CHAPTER II

LITERATURE REVIEW

The literature review explains about theories related paraphrasing. This chapter presents the definition of academic writing, process of writing, paraphrase and theories of forming paraphrase.

2.1 Academic Writing

According to Whitaker (2009), all education system in the world demands pupils to complete some courses or assignments to pass grades. In terms of the success of a pupil to pass their grades can be found through their score. In terms of education, one of the tools which can determine students score is known as academic writing. Every student will experience writing assignment in order to get score. Based on Copley (2014), there are eight types of academic writing which are essay, research, summary, journal, book review, synthesis, review of literature, and annoted bibliography. To produce an academic writing, students must know how to chose and narrow a topic, how to do taking notes, and how to do drafting. The starting point to do an academic writing is by asking some questions to the interested topic. The question will be answer by the research and report the best answer toward the questions according to writer's thought and understanding (Whitaker, 2009).

2.2 Process of Writing

Based on Copley (2014), to produce an academic writing should be done by making the foundation of a writing first. Those foundation can be said are steps that student must do which are prewriting, gathering information, shaping information, building the essay draft, and revising. The purpose of using those steps is to make a clear academic writing.

Prewriting has the same term with planning. Prewriting is a step to engage the writer's idea before starting to write (Copley, 2014) which means students have to figure out what they want to write. There are several strategies to choose and develop a topic: make lists of ideas on a topic, read and take notes on a topic, make a cluster, ask questions about a topic, discuss ideas about a topic with others and take notes, and make an outline of your paper.

When you start to gather information, the writer will look forward to accredited source in order to support the ideas (Copley, 2014). To find the accredited source, we can find it on internet and the library. There is one thing to be concerned about taking source from internet that it is very important to avoid personal web pages which there are some unaccredited sources (Copley, 2014).

The next step is shaping the information gathered. According to Copley (2014), the writer must take notes after the information is gathered. The first thing the writer must do is to write down the sources. To take notes, the writer has to use direct quotation, paraphrase, and summary (Copley, 2014). After that shaping information can be done trough putting the thesis statement and analyze the thesis

to gather and shape information. Thesis is used to focus on the argument from the writer and the purpose of using thesis is to tell the reader about the writing and the point of view from the writer toward the topic (Copley, 2014).

After shaping the information, the next step is building the essay draft. Copley (2014) stated that to work in an essay draft is needed several logical progression of stages which are explanations, development options, linking paragraphs, introductions, conclusions, revising and proofreading the paragraph. Drafting is the stage when the writer begins to put the paper in paragraph form.

The last step of writing process is revising. Copley (2014) explained that there are several points that can be changed while doing revision which are adding some information to clearer the writing, subtract confusing information, move some information to another place in order to make more sense, and substitute word to make the information clearer.

2.3 Paraphrase

"a detailed restatement, in your own words, of all a source's important ideas - but not your opinions or interpretations of those ideas. You not only indicate the source's main points but also its order, tone and emphasis" (Kirszner & Mandell, 2008, p. 144). Based on the Kirszner & Mandell (2008), paraphrase in short means restating, rewording, and rewriting someone's ideas by using our own words. Paraphrase according to Schumann (2006) is repeating the explanation from other researcher or author by our own words. Plotnick (2010) argues that paraphrase means to share information from other people's thought, then re-

explain it by using our style and does not have purpose to steal the idea. Besides sharing information, the use of paraphrase is to increase the reader's understanding while reading their writing, giving detailed explanation about some ideas or information, also paraphrase will strengthen the writing itself, especially academic writing. However, paraphrasing is not easy to do. Lots of student nowadays still confused of how to paraphrase correctly. They still confused of how to clearly demonstrate their understanding about an idea from the source material before they transform it by using their own language. Students find it difficult to change the original sentence structure and cite the source with the proper form.

Therefore, the first thing someone must do to paraphrase is to recognize what should be avoided while paraphrasing. Kirszner *et. al* (2009) provides several points that people must avoid while making the paraphrase which are does not comprehend the original text, placing too much from the original source, missing important information, stating opinion and last, altering the wrong synonym.

2.4 Theories of Paraphrasing

Kennedy & Smith (2000) provides the reader with easiest term to paraphrase. They divided the paraphrase strategy into seven:

    i.   changing structure and grammar paraphrase (syntactic paraphrase)

             This strategy can be done by changing the sentence pattern.

