THE PARAPHRASE OF THE ENGLISH DEPARTMENT

STUDENTS' *SKRIPSI* PROPOSAL

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CHAPTER I

INTRODUCTION

1.1. Background of the Study

One of the product in academic is written paper, such as essay, skripsi journal, proposal, etc. Many students need more concern to create a good form of written paper, especially students in Indonesia. As a L2 learner, students have some problem to accomplish the process of good writing because they might be faced 'the lack of practice' and felt afraid about their ability to write, such as appropriate vocabulary and the structure of word and sentence. From this problem, student have to know deeply about the process of writing which make them become more confident to write paper, especially academic paper.

One of the part in process of writing in academic paper is gathering information to construct the idea by making notes (Bailey, 2011). It is the important thing that can make academic paper more precise and coherence based on the sources. One of the parts of making notes is citation, such as summarize, direct quote, and paraphrase (Spatt, 2011; Kirszner et. al., 2008). All of them discuss about reforming the idea, re-statement and also quoting. As a detailed re-statement which is familiar named paraphrase (Kirszner et. al., 2008). It is not only discussed about statement but also the application about order, tone, and emphasis which makes paraphrase more longer than

the original text in a different context through the original sources (Bailey, 2006). Paraphrase is not about your perspective analysis which is came from your mind but it should naturally represent the ideas based on the original source. So, the student must notice it carefully if they want to add some paraphrases on their academic paper. Therefore, this kind of technique can be mastered if student use it frequently in academic paper appropriately (Spatt, 2011).

The consequence of error paraphrase is affected toward the quality of the academic writing, especially the coherence between texts and the original source which is cited by the students. There can occur misperception of the idea which is cited from the original source. Sometimes, error paraphrase also occurs if the students are confused about the way how to create good paraphrase itself, "I have not met something like that before." (Isnaini, 2012).

Based on the previous research, there are 54% student's *skripsi* (Chapter 1 and Chapter 2) of English Department between 2008, 2009, 2010, and 2011 graduated year cannot form the paraphrase well and still confuse about that. (Isnaini, 2012). And another research has shown that 21% student's *skripsi* (Chapter 2) of English Department between 2013 and 2014 graduated year put too much from the original (Sarwono, 2014). They still face the difficulties to represent the idea from the original appropriately. Therefore, the researcher hopes this research can give a good advice to help English Department Students in order to do their *skripsi* appropriately and support them to be a good writer in another form of academic writing.

1.2. Research Questions

Based on the background above, the research questions of the study are formulated as follows:

a. How do the students of the UNJ English Department paraphrase the source texts in their *skripsi* proposal?

b. What technique does the students of the UNJ English Department usually use to paraphrase the source texts in their *skripsi* proposal?

c. What are the common errors that occur in forming the paraphrase

1.3. Scope of the Study

The study will be limited on comparing the paraphrase with the original source of the *skripsi* proposal. The material will be identified focus only on *skripsi* proposal. All the data of paraphrases are taken from the *skripsi* proposal of English Department students in 2016. The range is from March to July 2016.

1.4. Purpose of the Study

The study proposes at finding out how the students paraphrase in their *skripsi* proposal. Thus, the writer intended to analyze the use of the paraphrase in the UNJ English Department students' *skripsi* proposal.

1.5. Significance of the Study

This study hopefully will increase students' accuracy of paraphrase in *skripsi* proposal to avoid plagiarism whereas for the lecturers, it is expected to provide them with an alternative way to check their students' ability to paraphrase in *skripsi* proposal. Besides, the result of this study is expected to give input to the English Department of State University of Jakarta to enrich the research in academic writing. Finally, it expectantly will encourage further researchers to continue this study.