

CHAPTER I

INTRODUCTION

This chapter discusses the introduction of the study that explains the reason of conducting this research, and research questions that would bring this research to some cases. Objectives of the study that present the aims of this research and significance of the study are also provided in this chapter. Furthermore, this chapter presents scope and limitation and definition of key terms that can explain each variable that is used in this research.

A. Background of Study

As the tool of communication, writing has been used by many people to deliver an idea that can be understood by the readers. Writing is also defined as transferring ideas or opinions from oral language into written language. Through writing, the writer can express their feelings, ideas and thoughts.¹ Writing also is a skill that is required in many contexts throughout life which depends on the purpose itself. Basically, writing can be categorized into two main types in term of its style. Those are free writing and academic writing. The major difference between them is that academic writing has many of the things that personal writing has not. One of the important things in academic writing is that it must be organized around a formal order or structure in which to present ideas. To ensure the ideas, the texts must additionally be supported by author citations in the literature.² Therefore, to conduct good academic writing students should use source text material more substantively as a means to develop a larger theme or argument.

The ideas they write should be different from the original sources in order to avoid plagiarism. It is believed that copying someone's work or even restating others' idea can be included as one of the plagiarism work. As American Association of university

¹Herliwati, Strata Thesis: "*Error Analysis in the Students Writing Narrative Paragraph at MTsN Pajajaran Pamulang*" (Jakarta: State Islamic University Syarif Hidayatullah, 2011), p.4

² Stephen Bailey, *Academic Writing: A Handbook for International Students Second Edition*. (New York: Routledge, 2006), p. 7

professors cited on Miguel Roig book, defined plagiarism as the action of trickster who intentionally took the other's people writing, idea, or thought and makes it look like their own writing without mentioning the author's name or citation.³ Plagiarism is also the act of scrounging other's people ideas and thought including theory and literary by changing and copying the words and sentences and confess it as own work without giving a citation.⁴ Some studies have shown the fact of plagiarism work regarding to writing field. Based on Keck's research, which compared L1 and L2 writers' usage of paraphrasing in writing a summary, L2 writers had not been able to make sufficient changes, thus exposing them to charges of unintentional plagiarism.⁵ This fact has described one of inappropriate work in academic writing. Hence, such this phenomenon is encompassed into preventable works. In short, plagiarism is a kind of stealing someone's works, ideas, thoughts, and theory and put it as our writing. In line with the statements in prior, in order to avoid plagiarism, students need to know the three academic writing techniques. Those are summarizing, quotation and paraphrasing.⁶

In this research, the researcher focuses on paraphrasing as one of the important techniques to avoid plagiarism. This technique involves changing a text to make quite different from the source, while retaining the meaning. Paraphrasing is needed in academic writing such as essay, argumentative paper and thesis. This is a vital technique in academic writing to avoid the risk of plagiarism.⁷ Students who write for academic purpose should consider whether their paraphrasing is appropriate or inappropriate to demonstrate that they have understood the ideas from their source materials.

³Miguel Roig, *Avoiding Plagiarism, Self-Plagiarism, and Other Questionable Writing Practices: A Guide to Ethical Writing*(2011), p. 3

⁴ Diane Pecorari, *Academic Writing and Plagiarism* (New York: Continuum, 2008). p. 1

⁵Casey Keck, "The Use of Paraphrase in Summary Writing: A Comparison of L1 and L2 Writers", *Journal of Second Language Writing*, vol. 15, no. 4 (2006), pp. 261–278, accessed on 4 December 2016.

⁶ R. Jordan. *Academic Writing Course: Study Skill in English, Third Edition*. (Oxford: Pearson Education, 2003). p. 93-98

⁷Stephen Bailey, *Academic Writing: A Handbook for International Students*, 2 edition (London; New York: Routledge, 2006), p. 29–31.

