

CHAPTER IV

FINDING AND DISCUSSION

This section presents the data which have been collected in interview. Here will be explained the result from the process of recording and data reduction. It describes the result from what the researcher saw, heard and thought while doing an interview. The data presented and described here were based on the interview started on Monday, December 14th 2020 until Monday, December 28th 2020. This chapter consists of two parts such as Findings and Discussion.

4.1 Research Finding

The inquiries in this study knew what the students' difficulties in using and how the students overcome their difficulties in using paraphrase to complete a Skripsi in English Department at IAIN Parepare. To answer the first and the second research questions, the researcher used the students' answer in an interview directly and indirectly. The interview guided consists of all the questions based on the research questions.

In this study, the researcher used the technique of data analysis by Atmowardoyo. There were three activities in analyzing the qualitative data, such as the stage data reduction, data display and conclusion.

4.1.1 Interview Result

Respondents in this study involved students in the 9th semester of English Department IAIN Parepare and were finished their research proposal and now some of the students were finishing their Skripsi in the 2020-2021 academic year.

4.1.1.1 Students' Difficulties in Using Paraphrase to Complete a Skripsi

There were many students in the ninth semester English Department got the difficulties in using paraphrase to complete a Skripsi such as in the synonym, paraphrase pattern, grammatical and other factors. In this case of the other factor was the lecturer's explanation and rare to practice.

There were 11 students who had difficulties in choosing the synonyms, 16 students had difficulties in using the paraphrase pattern, 10 students had difficulties in using grammatical and 21 students had difficulties with other factors. In this other factors, students were dominant in the lack of clarity in the explanation of the lecturer which makes students not understand the paraphrase material. Moreover, there were no books concern about that and the students also rare to practice in doing paraphrase because limited time in the class. Every student had the difficulties and sometime in one student there are 2, 3 and even 4 or all the difficulties. To classify it, the interview is showed as follow :

4.1.1.1.1 Synonym

In the interview activity found 11 from 27 of students who had difficulties in using paraphrase to complete a Skripsi in English Department at IAIN Parepare. In this case, their difficulties were in vocabulary. They were:

1. Student 2

Researcher : "Apa kesulitan-kesulitan anda dalam melakukan Paraphrase?"

2nd Respondent : "Menyusunnya menggunakan kosa kata yang baik utamanya dalam menentukan sinonimnya."
(Bahasa Indonesia)

Researcher : "What are your difficulties in doing paraphrase ?"

2nd Respondent : "The difficulty is to arrange them using good **vocabulary** mainly in determining **the synonyms**."

(English)

2. Student 3

Researcher

:“Apa yang menjadi kesulitan anda ?”

3rd Respondent

:“Yang menjadi kesulitan karena Paraphrase itu sangat tidak mudah dalam menyusun kata-kata karena kekurangan kosa kata.”

(Bahasa Indonesia)

Researcher

:“What are your difficulties ?”

3rd Respondent:“The difficulty is that paraphrase is not easy in arranging words because of **lack of vocabulary**.”

(English)

3. Student 8

Researcher

:“Selama melakukan Paraphrase dalam jurnal, kalau boleh tahu apa saja kesulitannya ?”

8th Respondent

:“Kesulitan dalam Paraphrase itu lumayan yah menurut saya. Pertama, kita harus memiliki kosa kata yang banyak karena kosa kata yang digunakan seseorang dalam tulisannya harus kita ubah dengan kosa kata yang berbeda pada saat melakukan Paraphrase.

(Bahasa Indonesia)

Researcher

:“During doing paraphrase in a journal, what are the difficulties you have faced so far ?”

8th Respondent:“The difficulty in paraphrase is not bad in my opinion. First, we must have a lot of vocabulary because we have **to change the vocabulary that someone uses in their writing with a different vocabulary** when doing paraphrase.”

(English)

4. Student 10

Researcher

:“Ketika anda mencoba untuk melakukan Paraphrase tanpa bantuan aplikasi, apa yang menjadi kesulitan-kesulitannya ?”

10th Respondent

:“Kesulitannya adalah dari pemilihan kata atau kosa katanya karena biasanya walaupun menggunakan aplikasi, tentunya juga harus menyertakan sumbernya. Jadi lebih ke pemilihan kata yang sesuai.”

(Bahasa Indonesia)

Researcher :“When you try to do paraphrase without the help of application, what are your difficulties ?”
 10th Respondent :“The difficulty is from the choice of words or **vocabulary** because usually even though I use an application, of course I also have to include the source. So, it is more to choose the right words.”
 (English)

5. Student 11

Researcher :“Terkait Paraphrase, apa saja kesulitan-kesulitan yang anda alami ?”
 11th Respondent :“Pertama itu kosa kata. Nah dalam kosa kata terkadang terdapat beberapa kata yang sama tetapi ketika dimaknai akan berbeda, seperti *see* dan *look*.”
 (Bahasa Indonesia)

Researcher :“Related to paraphrase, what are your difficulties ?”
 11th Respondent :“First, it **is vocabulary**. In vocabulary, sometimes there are several words that are the same but when we are interpreted differently, such as **see and look**.”
 (English)

6. Student 12

Researcher :“Apa saja kesulitan anda dalam menyusun skripsi ?”
 12th Respondent :“Kesulitannya itu pada saat mencari sinonim dan antonim, kita harus mencari yang sesuai karena berbeda kalimat maka akan berbeda kata.”
 (Bahasa Indonesia)

Researcher :“What are your difficulties in compiling the Skripsi ?”
 12th Respondent :“The difficulty is when **looking for synonyms** and antonyms, we have to find the appropriate one because different sentences will mean different words”
 (English)

7. Student 13

Researcher :“Kesulitan-kesulitannya itu seperti apa ?”
 13th Respondent :“Seperti pemilihan sinonim dan antonim.”
 (Bahasa Indonesia)

Researcher :“What are the difficulties ?”
 13th Respondent :“Such as the **selection of synonyms** and antonyms.”
 (English)

8. Student 14
 Researcher :“Kalau boleh tahu, apa saja kesulitan yang anda alami pada saat melakukan Paraphrase ?”
 14th Respondent :“Kesulitannya itu dalam memilih kata lain yang memiliki makna yang sama.”
 (Bahasa Indonesia)
- Researcher :“If I may know, what are the difficulties you have experienced while doing paraphrase ?”
 14th Respondent :“The difficulty is in **choosing other words that have the same meaning.**”
 (English)
9. Student 15
 Researcher :“Kemudian dalam penyusunannya, apakah terdapat kesulitan yang anda hadapi ?”
 15th Respondent :“Saya kurang bisa untuk mengubah kata karena keterbatasan kosa kata. Apalagi kita harus pandai untuk mencari sinonim kata.”
 (Bahasa Indonesia)
- Researcher :“Then in the preparation, are there any difficulties you face ?”
 15th Respondent :“I am not able to change words due to limited **vocabulary.** Moreover, we must be clever to find **synonyms for words.**”
 (English)
10. Student 19
 Researcher :“Lalu apa saja masalah yang ditimbulkan dari Paraphrase ?”
 19th Respondent :“Yah bisa dikata mulai dari kosa kata.”
 (Bahasa Indonesia)
- Researcher :“Then what are the difficulties caused by paraphrase ?”
 19th Respondent :“Well, you can say from the **vocabulary.**”
 (English)
11. Student 20
 Researcher :“Apa saja kesulitan-kesulitan anda ketika melakukan Paraphrase ?”
 20th Respondent :“Kesulitan yang dialami pertama itu kosa kata.”

(Bahasa Indonesia)

Researcher :“What are your difficulties when doing paraphrase ?”

20th Respondent :“The first difficulty was **vocabulary**.”

(English)

From the explanation above, the result of the interview indicated that there were 11 from 27 students had the difficulties in using paraphrase to complete a skripsi in the synonym factor. The students had difficulties in synonym factor, it was not easy for them such as compiling good vocabulary, choosing words that had the same meaning or looking for the synonyms and lack of vocabulary that students had.

4.1.1.1.2 Paraphrase Pattern

In the interview activity found 16 from 27 of students who had difficulties in using paraphrase to complete a Skripsi in English Department at IAIN Parepare. In this case, their difficulties were in paraphrase pattern. They were:

1. Student 1

Researcher :“Apa saja kesulitan-kesulitan kakak pada saat melakukan Paraphrase ?”

1st Respondent :“Ada banyak yah seperti yang saya jelaskan sebelumnya mungkin seperti tahap-tahap Paraphrase yang baik dan benar.”

(Bahasa Indonesia)

Researcher :“What are the difficulties you have when doing paraphrase ?”

1st Respondent :“There are many. Well, as I explain before, maybe such as **good steps of paraphrase**.”

(English)

2. Student 2

Researcher :“Apa yang menyebabkan anda kebingungan dalam melakukan Paraphrase ?”

2nd Respondent :“Yah.. lebih ke pola atau langkah-langkah dari Paraphrase itu.”

(Bahasa Indonesia)

Researcher :“What causes you confusion in doing paraphrase ?”
 2nd Respondent :“Well, more of the patterns or **steps of that paraphrase.**”
 (English)

3. Student 3
 Researcher :“Apakah anda mengetahui tentang Paraphrase ?”
 3rd Respondent :“Saya mengetahuinya dan sulit untuk memahami Paraphrase karena harus berfokus pada teknik-tekniknya.”
 (Bahasa Indonesia)

Researcher :“Do you know about paraphrase ?”
 3rd Respondent :“I knew it and it was difficult to understand because we had to focus **on the techniques of paraphrase.**”
 (English)

4. Student 4
 Researcher :“Jawaban kakak seperti itu, jadi sudah tidak asing lagi dengan metode Paraphrase ?”
 4th Respondent :“Saya tahu Paraphrase itu apa, tetapi tidak mengetahui langkah-langkah untuk mengutip atau mengambil pendapat orang lain. Jadi dimana dalam Paraphrase itu saya kurang jelas, gramatikal yang kacau.”
 (Bahasa Indonesia)

Researcher :“Your answer is like that, so you are familiar with the paraphrase ?”
 4th Respondent :“I know what paraphrase is, but **I do not know the steps** to quote someone’s opinion. So where in the paraphrase I am less clear and grammatical that I have a mess.”
 (English)

5. Student 7
 Researcher :“Secara keseluruhan apa saja yang menjadi kesulitan-kesulitan anda dalam melakukan Paraphrase ?”
 7th Respondent :“Kesulitan yang pertama adalah saya tidak mengetahui langkah-langkah dari Paraphrase, kemudian saya memiliki kosa kata yang sedikit dan dalam penyusunan kalimatnya sangat membingungkan utamanya ketika kita harus berfokus pada tenses.”

