

## CHAPTER I

### INTRODUCTION

This chapter presents the background of the study, research questions, objective of study, significance of study, and definition of key terms.

#### A. Background of Study

Writing is one of skills that students have to mastery in English learning. Writing has to express ideas, feelings and experiences to the reader. In addition, writing can be said as a mean of communication between writer and reader (Masniyah, 2017, p. 1). Therefore writing is the most important skill in teaching English. Allah says in Surah Al-Alaq verse 4-5 as follows:

الَّذِي عَلَّمَ بِالْقَلَمِ ۗ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

This verse explains that Allah teaches us to write because writing is important in our life. Hence, in the higher education, students are normally required to complete several academic assignments in writing including research, report, essays, papers, articles, proposals even thesis as requirements to get bachelor. They certainly have to have a lot of reading material as references. However, this does not make university students worry because the references are massive on the internet. The availability of free references, sometimes makes some of students creates many academic misconducts, such as the tendency to download reading material

of someone else's writing and then to admit it as own writing. This new-tendency trend lately is known as plagiarism (Kher & Rani, 2018, p. 1). Bailey (2011, p. 30) states that plagiarism means taking information or ideas from another writer and using them in your own work, without acknowledging the source in an accepted manner. Thus, to avoid plagiarism, the students must have good writing skill, which writing has to express ideas, feelings and experiences to the reader (Masniyah, 2017, p. 1). Meanwhile, Anderson, Vanderhoff & Donovick (2013, p. 139) said that this skill can be one of the measurements that help assess student's academic performance. Hence, this skill is able to give students a major problem in practicing English if the lecturers do not properly teach the students on how to develop their writing skills throughout their learning (Lucini & Roldan, 2007 as cited in Sarair, Astila, & Nurviani, 2019, p. 151).

In the context of writing, there are a lot of methods invented to ease the students in producing well written products. The lecturer only need to find the most appropriate method that suitable to their students Mustafa & Samad (2015, p. 29), which may include paraphrasing.

The reason why paraphrase is taught because to show students' abilities in engaging and understanding the ideas (Dung, 2010, p. 6). Paraphrase is modify the word of the text until diverge from the original source before, without having to become different significance (Bailey, 2011, p. 50). Meanwhile, Escudero, Fuertes & Lopez (2019, p. 58) agree that paraphrasing is not merely the changing the words in the sentences, but also the strategy of changing sentences structure and sentences fracture

without leaving any important information from original text. In addition, Sarair, Astila, & Nurviani (2019, p. 153) added that another criteria of effective paraphrasing was citing sources of original.

In short, paraphrasing is a method in writing skill that functions to show the students' ability in understanding information by analyzing the grammatical structure and language features to create new form statements that still reflect the sources' original ideas. Furthermore, there are several paraphrasing strategies proposed by some researchers (Bailey, 2011, pp. 52-53; Jordan, 2003, pp. 93-94; Davies, Beaumont, & J, 2011, pp. 3-10; Pratiwi, 2019, p. 22; Injai, 2015, pp. 14-16). Besides, Keck (2014, p. 9) offers that there are four types in paraphrasing which called as paraphrase identification. There are near copy, minimal revision, moderate revision, and substantial revision. Identifying types of paraphrase is highly important since it cannot only define what types of students' paraphrase are but also assess qualification of certain students' paraphrase texts.

Paraphrasing is commonly used in writing by university students which this is the most important method for students in a real academic context (Dung, 2010, p. 6; Irmadamayanti, 2018, p. 1; Masniyah, 2017, p. 21; Loh, 2013, p. 1). English Education Department is one of majors at Antasari State Islamic University in Banjarmasin that teaches paraphrase. Since, paraphrase is correlate to writing skill. Here there are several steps in writing lesson at this department until there is paraphrasing material. The first is Basic Writing Course in the second semester which teaches about basic in writing including noun clause, adjective clause, phrasal verbs, etc.