Original: "Australia is the world's smallest continent, but it is one of the most fascinating." [21, p. 33]

Paraphrase: *One of the most fascinating, Australia is also the world's smallest continent.*

ii.   changing word paraphrase (semantic paraphrase)

This strategy requires the writer either to change the word order or changing into part of speech.

iii.   changing Structure (organization) of Ideas.

Original: "Statements that seem complimentary can go in one context may be inappropriate in another (1). For example, women in business are usually uncomfortable if male colleagues or superiors compliment them on their appearance (2). The comments suggest that the women are being treated as visual decoration rather than as contributing workers."

Paraphrase: *Women may feel uneasy upon receiving ordinarily positive comments on their appearance from male coworkers or supervisors (2). To these women, the remarks carry an implied meaning: instead of being thought of as productive employees, they are actually being viewed as just a pretty part of the atmosphere...*

iv.   Substitute words in the original with synonym

v. Combine or divide sentences as necessary

vi. Use direct quotations from the original sporadically

vii. Document the paraphrase

The other expert to propose the strategy of paraphrase came from Schuemannet. al (2006). He specified the techniques of paraphrase into eight ways:

i. Transforming the part of speech of a word into another

Original: *Medical professor* John Swanson says that *global changes* are influencing *the spread of disease.*

Paraphrase: According to John Swans, *a professor of medicine, changes across the globe* are causing diseases to spread (James, 2004).

ii. Transforming a word with its synonym

Original: *The U.S government declared* that the AIDS crisis poses a national security threat. The announcement followed *an intelligence report* that found high rates of HIV infection could lead to *widespread political destabilization.*

Paraphrase: *The government of the United States announced* that AIDS could *harm the nation's security.* The government warned the population after *an important governmental study* concluded

that political problems could result from large numbers of people infected with HIV (Snell, 2005).

iii.   Changing the numbers or percentages into a different form.

Original: Minority groups in the United States have been hit hardest by the epidemic. African Americans, who make up *13 percent of the U.S. population,* accounted for 46 *percent* of the AIDS cases diagnosed in 1998.

Paraphrase: The AIDS epidemic has mostly affected minorities in the United States. For example, in 1998, *less than 15 percent* of the total population was African, but *almost half* of the people diagnosed with AIDS in the United Stated that year were African America (Jenson, 2000).

iv.   Changing the active form into passive form or vice versa.

Original: Angier (2001) reported that *malaria kills* more than one million people *annually,* the overwhelming majority of them children in sub-Saharan Africa.

Paraphrase:*Every year,* more than a million *people are killed by malaria,* and most of the victims are children who live in sub-Saharan Africa (Angier, 2001).

v.   Changing definition structure into another form.

Original: *Lyme disease is an inflammatory disease caused by a bacterium transmitted by ticks (small bloodsucking arachnids that attach themselves to larger animals).* The disease is usually *characterized by a rash followed by flu-like symptoms, including fever, joint pain, and headache.*

Paraphrase:*Lyme disease -a disease that causes swelling and redness –is caused by a bacterium carried by a small arachnid known as a tick.* The ticks attach to and suck the blood of animals and humans, transferring some of the Lyme disease bacteria into their hosts and causing symptoms similar to the flu (Wald, 2005).

vi. Changing the attribution signals into different form.

Original: "That's because there are so many different ways the diseases could have arrived,' *veterinarian Mark Walters declared* in his recent book, *Six Modern Plagues.*

Paraphrase: *According to Mark Walters, a veterinarian who wrote Six Modern Plagues,* the disease could have arrived in numerous ways (Peterson, 2004).

vii. Altering the sentence structure and using different conjunction.

Original: *Although* only about one-tenth of the world's population lives there, sub-Saharan Africa remains the hardest region,

accounting for 72 percent of the people infected with HIV during 2000.

Paraphrase: Approximately 10 percent of the world's population resides in sub-Saharan Africa. *However,* this area of the world has the highest percentage of AIDS-related illnesses. *In fact,* in 2000, almost three fourths of the population had the HIV virus (Bunting, 2004).

viii. Keep using the key terms from original source without changing it to another term.

Original: In the northeastern *United States,* people are building homes on the edge of woods, where ticks that carry *Lyme disease* hitch riders on deer. In addition, in *Africa,* hunters bring back the meat of animals that scientist think may transmit *Ebola,* a usually fatal disease that cause massive hemorrhaging in its victims.