(Bahasa Indonesia)

Researcher :“Overall what are your difficulties in doing paraphrase ?”

7th Respondent :“**The first difficulty is that I do not know the steps of paraphrase**, then I have a little bit vocabulary and the sentence structure is very confusing especially when we have to focus on tenses.”

(English)

6. Student 9

Researcher :“Kalau seperti itu kak, apa saja bagian Paraphrase yang tidak kakak pahami ?”

9th Respondent :“Semuanya mungkin, yang saya ketahui tentang Paraphrase yaitu ada pendapat dari para ahli kemudian dinyatakan kembali menggunakan kata-kata sendiri. Selebihnya saya tidak tahu.”

(Bahasa Indonesia)

Researcher :“If it is like that, what are the parts of paraphrase that you do not understand ?”

9th Respondent :“**Everything is possible**, what I know about paraphrase is that there are opinions from the experts then restated using our own words.”

(English)

7. Student 10

Researcher :“Selanjutnya apakah anda mengetahui langkah-langkah dari Paraphrase ?”

10th Respondent :“Tidak sama sekali tetapi praktiknya saya tahu dengan bantuan aplikasi.”

(Bahasa Indonesia)

Researcher :“Next, **do you know the steps of paraphrase ?**”

10th Respondent :“**Not at all** but in practice I know with the help of the application.”

(English)

8. Student 13

Researcher :“Bagaimana dengan teknik-teknik dari Paraphrase ?”

13th Respondent :“Kalau teknik-teknik dari Paraphrase cukup sulit yah.”

(Bahasa Indonesia)

Researcher :“How about the techniques from the paraphrase ?”
 13th Respondent :“**If the techniques of paraphrases are quite difficult.**”
 (English)

9. Student 14

Researcher :“Apakah anda mengetahui langkah-langkah Paraphrase yang baik dan benar ?”
 14th Respondent :“Saya tidak tahu.”
 (Bahasa Indonesia)

Researcher :“**Do you know the steps of good paraphrase ?**”
 14th Respondent :“**I do not know.**”
 (English)

10. Student 20

Researcher :“Apakah anda mengetahui teknik-teknik dari Paraphrase yang baik dan benar ?”
 20th Respondent :“Terkait itu sih kurang memahami tetapi sudah pernah belajar di semester 5 mata kuliah *Academic Writing*.”
 (Bahasa Indonesia)

Researcher :“**Do you know the steps of good paraphrase ?**”
 20th Respondent :“**Related to that, I do not know really understand but I have already studied in the 5th semester of the Academic Writing.**”
 (English)

11. Student 21

Researcher :“Apakah anda mengetahui langkah-langkah dari Paraphrase yang baik dan benar ?”
 21st Respondent :“Saya hanya mengetahui sedikit dari cara melakukan Paraphrase dikarenakan saya sudah lupa.”
 (Bahasa Indonesia)

Researcher :“**Do you know the steps of good paraphrase ?**”
 21st Respondent :“**I only know a little of how to do paraphrase because I forgot.**”
 (English)

12. Student 23

Researcher :“Apa saja kesulitan-kesulitan anda dalam melakukan Paraphrase ?”

23rd Respondent :“Okay, kesulitan saya pada saat melakukan Paraphrase terletak pada kosa kata nya, grammar, tenses.”
(Bahasa Indonesia)

Researcher :“What are your difficulties in doing paraphrase ?”
23rd Respondent :“Okay, my difficulty when doing paraphrase is the **vocabulary, grammar and tenses.**”
(English)

13. Student 24

Researcher :“Apa saja kesulitan-kesulitan anda dalam Paraphrase ?”

24th Respondent :“Menyusun kalimat, kosa kata dan tata bahasa atau grammar.”

Researcher :“Apakah anda mengetahui langkah-langkah Paraphrase yang baik dan benar ?”

24th Respondent :“Kalau itu kurang tahu yah.”
(Bahasa Indonesia)

Researcher :“What are your difficulties in doing paraphrase ?”

24th Respondent :“**Arranging in sentence, vocabulary and grammar.**”

Researcher :“Do you know the steps of paraphrase ?”

24th Respondent :“I have no idea.”
(English)

14. Student 25

Researcher :“Apa saja kesulitan-kesulitan anda ?”

25th Respondent :“Kesulitannya adalah karena saya sama sekali tidak tahu mengenai Paraphrase jadi hampir dari seluruh kesulitan Paraphrase saya alami tetapi saya mencoba sebisanya.”
(Bahasa Indonesia)

Researcher :“What are your difficulties ?”

25th Respondent :“**The difficulty is because I have absolutely no idea about paraphrase** so almost all of the paraphrase difficulties I have but I try my best.”
(English)

15. Student 26

Researcher :“Apakah anda mengetahui langkah-langkah dari Paraphrase ?”

26th Respondent :“Saya lupa-lupa ingat tetapi saya mencari tahu di google cara melakukan Paraphrase itu bagaimana ketika mengalami kesulitan.”

(Bahasa Indonesia)

Researcher :“Do you know the steps of paraphrase ?”

26th Respondent :“**I forgot**, but I searched on google how to do paraphrase when I was having trouble.”

(English)

16. Student 27

Researcher :“Apakah anda mengetahui langkah-langkah dari Paraphrase ?”

27th Respondent :“Untuk melakukan Paraphrase dengan baik, saya tidak mengetahui langkah-langkahnya.”

(Bahasa Indonesia)

Researcher :“ Do you know the steps of paraphrase ?”

27th Respondent :“In order to do paraphrase well, I do not know the steps.”

(English)

From the explanation above, the result of the interview showed that there were 16 from 27 students who had difficulties in using paraphrase to complete a skripsi. In this case, their difficulties were in paraphrase pattern. In the paraphrase pattern included the strategies, steps or techniques in paraphrase such as the vocabulary or synonym, the lexical structure, sentence structure or the grammatical and if the students did not and forgot all about paraphrase, absolutely they included in this difficulty factor.

4.1.1.1.3 Grammatical

In the interview activity found 10 from 27 of students who had difficulties in using paraphrase to complete a Skripsi in English Department at IAIN Parepare. In this case, their difficulties were in grammatical. They were:

1. Student 5

5th Respondent :“Nah, gramatikal merupakan kesulitan yang paling paling sulit.”
 Researcher :“Contohnya seperti apa kak ?”
 5th Respondent :“Biasanya yang membuat sulit adalah Tenses dan penyusunan kata-kata.”
 (Bahasa Indonesia)

5th Respondent :“**Grammatical is the most difficult.**”
 Researcher :“For example like what ?”
 5th Respondent :“Usually what makes difficult is the tenses and the arrangement of words .”
 (English)

2. Student 6

Researcher :“Apa yang menjadi penyebab dan kesulitan sehingga anda tidak mengaplikasikan Paraphrase ini ?”
 6th Respondent :“.... Karena harus berfokus ke gramatikalnya.”
 (Bahasa Indonesia)

Researcher :“What are the causes and difficulties so that you do not apply this paraphrase ?”
 6th Respondent :“.... **Because it should focus on the grammar.**”
 (English)

3. Student 8

8th Respondent :“.... Kedua, gramatikal juga sangat diperlukan sebenarnya karena dalam penulisan, kita harus memiliki grammar yang bagus khususnya mahasiswa Pendidikan Bahasa Inggris.”
 (Bahasa Indonesia)

8th Respondent :“.... Second, **grammar is also very necessary in writing**, we must have a good grammar. Especially students of English Department.”
 (English)

4. Student 11

11th Respondent :“.... Kedua gramatikalnya.”
 (Bahasa Indonesia)

- 11th Respondent :“.... **The second is grammatical.**”
(English)
5. Student 13
- 13th Respondent :“.... serta grammar yang harus diperhatikan.”
(Bahasa Indonesia)
- 13th Respondent :“..... **and grammar must be considered.**”
(English)
6. Student 14
- Researcher :“Bagaimana dengan gramatikalnya ?”
- 14th Respondent :“Itu juga termasuk karena sulit untuk mengatur gramatikal pada saat melakukan Paraphrase.”
(Bahasa Indonesia)
- Researcher :“How about the grammatical ?”
- 14th Respondent :“**It is also included because it is difficult to adjust grammatical when doing paraphrase.**”
(English)
7. Student 15
- Researcher :“Dalam Paraphrase apakah hanya terkendala pada kosa kata nya saja ataukah ada beberapa hal lain ?”
- 15th Respondent :“Iya selain dari kosa kata saya juga terkendala pada gramatikalnya karena dalam sebuah kalimat, kita bisa mengubahnya yang awalnya subjek menjadi objek. Nah, dari situ terkadang saya kebingungan apalagi jika menemukan kalimat yang panjang dan tidak beraturan.”
(Bahasa Indonesia)
- Researcher :“In paraphrase, is it just a difficult in the vocabulary or is there some other thing ?”
- 15th Respondent :“Yes, beside the vocabulary, **I also have difficulty with grammar** because in a sentence, we can change it from a subject to an object. So from there, sometimes I get confused especially if I find long sentence and irregular sentence.”
(English)
8. Student 18
- Researcher :“Apa saja kesulitan anda dalam melakukan Paraphrase ?”

