

**INDONESIAN EFL STUDENTS' PROBLEM
IN PARAPHRASING JOURNAL ARTICLES:
A NARRATIVE INQUIRY**

AN UNDERGRADUATE THESIS

**Submitted to fulfill one of the Requirements for *Sarjana Pendidikan* Degree
at the English Education**



By:

Qonita Irfayani

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN**

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Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan. Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

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MOTTO

“Terkadang, kesulitan harus kamu rasakan terlebih dahulu sebelum kebahagiaan yang sempurna datang kepadamu.” – Raden Ajeng Kartini

يُسْرًا الْعُسْرَ مَعَ إِنَّ

“Sesungguhnya sesudah kesulitan ada kemudahan”

(Q.S. Al-Insyirah: 5)

“Jangan membandingkan dirimu dengan orang lain. Itu hanya akan membuatmu tidak tenang. Jangan merasa gagal karena tidak secepat mereka, ingat bahwa setiap orang punya waktu yang berbeda.” - Opi

ABSTRAK

Penelitian ini mengkaji pada permasalahan yang dihadapi oleh mahasiswa EFL dan strategi penanganannya untuk mengatasi permasalahan saat memparafrase artikel jurnal. Untuk mencapai tujuan penelitian, peneliti menggunakan penelitian naratif dengan dua kali wawancara semi terstruktur. Empat mahasiswa EFL telah berpartisipasi dalam penelitian ini dan berbagi pengalaman terkait permasalahan yang mereka hadapi saat memparafrase artikel jurnal. Hasil penelitian menunjukkan bahwa keempat mahasiswa merasa keterbatasan kosakata, kurangnya kesadaran terkait kriteria parafarse yang efektif dan tahap-tahap yang tepat dalam memparafrase, kesulitan untuk menemukan sinonim yang tepat, dan kurang menguasai grammar. Lebih lanjut, temuan penelitian mengungkapkan ada beberapa strategi yang diadopsi oleh mahasiswa dalam menyelesaikan masalah saat memparafrase artikel jurnal seperti mengubah kalimat aktif menjadi pasif, mengeliminasi kata-kata, memanfaatkan alat bantu parafrase, dan berkonsultasi dengan orang lain. Penelitian ini dapat menjadi bahan refleksi diri bagi para pembaca, terutama mahasiswa untuk lebih menyadari terkait pentingnya menguasai keterampilan parafrase.

Kata Kunci: *Mahasiswa EFL, Permasalahan, Parafrase*

ABSTRACT

This study investigates the problems faced by EFL students and their coping strategies to deal with problems when paraphrasing journal articles. To achieve the study objectives, the researcher utilized a narrative inquiry design with two semi-structured interviews. Four EFL students participated in this study and shared their experiences regarding the problems they faced when paraphrasing journal articles. The findings presented that the four students perceived limited vocabulary, lack of awareness regarding the criteria for effective paraphrasing and the proper stages of paraphrasing, struggle to find the appropriate synonyms, and lack of grammar mastery. Furthermore, it was discovered that there were several strategies adopted by the students to overcome the problem of paraphrasing journal articles such as changing active to passive voice, eliminating unnecessary words, utilizing paraphrasing tools, and consulting with others. This research can be a form of self-reflection for the readers, especially students, to be more aware of the importance of mastering paraphrasing skills.

Keywords: EFL students, Problems, Paraphrasing

PREFACE

Praises and gratefulness are sent to Allah SWT who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of my thesis **“Indonesian EFL Students’ Problem in Paraphrasing Journal Article: A Narrative Inquiry”** can be completed. It is submitted to English Education Department, UIN K.H Abdurrahman Wahid Pekalongan to fulfil one of the requirements for Degree of Sarjana Pendidikan. This study can be accomplished because of many supports from several people. Therefore, in this occasion I would like to express my sincere gratitude to:

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The Researcher

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Writing is not an easy thing for students. It is because grammar, spelling, vocabulary, and content must all be mastered by students when writing (Rohmah, 2009). They often encounter several problems in writing, one of which is the problem of plagiarism. Plagiarism refers to using someone else's words or ideas without giving them credit (Snow, 2006). Furthermore, Khadilkar (2018) considers plagiarism to be a serious form of scientific violation. It is said to be a big problem that often occurs in society, especially among students. Eliminating plagiarism among students is as difficult as eliminating negative habits in everyday life (Hasan et al., 2016). One way that can be done to avoid plagiarism is to use paraphrasing (Hasna et al., 2021). According to Ismail et al. (2020), paraphrasing is rewriting other people's words or ideas while maintaining objective information from the original and maintaining the consistency of the length of the text. In addition, students can express the opinions of others while maintaining the main idea from the source by paraphrasing (Murphy as quoted in Irmadamayanti, 2018).

