

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In writing a paper, the point of any writing is to gain and also improve understanding of some particular topics. To help students understand about some topics, while writing a paper, the writer should provide some ideas or information to the readers. To present information and to provide the evidence in writing, gathering information is needed before students ready to start writing. Students must know that gathering information can be done through taking notes. There are three techniques of taking notes that students must know which consist of paraphrase, direct quote, and summarize (Spatt, 2011; Sorenson, 2010; Kirszner *et. al.*, 2008).

Based on the three techniques above, students mostly use paraphrase technique among two others which is direct quote and summarize. Paraphrase according to Schuemann (2006) is repeating the researcher's explanation by using our own word. Paraphrase is important on academic writing in order to make the paper accepted as a valid research (Spatt, 2011). As a good paper to be valid and acceptable, students have to understand how to make a clear paraphrase to introduce the ideas so people will easily understand while reading their writing. The writer's credibility also can be acknowledged from their writing through their paraphrase while proving some ideas to strengthen their writing. Paraphrase is

needed to be put in writing for peoples to gain clear understanding about the main ideas from the topic.

A clear paraphrase is needed inside the writing which is used to provide information, to provide evidence and to comprehend the readers about some ideas which contain explanation, interpretation, or confrontation (Spatt, 2011). It can be said that using paraphrase to introduce something to the reader is an important thing to do. People will understand a writing more easily if we as the writer provide them with good quality of academic writing. That is why students have to understand how important paraphrase to prove some ideas on their writing.

Paraphrase can help to prevent someone being labeled as a plagiarist. According to Spatt (2011), having mistake of paraphrase could be suspected as a plagiarism. Plagiarism means presenting someone else ideas by incorporating it into our work without full acknowledgement (“Plagiarize”. Def 1.Cambridge Advance Learner’s Dictionary, 2008.Print).In writing, students have to express their understanding and should avoid plagiarism.

In order to avoid plagiarism, the writer can use paraphrase, direct quote and summarize to minimize it. Many students who are suspected being plagiarists do not know that they did plagiarism. It happens because lack on theories of paraphrasing. In some cases, this happened because most students paraphrase in wrong way. They did not know the theory of forming the paraphrase. They still have difficulties in making paraphrase and keeping the original ideas from the original source.

To understand this phenomenon, the researcher conducts this study to examine the paraphrase on students' *skripsi* of English Department UNJ in order to discover students' abilities to paraphrase in order to minimize plagiarism. This study also provides the reader with the theory of forming paraphrase and theory related to the standard of good paraphrase based on theory from Schuemmanet *al.* (2006) and Kirszneret *al.* (2008).

1.2 Research Question

There are several questions of the study based on the background of the study above:

1. What paraphrase strategy encountered ED's students' *skripsi*?
 - 1.1 Which strategy is commonly used?
2. To what extent do students fulfill the good paraphrase standards?
 - 2.1 How is the quality of students' paraphrases?

1.3 Purpose of the Study

The purpose of this study is to know the paraphrase strategy encountered students' *skripsi* of English Department students and to know the fulfillments of paraphrase standards on students' paraphrases. The writer focused to analyze the literature review part which is part of *skripsi* that contains most paraphrases in English Department students' *skripsi* of UNJ.

1.4 Scope of the study

The scope of the study is limited on the selected paraphrase on literature review section from students' *skripsi* year 2016 and 2017.

1.5 Significance of the Study

The result of this study will lead students to improve the academic writing. There are three points provided from this research that can be used as guidance to improve academic writing which are strategy of forming paraphrase, characteristic of good paraphrase and parameters to determine acceptable paraphrase. This study is expectedly to increase students' awareness of paraphrase in *skripsi* by understanding the fulfillment of good paraphrase that can be achieved by following the standards of good paraphrase.

1.6 Previous related study

This study followed two *skripsi* as the reference. The first was from Tomy Sarwono (2015) from UNJ's English education major which the title "The paraphrase of the English Department Student Skripsi". The purpose of his study was to investigate how students form paraphrase on their *skripsi* and to find the errors occurred in forming the paraphrase. The writer used theory from Schuemann (2006) and Kirszner (2008) of forming paraphrase. However, the previous researchers did not answer the research question number two which aimed to find the mistake occurs in forming the paraphrase.

The second reference is from Utami Widiati with the title "Students' perceptions about paraphrasing and their cognitive processes in paraphrasing".

Different with the previous *skripsi*, in her study, the purpose was to investigate students' perceptions about paraphrasing and their cognitive and meta-cognitive process in paraphrasing. There are four subjects, and all subjects did paraphrasing tasks in order to do co-current verbal reports while paraphrasing three sentences and one paragraph. The writer used Chamot & Kupper (1989) theory of the identification of cognitive and meta-cognitive strategies in her study. Questionnaire and paraphrasing task were the instruments used which the purpose of its using was to get information related to students' perception about paraphrase meaning, paraphrase strategy, and usefulness of paraphrase.

Based on the two references above, the differences between this study with the previous researches can be seen through the research purposes and the theory used in order to analyze the data. The purpose of this study is to find out the strategy of paraphrase encountered in ED's students' *skripsi* and to know the fulfillments of good paraphrase standards included the quality of a paraphrase which can be analyzed by using theory of forming paraphrase, paraphrase assessment from University of New England and the characteristic of good paraphrase based on Schuemann (2006) and Kirszner (2008).