18th Respondent :“Mungkin lebih ke cara mengaitkan setiap kata, menyusun setiap kalimat agar tertata dan rapi sehingga tidak mengubah makna dari sumber yang dikutip.”
(Bahasa Indonesia)

Researcher :“What are your difficulties in doing paraphrase ?”
18th Respondent :“**Maybe more in the way of arranging each word and each sentence.** So that, it is organized without change the meaning of the source quote.”
(English)

9. Student 19
19th Respondent :“.... Kemudian bagaimana saya merangkai kalimat-kalimat menjadi lebih baku.”
(Bahasa Indonesia)

19th Respondent :“..... **Then how I arrange the sentences to be more better.**”
(English)

10. Student 20
20th Respondent :“.... Kemudian grammar karena dalam menulis itu susunan kalimat yang baik sangat dibutuhkan.”
(Bahasa Indonesia)

20th Respondent :“.... **Then grammar** because in writing, good sentence structure is needed.”
(English)

From the explanation above, the result of the interview indicated that some of students had the difficulties in the grammatical factor in using paraphrase to complete a skripsi. The difficulties in grammatical factor such as in arranging words or tenses, difficulties in the grammatical because we had to focus in making good sentences, in changing the subject to object and active sentences into passive sentences and the last is the demands that English Department students must have good grammar.

4.1.1.1.4 Other Factors

In the interview activity found almost all students as respondents in this study have other factors in the difficulties in using paraphrase to complete a skripsi in English Department at IAIN Parepare. They were:

1. Student 1

Researcher	: “Ketika melakukan Paraphrase, apakah kakak pernah mengalami kesulitan dalam menyatakan ide seseorang dalam Proposal yang sedang anda kerjakan ?”
1 st Respondent	: “Bagaimana yah cara membahasakannya. Pernah. Hal yang membuat sulit itu adalah teori atau kalimat-kalimat yang ingin di-Paraphrase masih belum terlalu paham sehingga kesulitan terbesarnya adalah hal tersebut dan ilmu Paraphrase masih sangat kurang. (Bahasa Indonesia)
Researcher	: “When doing paraphrase, have you ever had difficulty expressing someone’s idea in the proposal you are working on ?”
1 st Respondent	: “How do I say it. The thing that makes it difficult is that the theory or sentence we want to paraphrase are still not understand and paraphrase knowledge is still lacking. ” (English)
2. Student 2

Researcher	: “Apa kesulitan-kesulitan anda dalam melakukan Paraphrase ?”
2 nd Respondent	: “Baik. Sebenarnya kesulitan saya adalah membangun ide.” (Bahasa Indonesia)
Researcher	: “What are your difficulties in doing paraphrase ?”
2 nd Respondent	: “Well, actually my difficulty is building ideas. ” (English)
3. Student 3

Researcher	: “Sebenarnya kak, kalau boleh tahu apa faktor utama yang menyebabkan kesulitan Paraphrase dalam proposal ?”
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- 3rd Respondent :“Rasa malas karena kurangnya minat belajar.”
(Bahasa Indonesia)
- Researcher :“What is the main factors caused paraphrase’s difficulty in the proposal ?”
- 3rd Respondent :“**Lazy due to lack of interest in learning.**”
(English)
4. Student 4
4th Respondent :“.... di samping itu adanya rasa ragu pada saat melakukan Paraphrase, apakah ini sudah benar atau keliru.”
(Bahasa Indonesia)
- 4th Respondent :“.... Besides that, **there is a sense of doubt when doing paraphrase, whether this right or wrong.**”
(English)
5. Student 5
Researcher :“Secara keseluruhan apa saja kesulitan-kesulitan terbesar dalam belajar Paraphrase ?”
- 5th Respondent :“Kesulitan dalam Paraphrase adalah dalam mengutip kita harus betul-betul memahami ide dari buku bacaan.”
(Bahasa Indonesia)
- Researcher :“Overall, what are the biggest difficulties in learning paraphrase ?”
- 5th Respondent :“**The difficulty in paraphrase is that in quoting we have to really understand the ideas from the textbook.**”
(English)
6. Student 6
Researcher :“Apa yang menjadi penyebab dan kesulitan sehingga anda tidak mengaplikasikan Paraphrase ini ?”
- 6th Respondent :“Permasalahan yang pertama adalah karena kita mahasiswa jurusan bahasa Inggris jadi tantangannya lebih ke penyusunan proposal yang dimana kita harus menerjemahkannya dari bahasa Inggris ke bahasa Indonesia lalu ke bahasa Inggris lagi untuk melakukan Paraphrase.”
(Bahasa Indonesia)

- Researcher :“What are the causes and difficulties so that you do not apply this paraphrase ?”
- 6th Respondent :“The first problem is that because we are students in English Department, **the challenge is more to the preparation of a proposal where we have to translate it from English to Bahasa Indonesia then into English again to do paraphrase.**”
(English)
7. Student 7
- Researcher :“Konteks kalimat seperti apa yang susah untuk dilakukan Paraphrase ?”
- 7th Respondent :“Yang susah itu ketika terdapat paragraph yang terlalu panjang.”
(Bahasa Indonesia)
- Researcher :“What kind of sentence context is it difficult for paraphrase ?”
- 7th Respondent :“The difficult thing is when **there are long explanation in one paragraph.**”
(English)
8. Student 8
- 8th Respondent :“.... Lalu yang ketiga dari segi pemaknaan itu sendiri.”
(Bahasa Indonesia)
- 8th Respondent :“..... Then the third is **in terms of meaning itself.**”
(English)
9. Student 9
- Researcher :“Bagaimana dengan cara dosen menjelaskan pada waktu itu ?”
- 9th Respondent :“Menurut saya pribadi yah, materinya sih bagus hanya saja penjelasan dosen yang kurang menarik dan cara penyampaiannya jadi kita sebagai mahasiswa kurang mengerti.”
(Bahasa Indonesia)
- Researcher :“What about the way of lecturer explained at that time ?”
- 9th Respondent :“In my opinion, the material is good, **it is just that the lecturer’s explanation are not very interesting and the way of delivery is that we as students do not understand.**”

(English)

10. Student 11

Researcher :“Selain dari kosa kata dan gramatikal, adakah hal lain yang menjadi kesulitan ?”

11th Respondent :“Iya ada. Kesulitan lainnya adalah karena kurang praktik dalam paraphrase.”

(Bahasa Indonesia)

Researcher :“Other than vocabulary and grammatical, is there anything else that makes it difficult ?”

11th Respondent :“Yes, **it is the lack of practicing in paraphrase.**”

(English)

11. Student 12

Researcher :“Bagaimana cara dosen menjelaskan pada saat itu ?”

12th Respondent :“Sebenarnya cara dosen tidak terlalu menjelaskan secara gamblang menurut saya.”

(Bahasa Indonesia)

Researcher :“What about the way of lecturer explained at that time ?”

12th Respondent :“**Actually, the lecturer method is not clear** in my opinion.”

(English)

12. Student 13

Researcher :“Bagaimana pendapat anda tentang penjelasan dosen ?”

13th Respondent :“Kalau menurut saya itu masih kurang yah karena saat sekarang melakukan penyusunan proposal, saya lebih sering bertanya ke teman atau mencari d internet karena saya sudah tidak mengingat penjelasan dosen pada waktu itu.”

(Bahasa Indonesia)

Researcher :“ What about the way of lecturer explained at that time ?”

13th Respondent :“In my opinion, **it is still lacking** because when I am currently preparing proposals, I often ask friends or search on the **internet because I do not understand the lecturer’s explanation at the time.**”

(English)

13. Student 15

15th Respondent

：“Iya banyak. Salah satu kesulitannya adalah tuntutan ketua prodi yang menegaskan untuk melakukan Paraphrase agar terhindar dari plagiasi jadi untuk menyusunnya kita harus bisa Paraphrase. Nah ini bagian yang paling sulit dan Menurut saya, penjelasan dosen masih sangat kurang.”

(Bahasa Indonesia)

15th Respondent

：“Yes, there are many. **One of the difficulties is the demands of the head of the study program who emphasized to carry out paraphrase in order to avoid plagiarism.** So to compile it, we must be able to do paraphrase.”

Now this is the most difficult part and in my opinion, **the lecturer’s explanation is still lacking.**”

(English)

14. Student 17

Researcher

：“Sebenarnya apa yang menyebabkan anda tidak ingin melakukan Paraphrase secara manual ?”

17th Respondent

：“Kendala utamanya itu adalah malas karena saya memiliki banyak kesibukan.”

(Bahasa Indonesia)

Researcher

：“Actually what causes you do not want to do paraphrase manually ?”

17th Respondent

：“**The main obstacles is laziness because I am busy.**”

(English)

Then for the other factors in the difficulties in using paraphrase to complete a skripsi, almost all the students in this study had the other factors beside from the synonym, paraphrase pattern and grammatical factor. This factor was a factor that comes from the personal problems of each students or respondents that must be found a solution immediately. The other factors were difficulty in building ideas, interpreting a reading, the sentences in a paragraph are too long and the language used is high, sometimes the students who are lazy due to lack of interest in learning,

there is a doubt in doing paraphrase because of fear being wrong, the translation process takes a long time, the demands of the head of study program in conducting paraphrase and the lectures' explanation that are less interesting and less understood. These factors are mainly because of the lack of lecturers' explanation and lack of students' practices which are the dominant factors in this difficulty.

4.1.1.2 How the Students' Overcome Their Difficulties in Using Paraphrase to Complete a Skripsi

After the difficulties, the students had to find the way to overcome their difficulties in using paraphrase to complete a skripsi. Every students had their own way to overcome their difficulties such as catching the main points, finding synonym, asking others and using application.

