

STUDENTS' PROBLEMS IN PARAPHRASING

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Abstrak: Penelitian ini merupakan sebuah studi kasus pada mahasiswa semester tujuh di kelas Seminar on ELT tahun ajaran 2013/2014. Penelitian ini bertujuan untuk mengetahui kemampuan mahasiswa dalam paraphrase, masalah yang dihadapi dalam memparaphrase dan penyebab permasalahan dalam paraphrase. Partisipan penelitian ini berjumlah 13 orang. Data diperoleh dari tes paraphrase, kuesioner and interview. Hasil penelitian menunjukkan 76,92% paraphrase mahasiswa termasuk dalam kategori tidak memuaskan. Dari hasil test ditemukan bahwa 76,92% mahasiswa melakukan kesalahan dalam mengubah susunan ide yang menyiratkan bahwa mereka memiliki masalah dalam mengubah susunan ide, semetara 76,92% responden kuesioner and 80% mahasiswa yang diinterview memilih mengubah kata sebagai masalah mereka dalam paraphrase. Perbedaan hasil dari setiap instrument penelitian disebabkan oleh kurangnya pemahaman mengenai kriteria paraphrase yang baik. Kemudian, kurang menguasai kosakata and pemahaman mengenai paraphrase ditemukan sebagai penyebab dari masalah paraphrase mahasiswa.

Kata Kunci: Masalah Paraphrase, Karya Ilmiah

Abstract: This is a case study of the seventh semester students in Seminar on ELT class academic year 2013/2014. It was conducted with aims to find out the students ability in paraphrasing, the problems faced in paraphrasing and the causes of the problems in paraphrasing. There were 13 participants in this study. The data were collected from paraphrasing test, questionnaire and interview. The finding of the data analysis showed 76.92% of the students' ability in paraphrasing qualified in unsatisfactory level. From the test, it was found that 76.92% of the students made mistake in changing the order of ideas, while 76.92% respondents of the questionnaire and 80% of interviewees mentioned changing word as their problem in paraphrasing. The different result of the instruments was caused by the students' lack of understanding toward the criteria of a good paraphrasing. Furthermore, lack of vocabulary and understanding about paraphrasing discovered as the causes of the students' problems in paraphrasing.

Keywords: Paraphrasing problems, Academic Writing

Paraphrasing is one of the techniques in citing others' ideas which needs to be accomplished by the students in using experts' ideas to be able to conduct a writing product for academic purposes. In order to conduct an acceptable paraphrasing, there are several criteria to be comprehended based on Pedoman Penulisan Karya Ilmiah FKIP Universitas Tanjungpura (2008). First, paraphrasing contains the experts' ideas but it is presented in the different writing style. It means that a paraphrase should be written in the different structure of ideas, wording and sentence structure from the original as it keeps the essential ideas of the original source. Second, the paraphrasing should be integrated in the text. Next, it is placed in the text without quotation mark. The fourth, the paraphrasing space in the row should be followed the text. The last, writers should mention the name of the author and the publication year in the brackets as a credit for the source.

Students, especially Students in Teacher Training Faculty of Tanjungpura University, should be able to comprehend and apply the criteria of paraphrasing mentioned above to be able to compose an acceptable paraphrasing. Unfortunately, based on the interview done by the writer in the Seminar on ELT class, it was found that 80% of the students have not achieved the criteria of an acceptable paraphrasing when they paraphrase since they tend to change the wording but keep the original structure of ideas and sentence structure. Moreover, 60 % of them preferred to use direct quotation rather than paraphrasing in their research design, even though they realized that paraphrasing brings advantages for them, as they found that paraphrasing is difficult to do. Besides, on the interview, 20% of the student admitted that they preferred to use direct quotation rather than paraphrasing since it is difficult to completely understand the ideas of the expert to be restated in the writing. While in direct quotation, they just copied the expert theory without completely gain the understanding of the theory. It can be concluded that they used the experts' ideas without thoroughly comprehending it. Therefore, it is necessary to find out the problems that existed in the students' paraphrasing in intention to help the students improve their paraphrasing skill.

Considering the fact found by the writer, a study should be conducted to find out problems in the students' paraphrasing. The similar study had been done by Dung (2010) in his work "An Investigation in Paraphrasing Experienced by Vietnamese Students of English in Academic Writing". He identified 77,5 % of fourth years students at the college of Foreign Language – University of Da Nang made mistakes in paraphrasing, where 40% made mistake in changing structure and grammar, 22,5 % in changing word and 15% fall into plagiarism. There is an assumption that the similar case possibly happen on the students of English Education program of FKIP Untan as well, considering both Vietnamese Students and the students of English Education program used English as foreign language. Therefore, the writer interested in conducting the study to figure out the problems that are presented in the students' paraphrasing of English Education Study Program of FKIP Untan.

