteria of good and poor paraphrasing?
4. What are the difficulties in paraphrasing English text into your writing? External or Internal aspects?
5. How do you deal with the difficulties of paraphrasing in writing academically?

جامعة الرانري

A R - R A N I R Y

Curriculum Vitae

1. Full Name : Sri Okta Rahmayani
2. Place Date of Birth : Jelanga Barat, 8 Oktober 1996
3. Sex : Female
4. Religion : Islam
5. Nationality : Indonesia
6. Marital status : Single
7. Occupation : Student
8. Address : Jl. Mireuk Taman, Lr. Indiser, Desa
Tanjung Selamat, Kec. Darussalam, Kab.
Aceh Besar
9. Phone Number : 0823 6776 1996
10. Students' Reg. Number : 140203246
11. The parents
 - a. Father's Name : Basri Hasballah, SE
- Occupation : PNS
 - b. Mother's Name : Mursyidah
- Occupation : MRT
12. Address : Gampong Keuniree, Kec.pidie, Kab. Pidie
13. Educational Background
 - a. Elementary School : SDN 1 Peukan Pidie, graduated 2008
 - b. Junior High School : SMPN 2 Sigli, graduated 2011
 - c. Senior High School : SMAN 2 Sigli, graduated 2014
 - d. University : UIN Ar-Raniry, graduated 2019

جامعة الرانيري
A R - R A N I R Banda Aceh, November 25th 2018

Sri Okta Rahmayani