There were 11 students who overcame their difficulties by catching the main points in a reading. They read it continuously until they understood what they were reading. There were 5 students who chose to search for the synonyms such as searching on google and dictionaries. There were 9 students overcame their difficulties by asking the closest people for example like their friends and seniors. And the last but not least, there were 8 students chose to use the application in making it easier for them to paraphrase online. In one student there were 2 or 3 ways to overcome it. To classify it, the interviewed is showed as follow :

4.1.1.2.1 Catching the Main Point

This was one of the solutions to overcome the difficulties in using paraphrase to complete a Skripsi. There were 11 from 27 students choosing this solution by self-taught. The researcher presented the interview as follow:

1. Student 3

- Researcher :“Lalu bagaimana cara anda mengatasi masalah yang seperti itu ?”
 3rd Respondent :“Biasanya saya mencari di Google.”
 (Bahasa Indonesia)
- Researcher :“Then how do you overcome your problem ?”
 3rd Respondent :“**Usually I search on Google.**”
 (English)
2. Student 4
 Researcher :“Selanjutnya jika terjadi yang seperti kakak alami, bagaimana cara anda mengatasinya ?”
 4th Respondent :“Mungkin saya mengatasinya dengan membaca ulang sehingga saya dapat menyimpulkannya dengan baik. Memasukkan beberapa pendapat saya. Selama ini ketika mengerjakan tugas baik makalah bahkan proposal, saya melakukan Paraphase semampu saya tanpa memperhatikan langkah-langkah dari Paraphrase.”
 (Bahasa Indonesia)
- Researcher :“How do you overcome it if something like that happens ?”
 4th Respondent :“**Maybe I overcome it by reading over and over so that I can conclude it better and put in some of my opinion.** When working on assignments like papers and even proposal, I did paraphrase without know the steps of paraphrase.”
 (English)
3. Student 5
 Researcher :“Secara keseluruhan dari kesulitan-kesulitan yang anda hadapi, bagaimana cara anda mengatasinya ?”
 5th Respondent :“Cara saya mengatasinya dengan membaca terus menerus hingga memahami poin penting dari kalimat yang ingin di-Paraphrase. Saya berusaha untuk tetap fokus dan tentunya selalu menyiapkan kamus.”
 (Bahasa Indonesia)
- Researcher :“Overall of the difficulties you faced, how do you overcome it ?”
 5th Respondent :“**The way I overcome this is by reading continuously until I understand the important point of the**

sentence I want to paraphrase. I try to stay focused and of course **always prepare a dictionary.**"

(English)

4. Student 6

Researcher

:"Baik kak. Ketika mengalami kesulitan-kesulitan yang seperti anda jelaskan tadi. Bagaimana cara anda mengatasinya ?"

6th Respondent

:"Cara saya mengatasinya dengan memahami apa yang saya baca dan kembali lagi ketika sudah mendapatkan inti dari bacaan maka yang menjadi permasalahan kita menerjemahkannya ke dalam bahasa Inggris. Jadi keresahan saya berfokus pada hal menerjemahkan."

(Bahasa Indonesia)

Researcher

:"Well, when you are experiencing difficulties as you described. How do you overcome it ?"

6th Respondent

:"The way I handle it is **by understanding what I read** and come back when I get the main point of the reading, the problem is that we translate it into English. So my anxiety is focused on translating."

(English)

5. Student 7

Researcher

:"Jadi dari pemaparan tadi, bagaimana anda mengatasi masalah-masalah ketika anda menemui banyak kesulitan dalam melakukan Paraphrase ?"

7th Respondent

:"Setidaknya saya mencari tahu bagaimana melakukan Paraphrase yang baik."

(Bahasa Indonesia)

Researcher

:"So from the explanation earlier, how do you overcome your difficulties in doing paraphrase ?"

7th Respondent

:"**I find out how to do a good paraphrase.**"

(English)

6. Student 9

Researcher

:"Lalu bagaimana kakak mengatasi ketidaktahuannya dalam melakukan Paraphrase ?"

9th Respondent

:"Mungkin akan cari sendiri."

(Bahasa Indonesia)

- Researcher :“Then how do you overcome your ignorance in doing paraphrase ?”
 9th Respondent :“**Finding out by itself.**”
 (English)
7. Student 12
 Researcher :“Bagaimana cara anda mengatasinya ?”
 12th Respondent :“.... mencari di internet dan kamus.”
 (Bahasa Indonesia)
- Researcher :“How do you overcome it ?”
 12th Respondent :“..... **searched in the internet and dictionary.**”
 (English)
8. Student 18
 Researcher :“Bagaimana cara anda mengatasinya ?”
 18th Respondent :“Saya mengatasinya dengan cara pertama-tama saya menerjemahkan ke dalam bahasa Indonesia sumber referensinya setelah itu saya melakukan Paraphrase tetapi masih dalam bentuk bahasa Indonesia kemudian saya menerjemahkan kembali ke bahasa Inggris dengan memperhatikan kosa kata dan gramatikal.”
 (Bahasa Indonesia)
- Researcher :“How do you overcome it ?”
 18th Respondent :“I overcome it **by first translating into Indonesian the reference source, after that I do paraphrase** but still in Indonesian form then I translate it back to English by paying attention to vocabulary and grammar.”
 (English)
9. Student 20
 Researcher :“Bagaimana anda mengatasi setiap kesulitan-kesulitannya ?”
 20th Respondent :“Kesulitan tentu akan dihadapi oleh semua mahasiswa yang menyusun skripsi apalagi bagi mereka yang berada di tingkat kejenuhan akan tetapi kembali lagi kepada pribadi. Ketika ingin cepat selesai tentunya dikerjakan bukan dipikir.”
 (Bahasa Indonesia)
- Researcher :“How do you overcome every difficulties ?”

20th Respondent :“The difficulties will certainly be faced by all students who prepare Skripsi especially for those who are in the bored phase but return to their personalities. **When you want to finish quickly, absolutely you do not think it but you do work it.**”
(English)

From the explanation above, the result of the interview demonstrated that every student had their own way to overcome any difficulties in doing paraphrase in this case “Catching the Main Point”. The students had many ways such as students finding out for themselves how to do paraphrase on Google, looking for the synonyms in a word, reading continuously the understanding it to get conclusions or important points on a reading, the process of translating well and providing motivation for themselves so that in compiling skripsi, students must do it, not think about it.

4.1.1.2.2 Finding the Synonym

This was one of the solutions to overcome the difficulties in using paraphrase to complete a Skripsi. There were 5 from 27 students choosing this solution finding the synonym. The researcher presented the interview as follow:

1. Student 3

Researcher :“Lalu bagaimana cara anda mengatasi masalah seperti itu ?”
3rd Respondent :“.... Kurangnya kosa kata, saya biasanya mencari di Google.”
(Bahasa Indonesia)

Researcher :“Then how do you overcome the problem like that ?”
3rd Respondent :“.... **Lack of vocabulary, I usually search on Google.**”
(English)

2. Student 5
 Researcher :“Secara keseluruhan dari kesulitan-kesulitan yang anda hadapi, bagaimana cara anda mengatasinya ?”
 5th Respondent :“ Saya berusaha untuk tetap fokus dan selalu menyiapkan kamus.”
 (Bahasa Indonesia)
- Researcher :“As a whole of the difficulties you faced, how did you overcome it ?”
 5th Respondent :“.... **I try to stay focused and always prepare a dictionary.**”
 (English)
3. Student 8
 Researcher :“Selanjutnya bagaimana kakak menghadapi dan mengatasi setiap kendala yang dialami ?”
 8th Respondent :“Dari segi kosa kata saya mengatasinya dengan langsung mengecek kamus dan juga mencari sinonim kata tersebut.”
 (Bahasa Indonesia)
- Researcher :“Next, how do you overcome every difficulties ?”
 8th Respondent :“From the vocabulary, **I overcome this by directly checking the dictionary and looking for synonyms.**”
 (English)
4. Student 11
 Researcher :“Secara keseluruhan bagaimana anda mengatasi kesulitan-kesulitan tersebut ?”
 11th Respondent :“Cara saya mengatasi untuk mendapatkan Paraphrase yang bagus itu, pertama saya menganalisis terlebih dahulu kata-kata yang akan saya kutip kemudian saya mencari kosa kata yang sepadan misalnya *furthermore* diganti menjadi *then*. Kemudian mencari kata penghubung seperti mengubah kalimat aktif ke kalimat pasif atau sebaliknya.”
 (Bahasa Indonesia)
- Researcher :“Overall how do you overcome the difficulties ?”
 11th Respondent :“The way I overcome to get a good paraphrase, **first I analyze the words that I will quote then I look for the similar vocabulary for example furthermore is**

changed to *then*. After that look for the conjunctions such as changing the active sentence to the passive sentence or vice versa.”

(English)

5. Student 27

Researcher

:“Bagaimana cara anda mengatasi setiap kesulitan-kesulitan yang anda hadapi dalam melakukan Paraphrase ?”

27th Respondent

:“.... Menggunakan kamus.”

(Bahasa Indonesia)

Researcher

:“Then how do you overcome every difficulties in paraphrase ?”

27th Respondent

:“.... **Using dictionary**”

(English)

From the explanation above, the result of the interview demonstrated that every student had their own way to overcome any difficulties in doing paraphrase in this case “Finding the Synonym”. There were some of students who choose to look for the synonym. This was one way of overcoming the difficulties.

4.1.1.2.3 Asking Others

This was one of the solutions to overcome the difficulties in using paraphrase to complete a Skripsi. There were 9 from 27 students choosing this solution by asking others. The researcher presented the interview as follow:

1. Student 3

Researcher

:“Lalu bagaimana cara anda mengatasi masalah yang seperti itu ?”

3rd Respondent

:“Terkadang saya meminta bantuan dari teman untuk Paraphrase dan kurangnya kosa kata.”

(Bahasa Indonesia)

Researcher

:“Then, how do you overcome it ?”

3rd Respondent

:“Sometimes **I ask my friends for help** to paraphrase and lack of vocabulary.”

(English)

2. Student 8

8th Respondent

：“.... Terakhir dari segi pemaknaan itu sendiri, saya bertanya kepada teman-teman dekat saya dan meminta tolong untuk membaca proposal dan jurnal tempat saya mengutip kemudian bertanya apakah yang saya Paraphrase sudah memiliki makna yang sama.”