Based on the explanation above, the writer was interested in conducting a study entitled "A Study on Students' Problems in Paraphrasing" to the Seventh semester students in English Education Study Program of FKIP Untan who are taking Seminar on ELT class. The students were chosen based on the consideration that they had already learned about paraphrasing in the Essay Writing 2 class, therefore, they were expected to be able to do paraphrasing

correctly. Moreover, in Seminar on ELT class, they were prepared to create a research proposal where paraphrasing is needed as one of the ways to use experts' ideas in their writing. Hence, the writer was interested in knowing how well they do paraphrasing and what are the problems that are occurred in the students' paraphrasing as well as the causes of the problems in the students paraphrasing.

After concluding the result, the writer revealed the findings to the students in Seminar on ELT subject, so that the students knew their problems in paraphrasing and will be able to improve their paraphrasing skill. By improving their paraphrasing skill, it is expected that the students will be able to produce an acceptable paraphrasing. From this study, it is hoped that the Seminar on ELT students will discover their problem in paraphrasing and be able to solve it in order to improve their paraphrasing skill.

METHOD

This study used case study research method. Faquhar (2012) mentioned that case study emphasize in investigating a contextual phenomena where the result of the study will be applied only in the specific situation. He continued, case study is a deep study toward a phenomena using multiple source of information in order to figure out the explanations and obtain the understanding to develop or test the theory. Meanwhile, the phenomena of this study was the students' reluctance in paraphrasing, where the aims of this study were defined the students' ability in paraphrasing, the problems in students' paraphrasing and the cause of the problems. Considering the finding of the study could not be generalized to the same phenomena in the different context and in investigating the problems, the writer used multiple sources of data that included paraphrasing test, questionnaire and interview, therefore, case study was chosen as an appropriate research method in this study.

The participants of this research were 7th semester students who took Seminar on ELT class in English Education Program of Tanjungpura University. These students were chosen by considering that they were expected to be able to do paraphrasing correctly since in this semester they were prepared to compose a research proposal, where paraphrasing is needed as one of the ways to use experts' ideas in their writing. While in fact, based on the interview done by the writer in the Seminar on ELT class, it was found that 80% of the students have not achieved the criteria of an acceptable paraphrasing when they paraphrase since they tend to change the wording but keep the original structure of ideas and sentence structure. Moreover, 60 % of them preferred to use direct quotation rather than paraphrasing in their research design, even though they realized that paraphrasing brings advantages for them, as they found that paraphrasing was difficult to do. Besides, on the interview, 20% of the student admitted that they preferred to use direct quotation rather than paraphrasing since it was difficult to completely understand the ideas of the expert to be restated in the writing. While in direct quotation, they just copied the expert theory without completely gain the understanding of the theory. It concluded that they used the experts' ideas without thoroughly comprehending it. Therefore, knowing how well their paraphrasing

skill and the problem that happens in their paraphrasing was expected to help them in improving their paraphrasing skill.

Paraphrasing test used as one of the tools to collect the data in this study. It was used to know how well the students do the paraphrasing. Besides, it is also used to figure out students' problems in paraphrasing by detecting the mistakes that are made by the students in their paraphrasing products. The test contains 3 paragraphs to be paraphrased by the students. In order to figure out the students' ability in paraphrasing, the writer examined the students paraphrase by using inter rater scoring. Inter rater scoring is the procedure in scoring where there are two or more examiners evaluate the same object and give the rating for it (Graham, 2011). The scorers in this study were the writer herself and Sistia Dinita. Sistia Dinita was chosen as the parter in scoring students' paraphrase by considering that she maintained her high score in writing subject and achived a scholarship where writing is one of the skills that are required to be mastered. In addition, before scoring students' paraphase, she has already explained about scoring criteria and scoring formula that are used in this study which made her able to rate students' paraphrasing correctly. Furthermore, Scoring rubric was used as the guideline to examine the students' paraphrase and in scoring the following formula was used:

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

Note:

Maximum score: 100

S: Student Score

R: Number of students' paraphrasing score

I: Total score of paraphrasing

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

Table 1 Qualification for Students' Paraphrasing Score

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

(Adopted from: Pedoman Akademik FKIP Universitas Tanjungpura, 2008: p.29)

Furtermore, Questionnaire was given to all of the students in class A of Seminar on ELT subject. It was used to find out the problems and the causes of students' problems in paraphrasing. Besides, from the questionnaire the writer intended to know the way they improve their paraphrasing skill. In addition, interview was used as source of data in this study. In interview section, the writer used semi structured interview and randomly chose five interviewees then ask the questions to the interviewee one by one. The interview was recorded and the

