

## CHAPTER 1

### INTRODUCTION

#### A. Background of Study

In Indonesia, English becomes the first foreign language that has to be taught at many levels of education, from elementary to tertiary education institution. Language becomes an important thing, and people around the world use it. Up to now, English becomes the most important language because it is the language mostly used in international communication. This is line with what Quran has stated in surah Ar-Rum verse 22, as follows :

وَمِنْ آيَاتِهِ ۚ خَلَقَ السَّمَوَاتِ وَالْأَرْضَ وَأَخْتَلَفُ الْأَلْسِنَتِكُمْ وَاللُّوَانِكُمْ ۚ إِنَّ

فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ ﴿٢٢﴾

The verse explains that Allah created language for mankind in order to communicate between one and another. He creates many languages for different groups of people so each has their own language. Hence, all languages have the same function that is used for communication in the social community.

As an international language many people use English language. The role of English is so great that no progress in all aspects of human life can be separated from it. It can be a medium in studying science, politics, economics, education, culture and technology. Which are usually

disseminated in English. Another fact of the importance of English is that many occupations require people who have an English competence.

English has an important role in education. It is not only a kind of subject that should be known and mastered by students in the classroom, but it is also taught in every level of education beginning from Elementary School, Junior High School, Senior High School to University or College. Also, in Kindergarten, English has begun to be taught. Due to this fact, students should have sufficient competencies in mastering the four skills of English; those are listening, speaking, reading and writing (Alexander, 1975, p. 8).

Writing is one of language competence in learning English. A good ability in writing means having a good ability in vocabulary, grammar, spelling and punctuation. It is supported by Celce-Murcia (2001, p. 207) that “The most important is present a product which does not suffer from intelligible handwriting, numerous of spelling errors, faulty punctuation, or inaccurate structure, any of which may render the message unintelligible”. So, if students have a good ability in all of the aspects, their writing will be intelligible.

Writing is an important skill in English language learning. Writing skill is useful for human to make good communication. In, general, it can be said as a way to express ideas, feeling, and thought in written form. By writing, a writer can tell the message and information to readers. Myles (2002, p. 12) states that writing is an English skill which needs an effort

and much practice in composing, developing and analyzing ideas. Because of the importance of writing, Allah said 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. By writing, we can learn about language in order to communicate between one and another. He creates many languages for different groups of people so each has their own language. Hence, all languages have the same function that is used for communication in the social community.

Writing needs well knowledge and hard thinking when the students produce words, sentences, paragraph at the same time with good English grammatical. English grammar is more complicated than Indonesian grammar. Some mistakes are made when the students do not understand well about the English grammar. Many of the students commonly make grammar mistakes in their learning especially in writing. But, sometimes the teacher were aware about students' mistakes. Then the students made their mistakes repeatedly because they do not have the correction and it was what we have called as error.

Carl James (1998, p. 78) said that if the learner is inclined and able to correct a fault in his or her output, it is assumed that the form he or she selected was not the one intended, and we shall say that the fault is a

mistake. If, on the other hand, the learner is unable or in any way disinclined to make the correction, we assume that the form the learner used was the one intended, and that is an error.

Errors in language learning are natural. Therefore, when the teachers teach in the school, they will find many phenomena; they will find many students who have good writing in English, many students who have middle writing, and may be they will find many students who have low ability in writing English.

Writing has many techniques, one of the most important techniques in writing skills of English learners is paraphrasing, which means restating other ideas, meaning and information in our own words. Most learners of English try to paraphrase correctly to demonstrate that they have engaged with and understood the ideas from their source materials, whilst still recognizing that the ideas they are discussing are not their own. They will need to develop this technique in order to write effectively. In fact, it is very difficult for them to rewrite the original language, “change” the original sentence structure, and cite the source in the proper form.

Many factors that caused problems in paraphrasing such as: changing synonym, changing word class, changing word order, lack of grammar, also lack of understanding on the criteria of a good paraphrasing and the correct procedure in paraphrasing. Considering the fact found by the writer, a study should be conducted to find out problems in the students’ paraphrasing.