(Bahasa Indonesia)

8th Respondent

：“.... In terms of meaning itself, I **ask my close friends and ask for help** to read the proposal and journal where I quote then ask if what I paraphrase already has the same meaning.”

(English)

3. Student 9

9th Respondent

：“.... bertanya dengan yang lebih ahli.”

(Bahasa Indonesia)

9th Respondent

：“.... **ask with the expert.**”

(English)

4. Student 12

Researcher

：“Ketika mengalami kesulitan-kesulitan yang disebutkan tadi, bagaimana cara anda mengatasinya ?”

12th Respondent

：“Saya biasanya bertanya dengan senior di kampus.”

(Bahasa Indonesia)

Researcher

：“When experiencing difficulties, how do you overcome it ?”

12th Respondent

：“Usually I **ask with seniors** on campus.”

(English)

5. Student 13

Researcher

：“Kemudian bagaimana anda mengatasi setiap kesulitan-kesulitan yang anda alami ?”

13th Respondent

：“Saya menghadapi kesulitan saya dengan bertanya ke teman.”

(Bahasa Indonesia)

Researcher

：“Then how do you overcome every difficulties ?”

13th Respondent

：“I overcome the difficulties by **asking to my friends.**”

(English)

6. Student 17
17th Respondent :“.... saya bertanya kepada teman terdekat.”
(Bahasa Indonesia)
- 17th Respondent :“.... I ask with my close friends.”
(English)
7. Student 19
Researcher :“Bagaimana anda mengatasi masalah tersebut ?”
19th Respondent :“Cara saya mengatasi Paraphrase itu dengan melakukan konsultasi dengan teman-teman saya yang sudah ahli.”
(Bahasa Indonesia)
- Researcher :“How do you overcome it ?”
19th Respondent :“The way I overcome it is **by consulting with my friends who are experts.**”
(English)
8. Student 23
Researcher :“Ketika anda mengalami setiap kesulitan yang tadi, bagaimana cara anda mengatasi setiap kesulitannya ?”
23rd Respondent :“Cara saya mengatasinya itu dengan bertanya kepada teman....”
(Bahasa Indonesia)
- Researcher :“Everytime you face the difficulties, how do you overcome it ?”
23rd Respondent :“I overcome it with **asking to my friend....**”
(English)
9. Student 24
Researcher :“Lalu bagaimana anda mengatasi setiap kesulitan yang dialami ?”
24th Respondent :“Saya biasanya bertanya dengan teman.”
(Bahasa Indonesia)
- Researcher :“Then how do you overcome every difficulties ?”
24th Respondent :“Usually **I ask with my friend.**”
(English)

From the explanation above, the result of the interview demonstrated that every student had their own way to overcome any difficulties in doing paraphrase in this case “Asking Others”. The students had almost the same way to overcome it such as asking their closest friends, seniors on campus and consulting with friends who are experts in paraphrase.

4.1.1.2.4 Using an Application

This was one of the solutions to overcome the difficulties in using paraphrase to complete a Skripsi. There were 8 from 27 students choosing this solution by using application. The researcher presented the interview as follow:

1. Student 8
8th Respondent :“.... Dari segi gramatikal, saya telah melakukan Paraphrase dan merasa belum yakin dengan grammar yang dimiliki maka saya langsung mengecek di aplikasi grammar.”
(Bahasa Indonesia)
8th Respondent :“.... In grammar, I have done paraphrase and when I feel unsure about the grammatical, **I immediately check it in the grammar application.**”
(English)
2. Student 10
Researcher :“Bagaimana anda mengatasi setiap kesulitan-kesulitan yang anda hadapi ?”
10th Respondent :“Saya lebih banyak mengatasinya dengan menggunakan bantuan link di google seperti yang sudah saya katakan tadi.”
(Bahasa Indonesia)
Researcher :“How do you overcome every difficulties that you have faced ?”
10th Respondent :“I mostly overcome it **by using the help of links** on Google as I said before.”
(English)

3. Student 14
 Researcher :“Lalu bagaimana cara anda mengatasi dari setiap kesulitan-kesulitan yang anda hadapi ?”
 14th Respondent :“Untuk menemukan jalan keluarnya, saya terkadang menggunakan bantuan google karena memang ada sebuah aplikasi yang dapat memudahkan kita untuk melakukan Paraphrase.”
 (Bahasa Indonesia)
- Researcher :“How do you overcome every difficulties that you have faced ?”
 14th Respondent :“To find a solution, **I sometimes use Google’s help because there is an application** that can make it easier for us to do paraphrase.”
 (English)
4. Student 15
 Researcher :“Kemudian bagaimana anda mengatasi masalah atas kesulitan-kesulitan yang anda alami ?”
 15th Respondent :“Kan sekarang kita bisa menemukan cara untuk Paraphrase secara online. Caranya adalah pertama kita melakukan *copy paste* pada kalimat yang ingin di-Paraphrase kemudian masukkan ke dalam website. Setelah itu kita menunggu beberapa detik maka hasil dari Paraphrase akan keluar. Yah itu mempermudah kita juga.”
 (Bahasa Indonesia)
- Researcher :“How do you overcome every difficulties that you have faced ?”
 15th Respondent :“Now, we can find a way **to do paraphrase online**. The trick is, first we copy and paste the sentence that we want to paraphrase then enter it on the website. After that we wait a few seconds then the results from paraphrase will come out. Well that makes it easier for us too.”
 (English)
5. Student 17
 17th Respondent :“.... dominan menggunakan aplikasi.... ”
 (Bahasa Indonesia)

- 17th Respondent :“.... **dominant in using the application....**”
(English)
6. Student 21
Researcher :“Bagaimana anda mengatasi setiap kesulitan-kesulitan yang dihadapi ketika melakukan Paraphrase ?”
21st Respondent :“.... menggunakan aplikasi.”
(Bahasa Indonesia)
- Researcher :“How do you overcome every difficulties that you have faced in doing paraphrase ?”
21st Respondent :“.... **using an application.**”
(English)
7. Student 26
Researcher :“Bagaimana anda mengatasi setiap kesulitan-kesulitan yang anda hadapi dalam melakukan Paraphrase ?”
26th Respondent :“Dengan mencari tahu di google dan menggunakan aplikasi.”
(Bahasa Indonesia)
- Researcher :“How do you overcome every difficulties that you have faced in doing paraphrase ?”
26th Respondent :“By searching on Google and **using the application.**”
(English)
8. Student 27
Researcher :“Bagaimana anda mengatasi setiap kesulitan-kesulitan yang anda hadapi dalam melakukan Paraphrase ?”
27th Respondent :“Jadi yang saya lakukan ketika mengatasi kesulitan-kesulitan yang saya hadapi pada saat melakukan Paraphrase yaitu saya menggunakan semacam aplikasi.”
(Bahasa Indonesia)
- Researcher :“How do you overcome every difficulties that you have faced in doing paraphrase ?”
27th Respondent :“So what I do when I want to overcome the difficulties that I face while doing paraphrase is that I **use some of applications.**”
(English)

From the explanation above, the result of the interview demonstrated that every student had their own way to overcome any difficulties in doing paraphrase in this case “Using Application”. After the researcher found out the paraphrase application on internet, the researcher found 2 websites that help students to do paraphrase namely “Parafrase Online and Smodin.me.

4.2 Discussion

4.2.1 Students’ Difficulties in Using Paraphrase to Complete a Skripsi

The discussion of this research was based on the data or scrip interpretation from the interview process of 27 students of the English Department students of IAIN Parepare. The major point of this part explained the answer to the research questions which were the students’ difficulties in write a skripsi by using paraphrase and how did they overcome the difficulties. Based on the findings, the researcher found four main factors such as synonym, paraphrase pattern, grammatical and other factors. Here was the explanation of the students’ difficulties in using paraphrase:

4.2.1.1 Synonym

The interview activity found 11 from 27 students had difficulties in using paraphrase to complete a Skripsi in the English Department at IAIN Parepare. Nearly half of them have the same difficulties. This was a crucial problem considering finding vocabulary or the synonym was the main structure to build a sentence.

The students' answer varies. The second respondent said that “*The difficulty is to arrange them using good **vocabulary** mainly in **determining the synonyms**.*” The eleventh respondent mentioned his difficulties by saying “***It is vocabulary**. In vocabulary, sometimes several words are the same but when we are interpreted differently, such as **see and look**.*” The last respondent as the representative of the

example of the synonym difficulties stated that *“I am not able to change words due to limited vocabulary. Moreover, we must be clever to find synonyms for words.”*

Those answers indicated that one of the major problems was vocabulary. This part was one of the paraphrase patterns, namely word order and synonym replacement. Vanita has mentioned that hard words to understand and unfamiliar words can be replaced with easy and familiar words for better understanding. At the same time, too many new words and easy words can spoil the real aim and depth of the sentence. Therefore, simply changing the words with their synonyms is not paraphrasing, instead of for easy understanding and reaching, the text should be rephrased with suitable synonym without spoiling the main idea of the text, for example:

Main sentence : *“The Reynard is content with the Vixen.”*

Paraphrased sentence: *“The male fox is happy with the female fox.”*

Here the word, “Reynard” is replaced with “male fox”, “Vixen” with “female fox”, and the word “content” with “happy” and made the sentence easy to understand.

Another namely word order. Vanita explained that changing the word order comprises changing from active to passive or moving the modifiers to different positions. For example, they were saddened by the news > the news depressed them. In academic writing, the students’ are driven to use the proper words in various contexts. By having these difficulties, they will not be able to write the proper sentence to express the idea or simply to avoid plagiarism when they quote from other sources.¹

¹ Vanitha, “An Effective Paraphrasing Techniques: A Study,” www.englishjournals.com (accessed on October 10, 2020).