Paraphrase: In the *United States,* residential areas are being built near wooded areas in the northeast. These areas are also the homes of ticks carrying *Lyme disease.* Also, according to scientist, hunters in *Africa* kill animals that may carry the *Ebola* virus can often fatal virus that causes *massive hemorrhaging* (Yaya, 2004).

Kirszner*et. al* (2008)points out the characteristics of a good paraphrase, which are:

i.   A paraphrase should use original language and phrase from the writer. Plagiarism will be found by the using of language and phrase from original source.

ii.   A paraphrase must be written accurately by representing the emphasis and the ideas from the original source.

iii.   A paraphrase does not contain the opinion.

iv.   A paraphrase consists of all main ideas from the original source.

Besides the characteristic of a good paraphrase, Kirszneret. al (2008) also formulates the techniques of forming the paraphrase. There are three techniques to form paraphrase

i.   Using synonyms. The writer has to make sure that the word has a close meaning with its synonym by checking it on dictionary.

ii.   Using different sentence pattern.

iii.   Changing the order of the ideas if there is more than one idea in one sentence.

On the other hand, assessing the paraphrase is needed in order to know whether a paraphrase is acceptable or not can be done by using assessment parameter from University of New England. These are the parameter:

These are parameters which can be used to assess a paraphrase in order to categorize an acceptable and unacceptable paraphrase:

(i)   the meaning is the same;

(ii)   most of the words have been changed;

(iii)   the sentences have been significantly restructured;

(iv)   the paraphrase have the same length with the original text;

(v)   the information is correctly reference

Based on the previous research from Schuemmanet. al (2006) and Kirszner et. al (2008), it can be concluded that a good paraphrase consist of these characteristics:

i.   Placing appropriate synonym.

ii.   Does not use many words from the original source.

iii.   Have same ideas with the original source after paraphrasing.

Furthermore, to form a good paraphrase must use these strategies:

i.   Changing into its synonym. (Schuemman et. al., 2006; Kirszner et. al., 2008).

ii.   Changing the part of speech. (Schuemman et. al., 2006; Kirszner et. al., 2008).

iii.   Changing the word order from active to passive or vice versa or changing the sentence pattern (Schuemman et. al., 2006; Kirszner et. al., 2008)

iv.   Keep the key term from original (Schuemman et. al., 2006)

After comparing all the theories presented above, there are many similarities found from each paraphrasing strategy and the standard of good paraphrase. This can be happened because the experts tend to complete the previous related study or just renew the theories by not omitting the main ideas of theories along with detailed additional and more complex conceptualizations (Tallman & McGee 1971).

2.5 Entailment

The most important part of semantic relation among sentences is paraphrase, entailment and contradiction. Two sentences which have the same meaning called paraphrase. Those sentences can be described as sentences which having the same key word and the same truth condition. For example, the original text is "any trip to Italy should include a visit to Tuscany to sample their exquisite wine." after being paraphrased as "be sure to include Tuscan wine-tasting experience when visiting Italy.". Those two sentences have the same purpose to visit Tuscany for wine-tasting experience. The relation between the original text and the paraphrase refers to entailment which means that the paraphrase entails the truth of the original text. It can be said that whenever sentence A paraphrased into sentence B will carry the condition like if sentence A is correct then the sentence B is also correct. Another way to phrase this is "If A is true, then B must be necessarily be true" Beth (1955).

Crystal (1998: 136) defines entailment as "a term refers to a relation between a pair of sentences such that the truth of the second sentence necessarily follows from the truth of the first, e.g. *I have a sandwich* entails "I have food". Based on the explanation above, the relation between paraphrase and entailment is that every paraphrase will always entails the original text.

2.6 Theoretical Framework

The focus of this study is the paraphrase of literature review part from students' *skripsi*. The amounts of *skripsi* are four. The researcher limited the selected paraphrase into four for each *skripsi*, so the amounts of selected paraphrase are sixteen. To measure students' ability to paraphrase, the paraphrase will be analyzed in two ways by using table analysis. To answer research question number one, the writer will use strategies of forming paraphrase (Kirszner2008; Schuemann2006), while to answer research question number two will be analyzed by using paraphrase assessment from University of New England hand in hand with the standard of good paraphrase from Kirszner *et. al*., 2008.