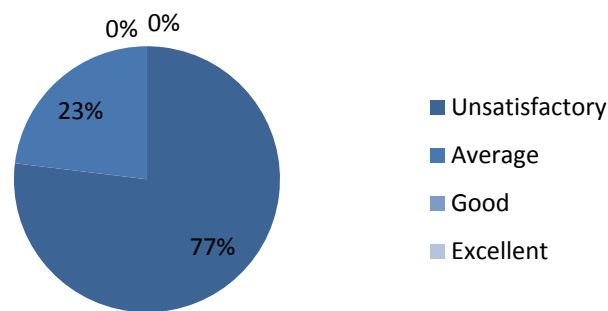
transcript of the interview was used to confirm the information from the questionnaire and gain deeper information on the students' problems in paraphrasing and the cause of students' problems.

FINDINGS AND DISCUSSION

The Students' Ability in Paraphrasing

The first inquiry in this study is knowing how well the students' do paraphrasing, knowing the students' ability in paraphrasing could be seen through paraphrasing products that have been gathered from paraphrasing test. The way the students change the words, sentence structure, order of ideas and acknowledge the source are the aspects that are observed in this study.

Chart 1 Students' Ability in Paraphrasing



The findings of this study showed 76.92% of the students' paraphrasing qualified in unsatisfactory stage, indicating that the students have the lack of ability in paraphrasing. Based on the students' paraphrase, the writer found out there are some problems in the students' paraphrase. Even though there are some students who perform better paraphrases than others, they still unable to reach good or satisfactory stage.

The students' problems in Paraphrasing

There are three sources that are used by the writer to reveal the students' problems in paraphrasing. At the first stage, the students are asked to paraphrase the text. When the writer analyzed paraphrasing product, it is found that most of the students (76.92%) made mistakes in changing structure of ideas as they tend to copied the original structure of idea. Since paragraph paraphrasing means not only changing the word and sentence structure, but also the order of ideas, as Dung (2010) stated that in order to point out the idea which linked the topic most, restructured the order of original ideas in paraphrasing is need.

Interestingly, a different result discovered once the responses of the questionnaire and interview have been analyzed. It is revealed that 76.92% of the students who responded the questionnaire chose changing word as their

paraphrasing problem. Where in the interview 4 of the 5 students answered that wording is their problem in paraphrasing. Three of five students faced the difficulty in understanding unfamiliar words.

“In the terminology, in the word, sometimes I found it hard, because my vocabulary is not really um... rich, if I found the word, it’s difficult for me to understand” (student 11).

While another student had the difficulty in finding the appropriate synonym to substitute the original text, the difficulty in paraphrasing is finding the similar word of the word (student 10). Due to the problems in changing word, the paraphrasing product has a different meaning from the original text or it contained too much word of the original text (Dung, 2012).

The difference result from the three instruments occurred due to the students’ lack of understanding on the criteria of a good paraphrasing. They tend to consider that paraphrasing merely about changing word without knowing that changing the original order of ideas included in the criteria of a good paraphrasing.

“ First, I don’t really know what is paraphrasing, so I just know that paraphrasing is um.. we go to another word...” (Student 6).

As a result it is caused the students faced the problem in paraphrasing as Bouman (2009) stated that uncertain standard of a good paraphrasing would be a barrier for the students in paraphrasing. It is proved from the questionnaire response when the students are asked to choose the criteria of a good paraphrasing, 79, 93% of the students excluded changing order of idea in the criteria of a good paraphrasing. This finding strengthens by the fact from the interview in which 5 of 5 interviewee admitted that they have no idea on the criteria of a good paraphrasing.

The Students’ Causes of Problems in Paraphrasing

a. Lack of Understanding on the Criteria of a Good Paraphrasing and the Correct Procedure in Paraphrasing

The last inquiry to be answered in this study is the cause of the students’ problem in paraphrasing. To address this need, questionnaire and interview are used. they are used to figure out the students’ understanding of the criteria of a good paraphrasing, procedure in paraphrasing and the importance of paraphrasing. As lack of the understanding on the criteria of a good paraphrasing, procedures in paraphrasing and the importance of paraphrasing possibly caused the problem in the students’ paraphrasing (Bouman, 2009; Shape, 2012; Nathan, 2007).

Based on the questionnaire, there were 85% of the students have wrong understanding on the criteria of a good paraphrasing and 69% of the students applied wrong procedure in paraphrasing , however 100% of the students aware on the importance of paraphrasing. While from the interview it is found that 5 of

the 5 interviewee failed to mention the criteria of a good paraphrasing and applied the wrong procedure in paraphrasing.

“Q: Ok, from the source, did you know the criteria of a good paraphrasing? or the correct steps in paraphrasing?”

