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Investigating students' problems in Writing Chapter I of Research

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Article Info	ABSTRACT
<p>Article history:</p> <p>Received December 2024 Revised January 2025 Accepted January 2025</p> <hr/> <p>Keywords:</p> <p>research, writing, problems of Writing chapter 1</p>	<p><i>The research objectives are to find out (1) the students' problems in writing chapter I of research (2) To find out the most difficult part in writing chapter I of Research. The research used qualitative method. The participants of this research is fourth semester of Elementary School Teacher Education (PGSD) of Education Innovation subject. The total of participants are 30 students. The results of data showed that (1) students' have problems in Writing Chapter I including choosing a topic, paraphrasing, conducting a literature review, plagiarism, and format. (2) Students have mostly difficult part in paraphrasing . They mostly difficult in arranging their own idea with the original theory. It can be said that paraphrasing part as the biggest problem and they try to do some ways in writing a correct paraphrasing.</i></p> <p><i>This is an open access article under the CC BY-SA license.</i></p>



1. INTRODUCTION

The process of preparing a research proposal has a significant impact on undergraduated education. Chapter I is the foundation of the proposal and contains important elements such as problem background, identification, formulation, research objectives, and benefits. Despite its importance, many students experience difficulties when drafting this

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chapter (Alam, 2019 and Bitchener & Basturkmen, 2006). The purpose of this study is to investigate the challenges students face when writing Chapter I of their research proposal.

Researchers try to convey to their readership their findings and conclusions when they write scholarly articles. Therefore, when writing for an academic audience, it is essential to adhere to certain protocols and methodologies. It is crucial for academic purposes that research findings are efficiently communicated to their target audience in an understandable and straightforward way (Hashim, 2005). It is important to highlight the reasons behind the researcher's decision to conduct this study and how particular approaches or theories were chosen. It is important to highlight both current and previous research in order to support students in retaining knowledge over time. This explicit understanding of genre rules in practical application offers long-term advantages (Hyon, 2001).

The long terms of researcher, when starting to write the Chapter I is should be beginning with the previous knowledge. The previous knowledge from their reading process of the certain information, such as books, articles, journals, and other sources. This previous knowledge will be help students to get idea for their writing Chapter. Therefore, students need to have a lot of previous knowledge to write a good Chapter I.

In fact, as Indonesian students in general have a low cognitive for reading. As a result, they have many problems in writing the chapter I. The problems are choosing a topic, paraphrasing, writing in a second language, conducting a literature review, plagiarism, and format (Kallestinova, 2011). Therefore, this research will be investigating students' problems in Writing Chapter I of Research.

2. RESEARCH METHODOLOGY

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This research used qualitative method research focused on students' problems in Writing Chapter I of Research. It focuses on problems in writing chapter I. The data involved through interview, and students' writing. Identifying students' problems by using both of the instruments. The source of data in this research were : (1) students' interview of writing chapter I problems, (2) students' writing.

The data were collected from interview and students' writing. **The research used semi structured interview** to know more of students' problems in writing chapter I. While, students' writing is to analyze the students' problems in specific part. Qualitative methods were used in data analysis. According to Creswell (2009), analyzing qualitative data can be divided into six stages: organizing and preparing the data for analysis; reading through all of the data; starting a detailed analysis with a coding process; taking into consideration some remarks that will provide specific guidance for the coding process; providing a report with a description of the data; and, finally, making an interpretation or meaning of the data.

3. RESULT AND DISCUSSION

3.1 Students' Problems in writing Chapter I of Research

This unit explained students' problems in writing chapter I of research which consists of are choosing a topic, paraphrasing, conducting a literature review, plagiarism, and format. First, choosing a topic as starting activity before beginning writing. Data finding showed that there were five students problems in choosing the topic. They were difficult in getting idea as the topic. Besides, five students were difficult in conducting literature review. They were difficult in getting a good sources for reading and writing. Then, three students were difficult in checking the plagiarism, two students were difficult in writing the format, and the

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last fifteen students were difficult in paraphrasing. Where, the students difficult to paraphrase the theory to be their own idea.

Students' interview result as follow:

- a) Choosing the topic
- b) Paraphrasing
- c) Conducting literature review
- d) Plagiarism
- e) Format

3.1.2 students difficulties by interview section

Choosing topics	
P1	I feel difficult in determining a topic, how start, my problem is choosing the topic for reading
P3	I think many topics, but I confused to choose one,
P5	I don't know what should I read and topic,
P8	I am stuck of idea for topic
P10	I don't know what should I read and topic, yeah , I am stuck of idea for topic "

Paraphrasing	
P9, P21 and P24	it is difficult to retell information without changing its meaning,
P7 and P11	I felt confused in paraphrasing due to a lack of understanding of the material that had to be paraphrased,
P15, P4, and P 28	I had difficulty paraphrasing because I did not have a wide enough vocabulary
P23, P18 and P17	I felt that he failed in paraphrasing because I was too hasty and not thorough enough

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P20 ,P26 and P30	it was difficult to express other people's ideas to my own words
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Conducting literature review	
P5	" I had difficulty finding theoretical studies because relevant sources were difficult to find
P14	I felt confused in determining the relevance of the theoretical studies that were appropriate to his research topic,
P19	I had difficulty finding theoretical studies due to lack of access to relevant journals and databases,
P27	I had difficulty finding quality theoretical studies because there was too much conflicting information and
P13	I felt overwhelmed in evaluating the validity and reliability of the theoretical studies found.
Plagiarism	
P12,	I had difficulty avoiding plagiarism due to a lack of understanding of how to properly cite sources
P22	I felt pressured by the risk of plagiarism because it is sometimes difficult to distinguish between information that needs to be cited and information,
P29	my difficulty in avoiding plagiarism it was difficult to incorporate certain sources into his writing without relying too much on direct quotations.