In the process of learning a mother tongue or a foreign language, the most important component is vocabulary.² The Vocabulary consists of 2 types, namely active and passive. Active vocabulary is vocabulary that is often used in speaking or writing as a spoken or written expression. Meanwhile, passive vocabulary is vocabulary that students recognize and understand in a context but are never used. Learning vocabulary has always been a skill that is taught and evaluated in other language skills such as reading, writing, listening and speaking because Vocabulary knowledge usually indicates the progress of the learner.³

Vocabulary learning helps acquire language, develop the learners' reading proficiency, and is beneficial for reading comprehension. There are 4 stages in studying vocabulary, namely identification, understanding of meaning, memory, consolidation and expansion of meaning. First, the identification stage involves discerning sounds and letters. It helps in speech, listening, reading, and writing because by distinguishing sounds, learners can pronounce them correctly and understand them while reading or listening. Secondly, understanding meaning includes understanding the concept of a word by connecting it with the object it refers to. Third, the memory stage includes the ability to retain meaning. Fourth, the consolidation and expansion stage refers to learning new vocabulary and integrating it into the learner's vocabulary system.⁴ However, even though learning vocabulary is a burden for students, they should still productively continuously learn vocabulary to

²Yang, D., and Dai, W.P., "*Vocabulary Memorizing Strategies*," (Chinese University Students: International Education Studies, 2012), page 208.

³Schmitt, *Vocabulary in Language Teaching*, (Cambridge: Cambridge University Press, 2000).

⁴Grauberg Walter, "*The Elements of Foreign Language Teaching Volume 7*," (Clevedon: Multilingual Matters, 1997).

add words to their vocabulary supplies. Oxford argues that in generally, there are no rules in learning vocabulary such as learning grammar. Students usually find hundreds of words they need to learn and use during their studies.⁵

Afzal in his research had found that the English majors at PSAU accommodates several obstacles in learning vocabulary to find synonym such as knowing the meaning of new words, pronouncing new words, using new words correctly, memorizing and spelling new vocabulary. In his research explained that vocabulary in English is very important. Therefore, a new approach must be applied to minimize the obstacles faced by students.⁶

4.2.1.2 2. Paraphrase Pattern

The interview activity found 16 from 27 students who had difficulties in using paraphrase patterns to complete a Skripsi in the English Department at IAIN Parepare. Another crucial problem that caused more than half of the respondents, Kaharuddin points out that there are 3 possible ways to produce a paraphrase, namely : (1) to replace one or more words in the second sentence with the most relevant synonyms of the words, for example, “They like reading books on linguistics” becomes “They *enjoy* reading books on linguistics”, (2) to change the lexical structure of a phrase in the second sentence, for example, “They like reading books on linguistics” become “They *enjoy* reading *linguistics books*” and (3) to change the

⁵Oxford Rebecca, “*Language Learning Strategies: What Every Teacher Should Know*,” (New York: Newbury House, 1990).

⁶Naeem Afzal, “A Study on Vocabulary-Learning Problems Encountered by BA English Majors at the University Level of Education,” https://www.researchgate.net/publication/335996440_A_Study_on_VocabularyLearning_Problems_Encountered_by_BA_English_Majors_at_the_University_Level_of_Education, (accesed on January, 14, 2021).

sentence structure (e.g. from active to passive sentence), for example, “They bought linguistics books” become “Linguistics book were bought by them”.⁷

Even though the lecturer had prepared the guideline to follow but the students’ still faced the problem. The first respondent explained his difficulties in using paraphrase that *“There are many. Well, as I explain before, maybe such as good steps of paraphrase.”* The fourth respondent stated that *“I know what paraphrase is, but I do not know the steps to quote someone’s opinion. So, where in the paraphrase I am less clear and grammatical that I have a mess.”* The last respondent as the representative stated that *“The difficulty is because I have absolutely no idea about paraphrase so almost all of the paraphrase difficulties I have but I try my best.”*

The respondent response to the problem is varied. The students that have a good vocabulary master or able to use synonyms well will not be able to paraphrase well without a good guideline. As an addition, Oshima and Hogue have mentioned that there are 4 steps used to write a paraphrase. The steps are reading the text carefully until understanding it fully, looking for the words which are not understood by finding a synonym for them then writing a brief outline including the main idea, the main supporting points, primary and secondary supporting details, and last but not least writing the paraphrases by using different vocabulary and sentence structure.⁸ Without the application of the good pattern, the writing will go wildly.

In terms of the difficulty of paraphrasing, Khairunnisa et al reported that the

⁷Kaharuddin, *Introduction to Linguistics*, (Yogyakarta: TrustMedia Publishing, 2018), page 168.

⁸Alice Oshima and Ann Hogue, *a Writing Academic English: a Writing and Sentence Structure Workbook for International Students*, (Massachusetts: Addison-Wesley Publishing Company, 1983).

reason why university students cannot paraphrase well is due to their ignorance and lack of understanding of the proper and correct paraphrasing method. Other researchers argue that even when L2 learners are well aware of different paraphrasing techniques, they can also fail to produce good paraphrases due to limited language skills.⁹

In order to successfully paraphrase, L2 learners need to utilize complex cognitive and linguistic skills. First, they have to understand the meaning of the text properly, which activates their reading ability.¹⁰ The next step is to select important points of the source text so as to transform and integrate them into their writing in a meaningful and accurate way.¹¹ This transformation can be done by using appropriate lexical items to replace those in the original text. Specifically, Bailey suggested using synonyms (e.g., studies in place of research), changing word class (e.g., in the mountains for mountainous regions), changing word order (e.g., the collapse of Egyptian society began for Ancient Egypt collapsed), or a combination of all of the above-mentioned techniques.¹² Additionally, Rogers recommended changing sentence structures (e.g., from active to passive, direct speech to indirect speech), or using other structures appropriately and correctly while paraphrasing.¹³

⁹Wahyuni Khairunnisa et al, “*Students’ Problem in Paraphrasing*,” (Pontianak: Tanjungpura University, 2014).

¹⁰Wette R, “*Evaluating Student Learning in a University-Level EAP Unit on Writing Using Sources*,” <https://doi.org/10.1016/j.jslw.2010.06.002>, (accessed on January, 14, 2021).

¹¹ Shi L, “*Textual Borrowing in Second-Language Writing: Written Communication*,” <https://doi.org/10.1177/0741088303262846>, (accessed on January, 14, 2021).

¹² Bailey Stephen, “*Academic Writing: A handbook for International Students Second Edition*,” (London: Routledge, 2006), page 29-30.

¹³Rogers, “*The Complete Guide to the TOEFL Test: Writing*,” (Singapore: Seng Lee Press, 2007).

In attempt to solve the problem regarding to the students' concept of paraphrasing, Barry reveals that graded paraphrasing practice to students can improve both the borrowing skill and perception about what plagiarism is. Similar to prior study,¹⁴ Walker suggested that unintentional plagiarism can be prevented by constructing an effective and acceptable paraphrasing through practice.¹⁵

In addition to the factor of insufficient linguistics competence, the lack of practice and actual experience in applying the skill impacted to one's effort in paraphrasing as the textual borrowing activity. For instance, Bissett stated that a bad paraphrasing implemented a small amount of techniques of writing from sources; it means that one does not fully comprehend the passage that they will put in their own paper.¹⁶ In other words, the inability to comprehend the texts is the factor in producing a qualified paraphrasing.

4.2.1.3 Grammatical

In the interview, the activity found 10 from 27 students who had grammar difficulties in using paraphrase to complete a Skripsi in the English Department at IAIN Parepare. Grammar is the most important part of academic writing. It can be seen from Hirvela and Du note that paraphrasing is the repetition of a person's words and ideas using different phrases, clauses and sentences but borrowing the ideas from the writer.¹⁷ Grammatical plays an important role in this part.

¹⁴ Barry, "Can Paraphrasing Practice Help Students Define Plagiarism?" <https://eric.ed.gov/?id=EJ765334>, (accessed on January, 14, 2021).

¹⁵ Walker, *Preventing Unintentional Plagiarism: a Method for Strengthening Paraphrasing Skills*, " <https://eric.ed.gov/?id=EJ828976>, (Accessed on January, 14, 2021).

¹⁶ Bissett, "Reviewing Literature and Paraphrasing Study," (Manchester: University of Salford, 2012).

¹⁷ Alan Hirvela and Qian Du, "Why am I Paraphrasing ?Undergraduate EFL Writers' Engagement with Source - Based Academic Writing and Reading," <https://www.researchgate.net/publication/257604116>, (accessed on October08, 2020).

The respondent response to the problem is also varied. The first respondent mentioned his difficulties after being asked about the grammatical. He stated that *“It is also included because it is difficult to **adjust grammatical** when doing paraphrase.”* Another respondent stated that *“Yes, besides the vocabulary, **I also have difficulty with grammar** because in a sentence, we can change it from a subject to an object. So from there, sometimes I get confused especially if I find the long sentence and irregular sentence.”* The last respondent said that *“Maybe **more in the way of arranging each word and each sentence**. So, it is organized without change the meaning of the source quote.”*

For non-native speaker or the second language learner, grammatical become a nightmare in both writing and speaking. However, Vanita has mentioned in the previous chapter about things to do with grammatical such as:

1. Changing Affirmative to Negative

Without changing the meaning, the sentence can be interchanged with affirmative to negative for example:

Main sentence : *“The politicians disagreed with all the concepts.”*

Paraphrased sentence : *“No concepts were agreed by the politicians.”*

2. Reduction of Clauses

The technique of reducing the number of clauses in a sentence, which can be interruptive or confusing by incorporating the phrases into the sentence, will help in easy comprehension. Here is an example:

Main sentence : *“While I understand where you are coming from, and truly respect your opinion, I wish you would express yourself more clearly as Rama does.”*

Paraphrased sentence : *“I understand where you are coming from and respect your opinion, but I wish you would be more like Rama and express yourself more clearly.”*

These steps are the basics for the English department students in grammar class. The researcher assumed they did not master it which leads them to problems while paraphrasing. Grammar is very important because it provides information that helps the readers understand. This is a great way to convey the meaning from the author to the reader. Therefore, it is essential to remove grammatical errors from your writing and reward your readers with clear communication.