A: um.. i don't really know” (Student 10)

As Bouman (2009), stated that uncertain standard of a good paraphrasing also became a barrier for the students in paraphrasing, the limited information about standard on criteria of a good paraphrasing and correct procedure in ‘Pedoman Penulisan Karya Ilmiah FKIP Universitas Tanjungpura’ possibly contribute on the students’ lack of the understanding on the criteria of a good paraphrasing and procedure in paraphrasing.

b. Lack of Vocabulary

Beside lack of understanding on the criteria of a good paraphrasing and the correct paraphrasing, lack of vocabulary detected as the cause of students’ problem in paraphrasing as well.

From the questionnaire, it is revealed that most of the students (76,92% of the students) chose lack of vocabulary as the cause of their problems in paraphrase on which in line with their responses on paraphrasing problem where 76,92% of the students admitted that changing word is their problem in paraphrasing.

Along with the result of the questionnaire, 2 interviewees answered lack of vocabulary as the cause of their problem in paraphrasing.

“Q: According to you, what are the causes of your difficulty in paraphrasing?”

A: The cause is because lack of my vocabulary so I cannot improve much about my paraphrasing.”

(Student 13)

While, one of the interviewee stated his/her cause of paraphrasing’s problem are lack of vocabulary and understanding about paraphrasing.

“First, I don't really know what is paraphrasing, so I just know that paraphrasing is um.. we go to another word, so sometimes I do the paraphrasing but maybe it is not really paraphrasing it is summarize so that's and the second is because I lack of vocabulary.” (Student 6)

Lack of vocabulary is responded by most students when they are asked about the cause of their problems in paraphrasing in the questionnaire and interview. Students’ lack of vocabulary caused the paraphrase contained different meaning as they might misinterpreted the text and used a synonym which was not contain an approximate equivalence meaning (Frodesen, 2002). Furthermore, it

caused the paraphrasing text contained too much original wording since they faced the difficulty to find the appropriate synonym to substitute the word(Shape, 2012).

Even though the most of the students merely considered lack of vocabulary as the cause of their paraphrasing problem, the result from questionnaire and interview revealed that they also had lack of understanding toward the criteria of a good paraphrasing and the correct paraphrasing procedure. Therefore, lack of vocabulary and understanding about paraphrasing which involved the criteria of a good paraphrasing and the correct procedure in paraphrasing concluded as the causes of the students' problems in paraphrasing.

CONCLUSION

After conducting the study and analyzing the data, it revealed that most of the students' paraphrasing was categorized unsatisfactory, even though there were some students who performed better paraphrases than others, they still unable to reach good or satisfactory stage.

Besides, this study also discovered the difficulties faced by the students in paraphrasing. Most of the students stated that changing word as their paraphrasing. Surprisingly, the analysis of the students' paraphrase revealed that most of the students made mistake in changing order of ideas. The difference result from the instruments occurred due to the students' lack of understanding on the criteria of a good paraphrasing. It was proved from the questionnaire response where most of the students excluded changing order of idea in the criteria of a good paraphrasing and all of the interviewee admitted that they did not know the criteria of a good paraphrasing.

Lack of understanding of the criteria of a good paraphrasing and correct paraphrasing were discovered as the cause of the students' problems in paraphrasing, since most of them failed to mention the criteria of a good paraphrasing and revealed their wrong procedure in paraphrasing. However, lack of vocabulary was chosen by most of the students as the cause of their problems in paraphrasing when they were asked about the cause of their problem in paraphrasing. Therefore, lack of vocabulary and understanding about paraphrasing which involved the criteria of a good paraphrasing and the correct procedure in paraphrasing concluded as the causes of the students problems in paraphrasing.

SUGGESTIONS

The finding of this research evidenced that the students' paraphrasing ability placed in unsatisfactory level. Therefore, there are several suggestions provided by the writer: (1.) Students in Class A of Seminar on ELT subject need to do lot of paraphrasing practice in purpose to improve the quality of their paraphrasing product. In this case, the students are suggested to read the expert theories and try to understand the ideas and interpret it in their own word. By interpreting the ideas and write it in their own word, the students are expected to be able to improve their paraphrasing skill as they try to paraphrase the theories by focusing

on the meaning of theories instead of focusing on changing the words or the sentence structure. (2.) The students have to read more theories about paraphrasing from many sources in order to enrich their understanding toward paraphrasing which involved the criteria of a good paraphrasing and the correct procedure in paraphrasing. So that, they will be able to evaluate their own paraphrasing and improve their paraphrasing skill. (3.) Due to the limited information about paraphrasing in the 'Pedoman Penulisan Karya Ilmiah FKIP Universitas Tanjungpura', it would be better if there are additional points which provides the complete criteria of a good paraphrasing, which are covered change wording, grammar, order of ideas and acknowledging the source, as it is used as a reference for the student in producing an academic writing.

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