

**THE PARAPHRASE OF THE ENGLISH DEPARTMENT
STUDENTS' *SKRIPSI* PROPOSAL**



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***A Skripsi* Submitted in Partial Fulfillment of the Requirements for the
Degree of “Sarjana Pendidikan”**

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March 2016

CHAPTER II

LITERATURE REVIEW

This chapter reviews a concept of paraphrase. This chapter presents several studies on the products of academic writing, the steps of writing, paraphrase, the ways of constructing the paraphrase, and the differences between summary and paraphrase.

2.1. The Products of Academic Writing

Academic writing is a term of formal writing which contains idea in every words and grammar and the way to create it different from writing in common (Oshima et. al., 2007). According to Bailey (2011), there are four reasons why people create the academic writing: to report on a piece of research which has already conducted, to answer a question that the writer has been given or chosen in the research, to discuss a subject of common interest and give the writer's view through the research, and to synthesis research done by others on a topic.

In Sunny Empire State College, there are seven types of academic writing: essay, research, summary (reaction paper), journal, book review, synthesis, and review of the literature (Copley, 2014). According to Copley (2014), academic writing has its own criterias. In essay, the writers cover the idea with their own thinking based on the writers' voice objectively. Research paper is a result of critical thinking as an extended essay which is

created to solve some questions. Summary is a product of writing which arises from personal views towards a book that have been read before. Journal is a writing collections as a result of what have been studied in the course. Book review is built by three parts: the summary, the interpretation, and conclusion (Robinson, 2014). Synthesis paper is a writing as a result of synthesizing the papers that have been red before based on your understanding. Review of the literature is a base data collection of previous study within a certain topic and time period by accredited scholars or exeperts (Cooper, 1988).

In high degree of academic intitutions in Indonesia, likes university or collage, thesis or *skripsi* is included as academic writing. Nindyati et. al., (2010) said “*skripsi adalah karya tulis ilmiah dengan penelitian menyeluruh dan sistematis yang digagas oleh mahasiswa dalam menyelesaikan program S1.*” Furthermore, product of the scientific research based on the analysis of primer and secondary data (Djarwanto, 2006).

From academic writing, the students can expand their interest about reading some topics as a result according to their course (Whitaker, 2009). It is started by asking some questions to the interested topic. At the first, student find the answer of the interesting topic by the research and also report toward the questions of the writer’s thought and understanding (Whitaker, 2009).

2.2. The Steps of Writing

There are some steps of academic writing which should be followed. Those steps are prewriting, organizing, writing, and polishing; revising and editing (Oshima et. al., 2007). These steps will lead the writer to make a clear academic writing.

Prewriting is about listing some topics to get idea. (Oshima et. al., 2007). There are some techniques to construct the idea: freewriting, brainstorming, clustering or mapping, and maintaining a personal journal. They can be combined with this techniques: responding to a text or maintaining (Copley, 2014).

In organizing, the writer tries to organize the idea into a simple outline. (Oshima et. al., 2007). It should be supported with accredited sources. The library and also the internet, some places to take accredited sources; books, journals, etc. However, when the writer search from the internet, it should not to put sources form personal web pages which is contained unaccredited sources (Copley, 2014). Ideas and concepts are the things that should be added inside the outline. Therefore, the writer can use direct quotation, paraphrase, and summary (Copley, 2014).

Then, the step is writing by making the rough draft is important. Oshima et. al., (2007) stated that draft it is needed to gathered the ideas quickly, perhaps they are contained with errors commonly. Because of that, writer can filter the ideas which is not appropriated with the context.

The last step of writing process is revising and editing. Revising is about how to polish the content and also the organizing of the text and paragraph more effective. Then, editing is finding the punctuation and grammatical errors. Oshima (2007) explained that revising and editing can be done with the classmate who read the text and also give their correction to improve the text. The text becomes clear from confusing information by moving and replacing into another reasonable context.

2.3. Paraphrase

Paraphrase according to Bailey (2006) is changing a text quite different from the source, while retaining the meaning. It also takes someone's idea point-by-point without stealing the original words from the sources (Spatt, 2011). The researchers can reform the interpretation the ideas based on the original by using the keyword from the author (Schuemann et. al., 2006). Paraphrase includes the name of the author and also the year of publication named citation. (Spatt, 2011; Kirszner, 2008).

