CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. **Conclusions**

1. The results of the study indicates that the paraphrasing ability of the students is considered as poor paraphrasing. From 26 total paraphrase results, only one student met the minimum score as the achieving minimum score paraphrase in all three aspects of paraphrase, namely lexical, syntactic and semantic. Lexical become the paraphrasing aspect with the best average score with a score of 0.37 with 7 achieving minimum score paraphrases and 19 failed paraphrases. The syntactic aspect became the worst with an average score of 0.33 with 4 achieving minimum score paraphrases with 22 failed paraphrases. Semantic aspects with an average score of 0.36 with 4 achieving minimum score paraphrases and 22 failed paraphrases.

2. Several students' difficulties were identified in paraphrasing. Changing the word class of content word with a result of 48.4%, included in the category of quite difficult; finding appropriate synonyms or equivalent expression with a result of 55.3%, included in the category of quite difficult; identifying technical terms that should not be substituted with a result of 60.7%, included in the difficult category; changing the order of the information in the sentence with a result of 48.4%, included in the category of quite difficult; changing the structure of the sentence with a result of 43.8%, included in the category of quite difficult; maintaining the meaning of the original with 50% results, is included in the category of quite difficult. With the majority of difficulties in

paraphrasing considered quite difficult by students, these results suggest that this is irrelevant to the poor outcomes of poor paraphrasing students. On the contrary, the only difficulty they find difficult, namely identifying technical terms that should not be substituted, is not a problem by reflecting on the results of paraphrasing, where students do not make mistakes related to this, so the difficulties faced by students in paraphrasing are considered irrelevant to the results of student paraphrasing.

B. Suggestions

After completing this research, there are several suggestions related to the issues raised for several parties who are felt to be related:

1. For Educators

The students should be guided to be more getting aware with the important of having good paraphrasing skill so they can study harder and more have more interest for mastering it especially in classes and subject which relate to academic writing since it is considered as the fundamental technique in academic writing. This skill is highly needed by the students in fulfilling their academic requirements. Moreover the students have very limited knowledge of paraphrasing the educator need to provide the proper knowledge about the paraphrasing technique and the way how to apply it.

2. For Students

In order to strengthen their paraphrasing skills and broaden their comprehension of acceptable paraphrasing standards and proper paraphrasing

technique, the researcher suggests students to read more about the theories beneath paraphrasing strategies from a variety of sources. in order to allow them to assess their own paraphrase and improve their paraphrasing skills by understanding the theories of appropriate paraphrasing techniques.

3. For Other Researchers

For future research, it is expected to use 3 different paragraphs for each aspect to get separate results for each aspect so that the assessment for each aspect is more optimal. It would be better as well to use the instrument to obtain additional important data such as how their experiences and perceptions of their academic writing classes have been taken.