The book that used for this learning is Let's Write English by *George E. Wishon and Julia M. Burks*. The second is Paragraph Writing in the third semester which teaches how to write good paragraph including topic sentence, cohesion, coherence, etc. The third is Essay Writing in the fourth semester which teaches about cause effect and argumentation that students must write four paragraphs minimally. The fourth is Academic Writing in the fifth semester which teaches about how to make proposal including how to paraphrase however it was taught a little. The last is English for Academic Purposes which teaches about how to make proposal also, but it is more detail than in Academic Writing. Here there are several materials that including in English for Academic Purposes subject, such as citation, quotation, paraphrasing, summarizing, synthesizing, referencing, etc. Also, English for Academic Purposed is new course that taught in this department. Hence, the students are expected to make proposal by implementing Academic Writing correctly in order to the students are able to paraphrase the text to prepare in creating thesis proposal.

Furthermore, there were some researchers conducted the study of students' paraphrasing. Injai (2015, p. iv) found that the students used synonyms strategy with the highest frequency (51.23%) and the students' paraphrase identification's students were near copy. Similarly, by Na & Mai (2017, pp. 12-13) found that the students mostly used synonym in paraphrase. Also, the study from Pertiwi (2019, p. xi) conducted in qualitative approach with 26 students as the respondents by purposive sampling and the result mostly used by the students was change the

synonym strategies. However there were different result that showed better result than before, it can be seen the study from Irmadamayanti (2018, p. 1), it is found that mostly students use minimal revision. Next, the study of Sarair, Astila, & Nurvina (2019, p. 151) showed that the students abilities in paraphrasing English texts is mostly found near copy, however the strategy mostly that students used was using varied structure.

Based on the previous studies of paraphrasing, the researcher is interested to conduct the study about paraphrasing in English for Academic Purposes course that different of the previous study. Those previous studies mostly used test as the instrument, in this study would use documentation of brief proposal in one citation of introduction section, using some theories to examine data analysis, and analyze students' paraphrase by using citation and source in the bibliography. The researcher choose UIN Antasari as the place to conduct the research, because it is one of universities in South Kalimantan which has English Department. The researcher choose the document as the data from the sixth semester students Academic Year 2020 because they had learned about paraphrasing and they have created a thesis proposal where paraphrasing is needed as one of the ways to use experts' ideas in their writing. Therefore, this study would conduct in analyzing what is the type of paraphrase qualifications is mostly used in students' paraphrasing and what is the most strategy that students used in paraphrasing.

**B. Research Questions**

1. What type of paraphrase identification is mostly used by the students in brief of thesis proposals?
2. What strategy is mostly used by the students in paraphrasing?

**C. Objective of Study**

1. To analyze the type of paraphrase identification is mostly used by the students in brief of thesis proposals.
2. To find out the strategy is mostly used by the students in paraphrasing.

**D. Significance of Study**

1. For the students, this research is considering be benefit for the students as guideline in paraphrasing by combining some strategies. In addition, this can make contributions for students to be aware about their paraphrasing in their brief of thesis proposals.
2. For the lecturers, this research can contribute in the contemporary discourse of plagiarism in second language teaching program, particularly in investigating the paraphrase identifications. Therefore, preventive action can be taken after this research.
3. To other researchers, it be reference for further research for the next researcher who want to conduct a research about paraphrasing.

**E. Definition of Key Terms**

1. Paraphrasing is rewriting information and ideas from reading in own word either by changing words or structures without changing the meaning and citing the source and putting it in the bibliography.

2. Paraphrase identification is type of students' paraphrasing to assess the qualification of paraphrasing. The paraphrase identification was adopted from Keck (2014, p. 9) which are "Near Copy, Minimal Revision, Moderate Revision and Substantial Revision".
3. Paraphrasing strategies is strategies that used by students in paraphrasing brief of thesis proposal that they make to fulfill final test assignment in English for Academic Purposes. The strategies consist of ten strategies, they are; nine from Jackie Pieterick, as cited in Dung (2010, p. 12) followed by Injai (2015, pp. 14-16); using synonym, using active to passive/ passive to active, using positive into negative, changing varied sentence structure, changing word order, changing parts of speech, combining sentences, separating long sentences, and expanding phrase for clarity. Meanwhile one from Pratiwi (2019, p. 22); omitting any unnecessary.