This study strongly recommends that the most useful way to help students is to improve their grammar mastery, that is, in the context of writing, teach punctuation, sentence changes and the thematic methods of Braddock et al in Written composition research, when students revise and edit their writing, the teacher can provide grammar guidance to guide students to identify and correct problems in sentence structure and use.¹⁸

Shaughnessy suggests that there are four important concepts in grammar, namely sentences, inflections, tenses and conventions. According to him, teachers should tell students to check for errors in writing. In addition to Shaughnessy, he also advised teachers not to focus on grammatical terminology, because this would impair students' ability to understand concepts. Teachers must prioritize and provide guidance on grammatical elements that affect students' effective writing ability.

¹⁸Braddock et al, *“Writing Composition,”* (Urbana: National Council of Teachers of English, 1963).

Teachers must also be sensitive to each student's preparation for learning and applying grammatical concepts.¹⁹

Sentence combining is the strategy of joining short sentences into longer, more complex sentences. As students engage in sentence-combining activities, they learn how to vary sentence structure in order to change meaning and style.

Hillocks pointed out the practice of combining sentences provides writers with systematic knowledge of syntactic possibilities, enabling them to find alternatives in their minds on paper and choose the most appropriate one." Research also shows that combined sentences are more effective than free writing in improving students' writing quality.²⁰

Based on Noguchi's analysis, grammatical choice will affect writing style. Combining sentences is an effective way to help students improve the fluency and variability of their writing style. By comparing sentences with sentences from other authors, students can explore sentence variations, length, parallelism, and other grammatical tools. They also discovered the decisions the author made when modifying the style and effect.²¹

From this research, we can know that Grammar is a very important science in language learning, because knowledge of grammar can help students' correct mistakes and improve written work. Only through the process of unconscious

¹⁹Shaughnessy, *"Errors and Expectations: a Guide for the Teacher of Basic Writing,"* (New York: Oxford University, 1977).

²⁰Hillocks, *"Research on Written Composition: New Directions for Teaching,"* (Urbana: ERIC Clearinghouse, 1986).

²¹Noguchi, *"Grammar and the Teaching of Writing: Limits and Possibilities,"* (Urbana: National Council of Teachers of English, 1991).

assimilation can we learn foreign languages accurately. Grammar is a certain reference basis. So grammar is very necessary for students.²²

4.2.1.4 Other Factors

The other factors are difficulty in building ideas, interpreting a reading, the sentences in a paragraph are too long and the language used is high, sometimes the students who are lazy due to lack of interest in learning, there is a doubt in doing paraphrase because of fear being wrong, the translation process takes a long time, the demands of the head of the study program in conducting paraphrase and the lectures' explanation that are less interesting and less understood.

It can be seen from the students' statements such as: *"How do I say it. The thing that makes it difficult is that the theory of sentence we want to paraphrase is still not understood and **paraphrase knowledge is still lacking**."* The second respondent said that *"In my opinion, the material is good, it is just **that the lecturer's explanation is not very interesting and the way of delivery is that we as students do not understand**."* and the last respondent said that *"In my opinion, **the lecturer's explanation, it is still lacking** because when I am currently preparing proposals, I often ask friends or search on the internet because I do not understand the lecturer's explanation at the time."*

The students' first problem understands the use, term and how to paraphrase. The lecturer's explanations are still away from a clear understanding among the students and the students are rare to practice. The new approach should be applied to

²²Pradeep Kumar Debata, *"The Importance of Grammar in English Language Teaching: a Reassessment,"* https://www.researchgate.net/publication/279949868_The_Importance_of_Grammar_in_English_Language_Teaching_A_Reassessment, (accessed on January, 14, 2021).

help the students face one of the most important things in conducting academic research.

Based on the explanation above, there were 4 factors the students' difficulties in using paraphrase to complete a Skripsi in English Department at IAIN Parepare. Those were Synonym, Paraphrase Pattern, Grammatical and Other Factor. Of these four factors, the most dominant factors experienced by students when doing paraphrase were other factors such as the students' difficulties in building ideas, interpreting a reading, the sentences in a paragraph are too long and the language used is high, lack of practice in paraphrase, sometimes the students who are lazy due to lack of interest in learning, there is a doubt in doing paraphrase because of fear being wrong, the translation process takes a long time, the demands of the head of study program in conducting paraphrase and the lectures' explanation that are less interesting and less understood.

These factors are mainly because of the lack of lecturers' explanation and lack of students' practices which are the dominant factors in this difficulty.

The results of this research had similarities to previous studies by Herdiansari Hayuningrum and Made Frida Yulia with the title *Students' Problems in Writing Paraphrase in Research Paper Writing Class*. In this research, it was found that the problem faces by students in writing a paraphrase on a research paper were other factors such as carelessness in the research paper, a lack of practice, confusion about the procedure, lack of vocabulary, procrastination, a lack of attention from the teachers, insufficient feedback, inaccurate procedure in paraphrasing and laziness.²³

²³ Herdiansari Hayuningrum and Made Frida Yulia, "Students' Problems in Writing Paraphrases in Research Paper Writing Class," <https://doi.org/10.24071/ilt.2012.150101>, (accessed on October 08, 2020).

Then the second dominant factor was the paraphrase pattern, this factor refers to students' ignorance of good and correct paraphrase techniques. The third dominant factor in the difficulties was synonym. The result of the second and the third factors were the same as the research conducted by Wahyuni Kharunnisa with the title *Students' Problems in Paraphrasing*. In this study showed that the lack of vocabulary in this case was a synonym 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.²⁴ It was the same with this research, many students were lack of vocabulary and they have no idea about the pattern of the paraphrase.

And the last factor in the difficulties was grammatical factor. The difficulties in using paraphrase can be seen from Helda Wati's research entitled *The Difficulties of Paraphrasing in Academic Writing for The Seventh Semester of English Department at UIN Antasari Banjarmasin Academic Year 2017/2018*. In this study, one of the difficulties faced by students is grammar. From 25 students who became the sample, there were some students made mistakes in grammar. Almost of the students made mistakes when they tried to change the grammar or structure of the text. The writer assumed that it happened because the students can not remember exactly the right tenses that they use.²⁵

²⁴Wahyuni Khairunnisa et al, "*Students' Problem in Paraphrasing*," (Pontianak: Tanjungpura University, 2014).

²⁵Helda Wati, "*The Difficulties of Paraphrasing in Academic Writing For the Seventh Semester of English Department*," (Banjarmasin: UIN Antasari Banjarmasin, 2017).

4.2.2 How the Students' Overcome Their Difficulties in Using Paraphrase to Complete a Skripsi

Based on the extraction from the respondents' interview, the researcher found few problems solving from the students' difficulties in using paraphrase in writing Skripsi. Here are the explanations:

4.2.2.1 Catching the Main Point

The first way to overcome the students' difficulties in using paraphrase to complete a Skripsi is Catching the Main Point. The first respondent said that *"Maybe I overcome it **by reading over and over so that I can conclude it better** and put in some of my opinion. When working on assignments like papers and even proposal, I did paraphrase without know the steps of paraphrase"* The second respondent also said that *"The way I overcome this is **by reading continuously until I understand** the important point of the sentence I want to paraphrase. I try to stay focused and of course always prepare a dictionary."* and the last representative respondent also said that *"The way I handle it is **by understanding what I read** and come back when I get the main point of the reading, the problem is that we translate it into English. So my anxiety is focused on translating."*

The main point of these extractions is catching the main point or tries to do self-taught. It is one of the best ways to learn some skill and new knowledge. Self-taught simply drive the students to find their way to acquire and practice to sharpen their ability. The first respondent did the repetition to get the main idea, in line with the second respondent; he also did the same method. Repetition is a key learning aid as it helps the skill transition from the conscious to the subconscious. Through repetition, a skill is practiced and rehearsed over time and gradually

becomes easier. In addition, interval repetition is also useful for skills-based and fact-based knowledge. In writing, Repeating a word or phrase in a sentence can emphasize a point, or help to ensure that is fully understood. Repetition also makes the reader gradually to construct the picture, just like the character starts to regain consciousness.

In addition, Hiemstra and Brockett believe that the idea of independent learning in learning includes the teaching method process (independent learning) and personal personality characteristics (student self-direction).²⁶

They also mentioned something about self-study. Students have greater responsibility for different decisions. Each student has the characteristics and learning situation of independent learning. Independent learning does not mean that all learning is isolated from others; independent students must be able to learn knowledge and skills Transfer learning; self-study includes a wide range of activities and resources, such as independent reading, participating in study groups, reflective writing activities, etc.; teachers must play an active and effective role in independent learning, such as dialogue with learners, evaluating results and promoting critical thinking.

4.2.2.2 Finding the Synonym

The second way to overcome the students' difficulties in using paraphrase to complete a Skripsi is finding the synonym. Synonym is the relation that holds between bound morpheme, lexemes, lexical units, phrases, clauses, sentences, and preposition. Stanojevic also stated about synonym, he said that synonym is a

²⁶Hiemstra and Brockett, *"Self-Direction in Adult Learning: Perspective on Theory, Research and Practice,"* (London and New York: Routledge, 1991).

paradigmatic relation that enables lexically simple units to have the same meaning as lexically complex units, and vice versa, e.g. ophthalmologist and eye specialist.²⁷ Furthermore, Hatch and Brown stated that synonym is one of the semantics features. They determine the meaning of synonym as the words that share meaning. They assumed that synonym refer to the same entity. If all features are the same, the words should be interchangeable.²⁸

The application of this way to overcome the students' difficulties in using paraphrase to complete the skripsi can be seen in the students' statements as follows ; the first student stated that *"first I analyze the words that I will quote then I look for the similar vocabulary for example furthermore is changed to then. After that look for the conjunctions such as changing the active sentence to the passive sentence or vice versa".* The second is *"I try to stay focused and always prepare a dictionary."* And third student is *"From the vocabulary, I overcome this by directly checking the dictionary and looking for synonyms."*

Synonym is the words that share meanings. Brown and Hatch assumed that synonym refer to the same entity. If all features are the same, the words should be interchangeable. However, native speaker will consistently select among them in similar ways. For example, we might assign the same features to cease and stop and yet realize that cease is most often selected in legitimate discourse.