Since inappropriate paraphrasing is also including as one of plagiarism, they cannot ignore that crucial mechanism. According to Roig, inappropriate paraphrasing classified plagiarism into the categories of plagiarism of ideas and plagiarism of text.⁸ Thus, to paraphrase someone's ideas into our writing needs to deeply pay attention to the criteria of paraphrase appropriateness. As Jordan said that in order to conduct an acceptable paraphrasing, there are several criteria to be comprehended. Firstly, paraphrasing must be taken from experts' ideas but it is conveyed in the different writing style. This means that a paraphrase should be written in the different structure of ideas, wording and sentence structure from the original as it keeps the essential ideas of the source text. Secondly, the paraphrasing should be integrated in the text. Next, it is placed in the text without quotation mark. The last, writers should mention the name of the author and the publication year in the brackets as a credit for the source⁹.

State Islamic University of Sunan Ampel Surabaya is one of the state university in Surabaya that has a English Teacher Education Department. The students of English Teacher Education Department UIN Sunan Ampel Surabaya should be able to comprehend and apply the criteria of appropriate paraphrasing since they must take the proposal writing class, and in the end of the class they must submit their proposal. According to English Education Department of UIN Sunan Ampel curriculum, students in this department must pass some required subjects. There are several subjects that students must take in sequent. By meaning that another required subject has to be done before take the next higher subject. As one of the required subject, writing proposal class can be obtained after completing other important subjects, such as paragraph writing, essay writing, argumentative writing and academic writing. The highest required subject is academic writing class. This class is available in fifth semester. To take this course, students must pass previous writing classes before they can take a writing proposal course. From the reason above, the researcher is

⁸Roig, *Avoiding plagiarism, self-plagiarism, and other questionable writing practices*, pp. 4-6.

⁹R. Jordan. *Academic Writing Course: Study Skill in English, Third Edition*. (Oxford: Pearson Education, 2003). 93-94

interested in analyzing the proposal from this semester. This population was chosen based on the fact that students have more opportunities to be familiar with paraphrasing skills in their fifth semester. Therefore, the researcher could study how they apply theory to practice.

Based on the interview done by the researcher to some lecturers that teach in writing class, students have been taught the way how to paraphrase effectively. Furthermore, on SAP (*Satuan Acuan Pengajaran*) or course outline of essay writing, argumentative writing and also academic writing, paraphrasing is always becoming one of the important materials that should be taught in writing class. So, it should be acknowledged that students are able to apply appropriate paraphrase on their writing. In fact although they have already experienced some writing classes in previous semester, such as paragraph writing class, argumentative writing class, it does not mean that they already mastered in write a good proposal especially in conveying someone's ideas through paraphrasing technique. This fact has been proved from the preliminary research that some researchers conducted the study in writing class. From the research conducted by Nur Habibah entitled *An Analysis of Plagiarism in Seminar Proposal* at UIN Sunan Ampel Surabaya,¹⁰ and Savitri, Rastri Dewi, *Plagiarism in Proposal Writing Course* at UIN Sunan Ampel Surabaya,¹¹ found that students did not recognize deeply to how they could paraphrase experts' ideas into their proposal writing. Students inclined to use direct quotation rather than to use paraphrase technique which they thought more complex. As the result from two previous studies, there were many of students' proposals included as unintentional plagiarism. Taking someone's ideas and modifying it into their own word, students are still doing the mistakes that can be acknowledged as conducting unintentional plagiarism. However, students know the techniques to avoid plagiarism; their problems are that they still do not understand deeply to the quality of their paraphrasing. From those two assumptions, it can be acknowledged

¹⁰Nur Habibah Thesis, *An Analysis of Plagiarism in Seminar Proposal* at UIN Sunan Ampel Surabaya (Surabaya: State Islamic University of SunanAmpel, 2013) p. 78

¹¹Dewi Rastri Savitri Thesis, *Plagiarism in Proposal Writing Course* at UIN Sunan Ampel Surabaya (Surabaya: State Islamic University of SunanAmpel, 2016) p. 75

that students in writing a proposal should strongly consider to criteria of delivering ideas through paraphrasing technique.