Paraphrase is used to present your idea in order to make the readers understand the valid text including content or terminology itself. (The University of Adelaide, 2014). Spatt (2011) explains that there are two main reason about creating paraphrase; (i) to show the evidence when direct quotation is no longer strong enough, (ii) to provide the readers with truthful and broad ideas that derived from the sources. Then, creating the paraphrase proposes to avoid plagiarism by using the synonym different with the

original sources and also include the references. (Bailey, 2006). Paraphrase must also accurate, complete, coherent and readable based on the writer's idea. (Spatt, 2011)

Krogt (2001) explains that “paraphrase is about to restate from original source in different word”. Paraphrase in other case has the same length with the original text and idea becomes more specific, basically different with summarize which is more general. (Harris, 2001; Krogt, 2001). Contents of the original sources are also included such as main points, tone, and emphasis (Kirszner et. al., 2008).

In some cases, the failure of managing the paraphrase can create the plagiarism. There are some error points when writing the paraphrase; Same structure of the original text, taking many similarities from the original text, putting same vocabulary, keeping the same meaning from the source (Bailey, 2011).

2.4. The Ways of Constructing Paraphrase

There are some theories to construct the paraphrase from several authors. Besides, those theories are completed with some techniques how to construct good paraphrase. Based on the theory from Schuemann et. al (2006), these are the techniques of paraphrase:

- i. Changing 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 Swanson, a professor of medicine, changes across the globe are causing diseases to spread (James, 2004).

- ii. Changing 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. Reforming 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 States 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. Transforming 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. Converting 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 hit 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 threefourths 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 rides on deer. In addition, in Africa, hunters bring back the meat of animals that scientists think may transmit Ebola, a usually fatal disease that causes 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 scientists, hunters in Africa kill animals that may carry the Ebola virus (an often fatal virus that causes massive hemorrhaging) (Yaya, 2004).

Bailey (2011) and Wallwork (2011) in a different research write some characteristics of a good paraphrase. These are the characteristics:

- i. Consisting different structure and vocabulary from the original.
- ii. Preserving the same meaning in different word.
- iii. Maintaining some phrases from the original that are commonly use.
- iv. The technical words are not allowed to paraphrase.

Bailey (2011) also creates the techniques of constructing the paraphrase. Below are the three techniques of constructing paraphrase;

- i. Changing vocabulary by using synonyms. The writers can paraphrase every word If they sure about the true synonym.
- ii. Changing word class.
Example: *explanation (n.) > explain (v.) / mechanical (adj.)*
> mechanise (v.) / profitable (adj.) > profitability (n.)
- iii. Changing word order;

Example: *...the best explanation for the British location of the industrial revolution is found by studying demand factors.*

> *A focus on demand may help explain the UK origin of the industrial revolution.*

According to the previous research of the characteristics and the techniques of constructing the paraphrase (Schuemann et. al 2006, Bailey, 2006; Wallwork, 2011), it could be concluded that a good paraphrase consists of these characteristics:

- i. Keeping the ideas in different words or structure from the original.
- ii. Using the true synonym and vocabulary.
- iii. Putting the common words and also the technical words accurately into paraphrase.

Therefore, a good paraphrase must base on these techniques below, at least one technique of them (Schuemann et. al 2006, Bailey, 2006; Wallwork, 2011):

- i. Changing words into synonym or other vocabulary.
- ii. Changing the word order or the word class.
- iii. Changing the style from personal to impersonal.
- iv. Reversal of the order in which information is presented.

2.5. The Differences between Summary and Paraphrase

In academic writing, writers can cite the original by interpreting their own words from the author with paraphrase and summarize in order to make good result of the literature review (Bowker, 2007), there are basically different.

From paraphrase the writer must match all the information about meaning from the original text. Whereas, summary only accumulates central information from the original text (Harris, 2001). Then, about the length of paraphrase is approximately the same with the original text. Often, it is more brief than the original. In the other hand, summary is commonly shorter than the original text (Harris, 2001). And about the purpose, paraphrase shows the comprehension of the assignment independently while summary does not (Harris, 2001).