Synonym does not usually share all of the features. Synonym often used to make the lexical choices more appropriate. Although dictionaries list synonym as words with similar meaning the fact that A is a synonym of B does not mean that B is

²⁷Stanojevic, "A Cognitive Synonym: General Overview, Linguistic and Literature Series," (Facta University, 2009), page 194.

²⁸Hatch and Brown, "Vocabulary, Semantics and Language Education," (New York : Cambridge University Press, 2001), page 368.

required as synonym of A. For example, the Dictionary for American Synonyms lists murder as a synonym for kill but does not list kill as synonym for murder. According to Hatch and Brown one the most important ways that make text hold together is with the use of synonym or chains of related words. For example, in talking about a problem at school, might be use school, university, college, campus, or other words interchangeably as synonym.

Stuart Webb, in his research titled *“The Effect of Synonym on Second-Language Vocabulary Learning”*. He found information that learning synonym for known words may be easier than learning words that do not have known synonyms. From result of the study showed that the learners had significantly higher scores for the words that had known synonyms on productive knowledge. The result indicates that the learning burden for synonyms of known words is less than for non-synonyms because synonyms represent knowledge of syntagmatic association that has been acquired.²⁹ In other words, the students have no burden in learning vocabulary about synonyms that the words have been known. It will make the students to thinks twice if they learn the words synonyms that they have been not know before.

4.2.2.3 Asking Others

The second way to overcome the students’ difficulties in using paraphrase to complete a Skripsi is asking other friends for clarification. A simple and obvious benefit of asking for help is that other people can help the learners move forward. If you think about in what area you could use some help and ask someone who has the right knowledge, skills, resources, or connections, you increase your chances of learning and of making progress.

²⁹Webb, Stuart, *“The Effect of Synonyms on Second-Language Vocabulary Learning,”* (2007), page 120-136.

The first respondent said that *“In terms of meaning itself, I ask my close friends and ask for help to read the proposal and journal where I quote then ask if what I paraphrase already has the same meaning.”* The second respondent stated that *“The way I overcome it is by consulting with my friends who are experts.”* The last respondent stated that *“I overcome the difficulties by asking my friends.”*

The main point of this extraction is Effective self-questioning can improve students' awareness and control of their thinking, which in turn can improve their learning. It can improve long-term retention of knowledge and skills, as well as the ability of students to apply and transfer the knowledge and skills they learn.

Asking questions is key in the learning process. Asking helps students direct their learning as they try to incorporate previous knowledge and new information in their quest to make sense of these ideas. Student questions play an important role in meaningful learning and motivation, and can be very revealing about the quality of students' conceptual thinking and understanding, their reasons, and what they want to know. Student questions, especially at higher cognitive levels, are also an important aspect of problem solving.

Questions raised by students can also guide the work of teachers. Some researchers have explored the potential of using student questions to influence the curriculum.³⁰ Several questions indicate that students have thought about the ideas proposed and are trying to expand and establish the relationship between the concept and other concepts they already know. Questions can also reveal a lot about the quality of students' thinking and conceptual understanding.³¹

³⁰Rob, *“The Meaning of Student Inquiry Questions: A Teacher's Beliefs and Response,”* <https://www.tandfonline.com/doi/abs/10.1080/09500690110095294>, (accessed on January, 15, 2021).

³¹Watts et al, *“Questions of Understanding: Categorising Pupils' Questions in Science,”* <https://eric.ed.gov/?id=EJ556104>, (accessed on January, 15, 2021).

For students, asking their own questions is the first step in filling knowledge gaps and solving puzzles. The process of asking questions allows them to express their current understanding of the subject, connect with other ideas, and understand what they are doing or don't know. In this sense, the questions raised by students are also important aspects of self and peer assessment.³² Questioning skills are also important in problem solving and decision-making.³³

4.2.2.4 Using Application

The third way to overcome the students' difficulties in using paraphrase to complete a Skripsi is using application or a website on internet. There are website that can assist students in paraphrasing namely "Paraphrase Online and Smodin.me" even though the application or website does not paraphrase as a whole it only changes some vocabulary and synonyms but with this website it can help the students reduce plagiarism contained in the Skripsi.

It can be seen from the students' statements, the first is *"I mostly overcome it by using the help of links on Google as I said before."* The second is *"to find a solution, I sometimes use Google's help because there is **an application that can make it easier** for us to do paraphrase."* And the third is *"Now, we can find a way to do **paraphrase online**. The trick is, first we copy and paste the sentence that we want to paraphrase then enter it on the website. After that we wait a few seconds then the results from the paraphrase will come out. Well, that makes it easier for us too."*

³²Black et al, *"Working Inside the Black Box: Assessment for Learning in the Classroom,"* (London: King's College London, 2002).

³³Pizzini and Shepardson, *"Student Questioning in the Presence of the Teacher During Problem Solving in Science,"* <https://www.sciencedirect.com/science/article/pii/S1877042814008581>, (accessed on January, 15, 2021).

There are some students who use the paraphrase website or application from the internet to help with academic activities and this is a solution chosen by students to overcome their difficulties in paraphrasing. Applied learning is a practical approach that is supported by research to increase student motivation, foster student-centered instruction, and provide real world application. It is also an opportunity for high-impact learning, where students explore content and directly apply new knowledge. Here are 5 advantages of using educational apps and show the important role of using mobile apps in education: New Learning Methods, Enhanced Parent Teacher Communication, E-Books and Online Study, Miscellaneous Functions Decreased Communication Gap Between Students And The Institution.

Mobile technology has become significant part in students' daily live. It has changed the way they communicate, collaborate and gather resources and the way they learn. Mobile technology also has reformed the way students allocate their time and attention. It offers a flexible and comfortable style of learning.³⁴

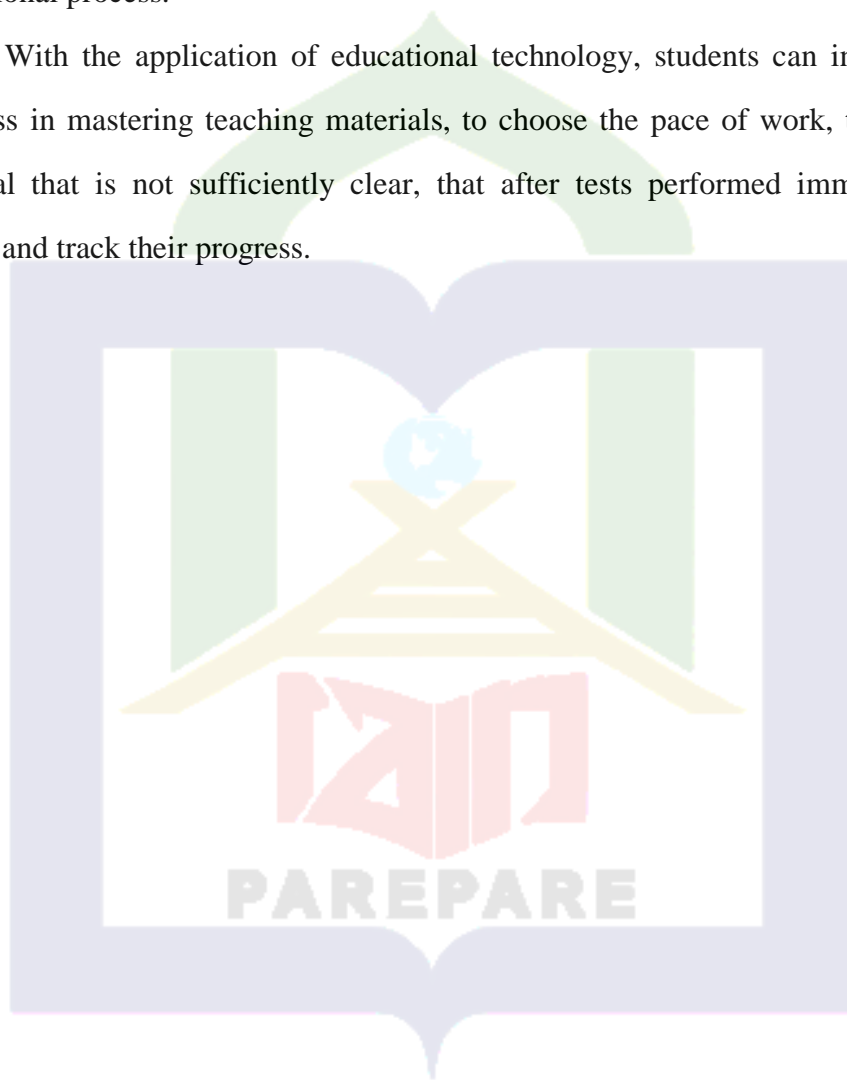
Pollara investigate undergraduate students' usage of mobile learning. Her study revealed that students are not primarily using this technology to socialize; instead they are using this technology for a wide variety of educational tasks. The challenge in education is continually growing. Students who are born in the digital age approach learning in a different perspective.

Educational technology is a systematic and organized process of applying modern technology to improve the quality of education (efficiency, optimal, true, etc.). It is a systematic way of conceptualizing the execution and evaluation of the

³⁴Mostafa Al-Emran and Khaled Shaalan, "E-podium Technology: A Medium of Managing Knowledge at Al Buraimi University College Via M-Learning," https://www.researchgate.net/publication/272677397_Epodium_Technology_A_medium_of_managing_Knowledge_at_Al_Buraimi_University_College_via_M-learning, (accessed on January, 15, 2021).

educational process. Learning, teaching and helping with the application of modern educational teaching techniques. It includes instructional materials, methods and organization of work and relationships, i.e. the behavior of all participants in the educational process.³⁵

With the application of educational technology, students can independently progress in mastering teaching materials, to choose the pace of work, to repeat the material that is not sufficiently clear, that after tests performed immediately get results and track their progress.



³⁵Pollara and Broussard, “*Students Perrceptions of Mobile Leaning: A Review of Current Research*,” (accessed on January, 15, 2021).