Based on that phenomenon, the researcher aims to identify technique of paraphrasing belongs to fifth semester students at English Teacher Education Department of UIN Sunan Ampel Surabaya whether their technique to avoid plagiarism is based on the theory or not. The researcher determines the subject from the students of State Islamic University of Sunan Ampel Surabaya because this university is recently going to be the World Classes University since UINSA has been transformed from institute into university and they still in process of upgrading their quality into higher and better level in both facilities and students' quality. Based on Jamil Salmi, to become World Class university needs three aspects that should be confirmed. Those are having a high concentration of talent (faculty and students), abundant resources and favorable governance features.¹² This research would hopefully bring advantageous to measure University quality level.

English Teacher Education Department as one of the departments at State Islamic University of Sunan Ampel which is recently appreciated an accreditation "A" has responsibility to upgrade students' quality, particularly in writing a proposal for their research because their academic work will bring the quality of department itself. In addition, the quality of academic writing as a very essential requirement of being university students will determine students' graduation as they need to complete their last semester with a research paper or thesis. In line with those statements, English Teacher Education Department will create candidate of teacher since this department focuses on teacher training. Therefore, as the candidate of teacher, students should be able to write academically and become the good example to their future students.

In short, this researcher would identify students' paraphrasing appropriateness in English Teacher Education Department. The difference with the previous studies is that this research focuses on identifying the level of paraphrasing appropriateness using the criteria of appropriate paraphrase adapted

¹² Jamil Salmi. *The Challenge of Establishing World-Class Universities*. (Washington, DC: The world bank, 2009), p.7

from Shirley's¹³ instructional notes on paraphrasing, Campbell's¹⁴ operational definitions of the terms *summary* and *paraphrase*, and OWL at Purdue's¹⁵ online tips on how to avoid plagiarism. Furthermore, researcher also wants to find the particular techniques that students use to meet appropriateness level in their paraphrases. Therefore, the researcher conducted this research is to make students more consider in expressing other's ideas into their own writing particularly in taking experts' ideas through paraphrasing to develop their proposal quality and avoid the risk of plagiarism.

B. Research Questions

Based on the background of the study above, questions of this study are formulated below.

1. What is the appropriateness level of students' paraphrasing in their proposal?
2. What techniques do students mostly use to meet appropriateness level in their paraphrases?

C. Objectives of Study

According to the questions mentioned above, the objectives of this study are as follows.

1. To describe students' appropriateness level of paraphrasing in their proposal writing.
2. To describe which criteria of paraphrasing students mostly use to meet appropriateness level.

D. Significance of Study

This study will be advantageous for the student, teacher and educational practitioners and researches.

1. For the students:
 - a. To provide an overview about students' level of appropriateness in their paraphrasing in writing proposal as a second language learner.

¹³Sue Shirley, "The Art of Paraphrase. Instructional Note", *Teaching English in the Two-Year College*, vol. 32, no. 2 (2004), pp. 186–188, accessed on 6 December 2016.

¹⁴Cherry Campbell, *Writing with Others' Words: Native and Non-Native University Students' Use of Information from a Background Reading Text in Academic Compositions*. (2006). pp. 211-230

¹⁵*Quoting, Paraphrasing, and Summarizing*, <https://owl.english.purdue.edu/owl/resource/563/02/>, accessed on 9 December 2016.

- b. To make a contributions for students to be aware about their writing level in paraphrasing their proposal writing.
- 2. For the teachers:
 - a. To contribute in the contemporary discourse of plagiarism in second language teaching program, particularly in investigating the level of students' paraphrasing appropriateness. Therefore, preventive action can be taken after this research.
 - b. To give deeper information and knowledge about major factors that lead students to use particular techniques of paraphrasing in the process of proposal writing course at State Islamic university of sunan ampel Surabaya.
 - c. To provide the rubric of appropriate paraphrasing that has been adapted and modified from several actual resources. This would be additional assessment technique for the lecturers particularly in assessing students' writing.
 - d. To make the proposal writing class more effective by knowing students' writing appropriateness level in their class, and students' honest responses, teachers can analyze it to make the solvency.
- 3. For educational practitioners and researchers:
Hopefully this research can be a reference to other researcher in analyzing students' ability writing skill particularly in paraphrasing.

