Chapter 1

Introduction

The basic information of the current study is provided within this chapter. A number of headings which represent each sub-topic of the research such as background of the research, research question, objective of research, significances of research, the research scope and focus will be discussed thoroughly as the major standing point in conducting this study.

Basic Consideration

Writing from sources is considered as a facet to be retained in academic society. It is classified as one of the characteristics in composing a scientific essay. Furthermore, the technique encompasses all section within the paper, particularly in reviewing literature section. This is due to emphasize the essence of a study, synthesize several incorporated theories, and make an analysis as well as the data display and its discussion. In these steps, mastering several techniques of writing from sources is mandatory, especially paraphrasing.

Some beginners are usually deceived and failed to understand what paraphrasing is because of the mindset that paraphrasing is a matter of changing and replacing. However, it is not only a cut-and-paste process from certain parts of a passage, but is the process of one's engagement to the source text. This is due to the consideration of paraphrasing as knowledge transformation rather than knowledge telling process. Consequently this misperception in writing affects the quality of one's paraphrasing.

In response to the prior statement, during writing an academic paper, college students must have self-awareness about the content of their writing, especially paraphrasing as textual borrowing. Otherwise, they will face the risks of plagiarism if the paraphrasing is inappropriate. According to Bailey (2006), "paraphrasing involves changing a text so that it is quite different from the source, while retaining the meaning"(p. 29). Although paraphrasing is also incorporated in summary writing, there is no intention of shorten the paraphrased passage (Bailey, 2006). This commonly affects the students' paraphrasing concept as textual borrowing or writing from sources which becomes a major problem for some educationalists, especially for those who are teaching to nonnative English.

The misunderstanding of textual borrowing associates with the act of paraphrasing in reviewing literature. Textual borrowing is defined as how students integrate the source in their academic paper appropriately (Amsberry, 2010; Liao & Tseng, 2010). Some researchers addressed this concern due to its impact to educational institutions. According to Pecorari (2008), there are several problems of paraphrasing in the academic atmosphere. Firstly, in terms of linguistics comprehension, second language writer face several difficulties in defining some rules of preventing plagiarism. For instance, the paradigm about "putting in your own words" might lure students to paraphrase carelessly whether they aware of it or not. Hence, this could lead to patchwrite.

According to Howard (as cited in Howard, Serviss, and Rodrigue, 2010), patchwriting is the way of substituting the synonym, structure, and deleting some words from the source text (p. 178). This action is mostly committed by someone who has insufficient language skill, specifically in both reading and writing.

In accordance to the prior issue, paraphrasing is also a concern in the use of citation. The mechanics of citation is not only regarded as the preventive way in combating plagiarism, but also as a provision of evidence about students' engagement to the source text used (Liao & Tseng, 2010; Mahmood, Mahmood, Muhammad, Allaha, 2010; Rabab'ah & Al-Marshadi, 2013). Moreover, Pecorari (2008) stated that the integration of citations in the students' proposal affects the quality of paraphrasing. Barry's research (2006) which stated that a sufficient knowledge regarding the aspect of preventing plagiarism, for instance the citation mechanic, will produce a qualified paraphrasing output as well.

The prior issues regarding the misinterpretation of textual borrowing happened in the English Department students of State University of Gorontalo. The students who are going to have a proposal examination find it difficult to comprehend several aspects of textual borrowing behavior of writing in an academic context, such as how to paraphrasing appropriately. Initially, they are unable to paraphrase properly as depicted within their academic writing. For instance, there are only some minor changes when students are asked to paraphrase despite previous teachings about paraphrasing. In addition, there is a mismatch between the original passage and the students' paraphrasing results in terms of the context and the message of the original text. Thus, the output of students' paraphrasing is questionable.

The present study aims to observe students' paraphrasing skill as textual borrowing in reviewing the literature of research proposal. This is due to the amounts of paraphrased text in the chapter that are higher compared to any other chapter of an academic paper. Six proposals from each representative of the subfields in language teaching coverage will be selected to explore students' paraphrasing in response to the questions "how are the students' paraphrasing skill in composing literature review?" by observing the literature review section of research proposals. The proposals will be gathered from several English department

students of State University of Gorontalo. Hence, a qualitative research will be selected as the method to unravel the problem regarding the social situation of such field and discovering several findings to be discussed further.

Research Question

Based on the previous background, this research intends to answer the question, "how is the students' paraphrasing skill in the literature review?"

Objective of Research

The current study attempts to explore the students' skill regarding to the paraphrasing in the literature review.

Significances of Research

The research is expected to have beneficial as following:

      Theoretical significance.

The present study attempts to scrutinize students' paraphrasing through literature review chapter in a research proposal. This includes the models of paraphrasing and the method to cite properly in academic writing, specifically in reviewing literature. Thus, the findings would be beneficial in providing references, expanding the topic of synthesize information in a research, and exploring other problems to be discussed and carried out in similar studies.

Practical significance.

This study will expand the concept of paraphrasing for several stakeholders. For instance, the readers, particularly students, will get an insight of how to paraphrase and cite properly in order to compose a credible academic paper. A depth understanding in regards to the decent model of paraphrasing will be achieved through several samples of paraphrasing (from the participants' work and the data finding and analysis). Furthermore, an instructor may use this paper as a guideline in classroom teaching, specifically in writing courses.

Scope and Limitation

This study has its limitation in providing the result of data interpretation by discussing the findings in this study. Thus, the focus of the present research is to investigate the students' skill in paraphrasing within the literature review chapter of research proposal in all fields of English language research namely writing 4, research on language, and seminar on language. The model of paraphrasing and the mechanic of citation in academic coverage in students' paper are the measurement of their comprehension about the illegible paraphrasing.