Format difficulty	
P25	I felt difficulty in writing research format was the difficulty in organizing a good and logical research structure. I also had

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	difficulty in understanding how to introduce and close the end of chapter reserach effectively, I faced difficulties in writing format essays particularly in expanding their ideas and creating a cohesive argument.
P30	I faced difficulties in writing format essays particularly in expanding their ideas and creating a cohesive argument.

Students	First Topics	Revised Topic
St 1	"How to choose the most popular elementary school teacher"	The Importance of Leadership Training for Elementary School Teachers"
St 3	Why Primary School Teachers Should Use Traditional Teaching Methods"	" Effective Strategies for Enhancing Parental Involvement in Elementary Teacher Education
St 5	How Elementary School Teachers Can Engage Students More"	Supporting Primary School Teachers' Mental Wellbeing: The Role of Psychological and Health Support"
St 8	The Use of Media in Digital Era	"Optimizing the Use of Digital Technology in Education: A Study on Effective Strategies and Best Practices"
St 10	diffusion of educational innovations	Model of Educational

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		Technology Diffusion in Elemntary schools
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All the data presented were students' results of interview as follow :

Firstly, for finding topics, P3 and P5 said that "they were difficult in choosing the topic and reading for the topic". These statements are linked to the We are unable to produce a quality research paper if we are aware of the issues surrounding the selected topic and an excellent review of the literature. particularly in academic writing (Colwell 2011). It can assumed that choosing the topic is mostly basic difficulty when starting to write the introduction. Hence, the students needed to have much reading before selecting the appropriate topic for the writing.

Secondly, is paraphrasing. From these findings, it was found fifteen students were difficulty on it. Therefore, In sum up, it took some examples to represents the data. They were students who said they were difficult in changing the people own idea to be their own idea, they did not have any vocabularies and they confused to paraphrase steps. The data was supported to the (Bailey and Shi (2011) that paraphrasing involves using one's own words to re-present information or ideas from the original source, while maintaining the intended meaning and accuracy of the information. In addition, these can be included the difficulty in understanding the original source, inability to write and master vocabulary, and difficulty to maintain accurate meaning when reconstructing information (Keck, 2014; Shi, 2012). To improve researchers' paraphrasing skills, further research is needed. In other words, paraphrasing problems was as the commonly problems in writing the theories and ideas. Hence, students need more practices for paraphrasing steps.

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Thirdly, is conducting literature review. In line with paraphrasing step, this literature review also involved into paraphrasing ways. The data showed the students have problems within it. They said "it was difficult in looking for the relevant sources, relevant theories for topic and finding the similar theories. The data is supported to The main purpose of a literature review is to provide a theoretical and contextual foundation for the research, find gaps in existing knowledge, and place new studies in the broader context of the research (Creswell & Creswell, 2018; Machi & McEvoy, 2016). It can be said, the process of conducting the literature review must be clearly and effectively. Students must be able to master the ways to paraphrase and selecting appropriate theories.

Fourthly, is plagiarism. This step is very crucial thing. Where the author should be aware and be careful for getting and writing the idea. The data showed the students have problems within it. They said "it was very difficult in transforming idea of theory to be their own idea and writing styles, lack of understanding the citation and quotation and how to quote the information. the data is linked to Plagiarism can be defined as an act of presenting another person's work or friendship as one's own, without providing accurate feedback to the original source (Roig, 2015). This can be used to describe words by themselves without using a dictionary, to summarize all or most of another person's life story, or to express ideas or conclusions from another person's study without realizing the full context. In sum up, the students must be careful and paid attention to this step. Students also need to practice for learning about quotation, citation and references.

Lastly, is format of research guidelines. This is also important thing to know. The data showed that they were difficult in organizing a good and logical research structure and develop idea for research. Data were

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linked to Creswell (2018) the structures of research are introduction, literature review, methodology, discussion and conclusion. It can be said that students must be thorough to the structures of research. Therefore, they will be easily to write the research introduction and all. Besides, all of the interview finding is also the same with research topic of students. Where, they facing those difficulties above.

4. Conclusion

This research concluded that the most difficult part in writing introduction of chapter 1 in research is paraphrasing. This is caused by lack of reading and motivation to curious of something. This should be pay attention for all elements such as students and lecturer. This research suggested to the next research can explored more about factors influenced students' problems in writing introduction research such as cognitive process, and motivation to write.

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