E. Scope and Limitation of the Study

- a. Scope of the study
This research does not discuss the whole content of proposal in academic writing class but the researcher determines the scope of this study on students' paraphrasing in writing a background and key terms within their proposal. This is because those two parts are mostly needed experts' argument to support students' writing. While literature review and research method students only write the outline in this course so it does not need to be analyzed. Additionally, in term of paraphrasing the researcher focuses on the appropriateness level and paraphrasing technique.
- b. Limitation of the study

The limitation of this study is fifth semester students proposal writing course at English Teacher Education Department, State Islamic University of Sunan Ampel Surabaya during 2016-2017 academic year. There are 4 classes in proposal writing course; A, B, C, D with different lecturers. The proposal also has been acknowledged the originality by the lecturers to be recommended to analyze. As the result, the researcher will analyze 20 students' proposal writing.

F. Definition of Key Term

To avoid misunderstanding and gain the same perception, the researcher provides the following key terms.

- 1. Paraphrasing:** Paraphrasing is a writing skill in which to rewrite information from an outside source in our own words without changing its meaning. It is rewriting all, or nearly all, of the content of the original passage, a paraphrase is almost as long.¹⁶ In this research, paraphrasing means the students' ability in taking someone's statements into their own writing that may occur during writing a proposal.
- 2. Appropriateness:** Appropriateness is a quality of being just right for the requirements.¹⁷ It means fitting or suitable for particular purpose. This definition is similarly near to the term "ability" since it is defined as the quality of being able to do something, especially the physical, mental, or legal power to accomplish something.¹⁸ Explicitly, when individuals were administered intelligence, aptitude, or achievement test, they were exhorted to "do your best".¹⁹ While in this research, appropriateness means an overview range of students' ability in constructing a good paraphrasing. According to Jordan to have good paraphrasing is to cover some criteria of a good

¹⁶ Alice, O. & Ann Hogue (2000), *Writing Academic English*, Third Edition, Young Publishing House. p. 127

¹⁷ The American Heritage, *Dictionary of The English language, Fourth Edition* (Houghton Mifflin Company), 13

¹⁸ The American Heritage, *Dictionary of The English language....* 27

¹⁹ Robert J. – Stenberg Elena L. (Ed). *The Physiology of Abilities, Competencies, Expertise* (Cambridge: Cambridge University Press, 200), 2.

paraphrase. Those are the source is acknowledged using correct citation, the sentence structure and word choice are altered, and the basic meaning of the original text is retained.²⁰ Then researcher measure the appropriateness of each paraphrase using a checklist adapted from some theories. Thus, the levels of paraphrasing appropriateness are: *Appropriate, Somewhat appropriate, Somewhat inappropriate, and Inappropriate.*

- 3. Proposal Writing:** In this research, proposal writing is the final stage of sequence writing course in State Islamic University of Sunan Ampel Surabaya or recently proposal writing course named as Academic Writing course. The goal of this lecture is to make the students understand and be able to apply a research concept on language and language teaching. It is aimed for the students to prepare thesis proposal and thesis in next semester. In this course students have to submit a proposal as final assignment in the end of course. Specifically, Students are only required to write a background, research question, objectives of study, significance of study, scope and limitation, definition of key terms, and the outline of literature review and research method. But the researcher focuses on analyzing a background of the study and definition of key terms. Furthermore, students' writing that is used by the researcher in this study is the form of "soft copy" or "file".

²⁰Jordan. *Academic Writing Course: Study Skill in English, Third Edition.* (Oxford: Pearson Education, 2003). 93-94