Paraphrasing is a valuable and needed skill in academic writing. However, these skills are not easily mastered by students (Hayuningrum & Yulia, 2012). When paraphrasing, for example, a journal article, one's vocabulary strength and understanding will be tested. Simply put, paraphrasing

is a play on words and sentences. By paraphrasing, one must be able to interpret complex ideas in one's own simpler language. Talking of paraphrasing, a phenomenon was found at a university in Pekalongan where some 6th-semester EFL students experienced problems when asked by a lecturer for the Academic Reading and Writing course to paraphrase a journal article as one of the assignments in the course. Some students even complained and almost gave up because they found it difficult to paraphrase an international journal article.

Several previous studies have examined the topic of paraphrasing. Pratiwi's (2019) research aims to investigate and analyze the use of paraphrasing techniques in journal articles for graduate students of the 57 English study programs at STKIP PGRI West Sumatra. Similarly, Pertiwi (2019) examines student paraphrasing techniques, acceptability of paraphrasing, and barriers to paraphrasing among senior students of the English Language Program at IAIN Pare-pare. Furthermore, in the Malaysian context, a study was conducted by Badiozaman (2014). This study investigated the challenges faced by Malaysian second language (L2) learners when paraphrasing an academic text. In addition, Maiyoritsa and Wahyuni (2021) examined the paraphrasing techniques used by students, the level of paraphrasing ability, and the problems encountered by students in the UNP

English Department's academic writing class. However, the research encountered issues related to difficulties when paraphrasing journal articles among students that are still limited. Seeing the facts found by the researcher and those mentioned previously, it is necessary to research to examine the problems faced by students when paraphrasing journal articles considering the importance of paraphrasing in student life. In addition, the researcher is interested in raising research issues regarding paraphrasing because paraphrasing is challenging things and can sharpen the brain. Hence, this study focuses on investigating the problems faced by Indonesian EFL students in paraphrasing journal articles and the strategies used to overcome these problems.

1.2 Formulation of The Problems

This study provides two research questions, such as:

1. What are the problems faced by Indonesian EFL students when paraphrasing journal articles?
2. How do Indonesian EFL students overcome the problems they face when paraphrasing journal articles?

1.3 Operational Definitions

The following definitions are given by the researcher concerning the study to prevent misunderstandings of the terms used in it:

1. Paraphrasing

According to Bailey (2011), paraphrasing is the process of altering the words of a text so that it differs significantly from the source while retaining its meaning.

2. Journal Article

Tanjung and Ardial (2009) state that journal articles are written works based on field research findings or literature reviews that are intended to be published in a journal or collection of articles written scientifically and following established guidelines.

1.4 Aims of the Study

1. To investigate the problem faced by Indonesian EFL students when paraphrasing journal articles.
2. To reveal the strategies used to overcome the problems faced by Indonesian EFL students when paraphrasing journal articles.

1.5 Significance of the Study

1. Theoretical : This study contributes to Khairunnisa et al. (2014) Use theory related to difficulties in paraphrasing and Davies et al. (2011) theory related to strategies to paraphrasing.

2. Empirical Use : This study provides empirical insight into the problems faced by Indonesian EFL students in paraphrasing journal articles, and the strategies used to overcome these problems.

CHAPTER V

CONCLUSION

After presenting and analyzing the findings in the previous chapter, the researcher provides a summary of the research and recommendations for further research in this chapter.

5.1 Summary of the Findings

Based on the data obtained by interviewing four students using semi-structured interviews, it was discovered that when paraphrasing journal articles, the students struggled with limited vocabulary, lack of awareness toward effective paraphrasing criteria and appropriate steps in paraphrasing, finding appropriate synonyms, and lack of grammar mastery. The existence of problems that emerge encourages them to create errors when paraphrasing journal articles. Hence, it is necessary to have strategies that must be adopted by students to overcome these various problems. Furthermore, the findings from interviews with students show that there are four strategies to solve their problems or how to deal with their problems in paraphrasing journal articles which consists of changing active voice to passive voice, eliminating wordiness, employing paraphrasing tools, and consulting with other people. Based on the findings, the researcher hopes that this study can be useful as a self-reflection for students and lecturer to be more aware of the importance of paraphrasing skills in students' lives. In addition, this study encourages

students to acquire more information about paraphrasing, either from books, experts, or the internet, so that they can master paraphrasing skills.

5.2 Recommendation

In this part, the researcher emphasizes that this research is partial. As the study only focuses on the experiences of four participants with a background in English Education, thus the researcher hopes that future researcher can develop more details of the research topic regarding problems when paraphrasing. Furthermore, the researcher hopes that the topic can be explored again with different contexts, diverse backgrounds of students' experiences, different research designs and data collection techniques.

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