The writer found two previous studies that have similar topic in this study. The first one is a thesis by Wahyuni Khairunnisa (2013/2014). Entitled “STUDENTS' PROBLEMS IN PARAPHRASING.” The writer found the similarity and the difference in this research. The similarity is the researcher analyzes the difficulties in paraphrasing. The difference in this research is the data were collected from paraphrasing test, questionnaire and interview. The finding of the data analysis showed 76.92 % of the students’ ability in paraphrasing is qualified in unsatisfactory level. From the test, it was found that 76.92 % of the students made mistake in changing the order of ideas, while 76.92 % respondents of the questionnaire and 80% of interviewees mentioned changing word as their problem in paraphrasing. The different result of the instruments was caused by the students’ lack of understanding toward the criteria of a good paraphrasing. Furthermore, lack of vocabulary and understanding about paraphrasing discovered as the causes of the students’ problems in paraphrasing.

The second similar study had been done by Dung (2010) in his work “An Investigation in Paraphrasing Experienced by Vietnamese Students of English in Academic Writing”. The writer found the similarity and the difference in this research. The similarity is the researcher analyzes the difficulties in paraphrasing. The difference in this research is the researcher used descriptive study using qualitative and quantitative information. It can be seen from statistically analyzing a Diagnostic test, a

Questionnaire and the Graduation Papers of 15 students of Da Nang College of Foreign Languages. He identified 77,5 % of fourth years students at the college of Foreign Language University of Da Nang made mistakes in paraphrasing, where 40% made mistake in changing structure and grammar, 22,5 % in changing word and 15 % fall into plagiarism.

Based on the explanation above, the writer is interested in conducting a study entitled “The Difficulties of Paraphrasing in Academic Writing for the Seventh Semester of English Department at UIN Antasari Banjarmasin Academic Year 2017/2018”. The students were chosen based on the consideration that they had already learned about paraphrasing in the Academic Writing class.

The researcher chooses paraphrasing because the students were prepared to create a research proposal where paraphrasing is needed as one of the ways to use experts’ ideas in their writing. The researcher chooses English Department at UIN Antasari Banjarmasin because the researcher wants to know the students’ difficulties in paraphrasing at English Department and the researcher wants to increase students’ ability especially in paraphrasing at UIN Antasari Banjarmasin.

Based on the above explanation, the researcher choose to do the research entitled “The Difficulties of Paraphrasing in Academic Writing for the Seventh Semester of English Department at UIN Antasari Banjarmasin Academic Year 2017/2018”. The researcher hopes that the students, especially the seventh semester students can get some benefits

from the research paper to improve their paraphrasing skills in the writing classes of the seventh semester students of English Department at UIN Antasari Banjarmasin

## **B. Problem Statement**

Based on the background of study above, the problems of this research can be formulated as follows:

1. What are the students' difficulties in paraphrasing at the Seventh Semester of English Department at UIN Antasari Banjarmasin?
2. Why do the students face the difficulties in paraphrasing at the Seventh Semester of English Department at UIN Antasari Banjarmasin?

## **C. Objective of Research**

Based on the statement of problems above, the objectives of this study are;

1. To know the students' difficulties of the seventh semester students at UIN Antasari Banjarmasin academic year 2017/2018 in paraphrasing.
2. To know why the students face the difficulties in paraphrasing.

#### **D. Significance of Study**

The result of this research is expected to give significance as follow:

1. For the students, it is expected that the students, especially the seventh semester students can get some benefit from the research to improve their paraphrasing skills.
2. For the lecturer, it can help the teacher to prepare the English writing material and can be used to give more attention to mistakes made by the students in learning writing especially in paraphrasing. So, the lecturer can find the best way in teaching writing.
3. For the writer, the finding of this research can be used as valuable information for the next researchers who are interested in conducting research on similar object or other objects.

#### **E. Definition of Key Terms**

To avoid misunderstanding towards the title that adapted in this research, the writer feels necessary to describe the terms in regard to the title as follows:

##### **1. Academic Writing**

Academic writing is a particular style of writing that the writer need to use when writing formal essays and other assessments.

##### **2. Paraphrasing**

Paraphrasing is when the writer is using their own words to express someone's ideas. Paraphrasing is presenting the ideas from information



that the writer have read. When paraphrasing, the writer can't change the meaning of the original ideas.

### 3. Difficulty

Difficulty means a problem, thing or situation that causes problem, the quality of something that makes it hard to do or something that is not easy to do.

