

Chapter I: Introduction

This chapter deals with the Introduction of study, consists of fundamental issues and reasons why this research should be conducted. Also, it presents research question, research purpose, and the last is the significance of study, such as theoretically and practically

Background

Paraphrasing

Harvard Graduate School of Education Modules in Gutman's preview shows that writers can use 3 strategies to avoid plagiarism, i.e. Quoting, that means writers use all of sources text's words by giving quotation marks ("), Summarizing, where writers must write a summary of important parts of source text, and Paraphrasing, that refers to an action of converting argument from source text by using writers' words and it must cover not only the key points, but also must deliver complete idea of text. Conducting to the process of avoiding plagiarism, paraphrasing is one of ways beside quoting and summarizing which is recommended in academic writing approach. Paraphrasing itself is defined as an activity to rearrange other people's arguments into our own words, but it must be cited by the owner of ideas. Paraphrasing becomes a warm issue in academic atmosphere regarding the use in scientific works. The existence of paraphrasing is a significant matter, because it is recommended to use in every academic work. Eventhough it is only one of subskills of writing, but it should be considered as a requirement to make an academic writing becomes a good output. There is also an analysis by some authors make a deal that generally, paraphrasing can be arranged through some ways, they are; The use of synonyms, change active to passive form and vice versa, change the word class such as Adverbs with adjectives and verbs with nouns and change word form.

In academic writing, paraphrasing and summarizing are recommended, because using a wide quotation in almost sources' statement recommends to do not apply educationally and psychologically, (Principle of Paraphrasing, 2011). Unfortunately, paraphrasing is still assumed as one mere thing. Eventhough, paraphrasing is not only about rewording the vocabulary, but also rearranging the sentences and reordering the paragraph. The presence of paraphrasing becomes a warm issue, because among three ways of avoiding plagiarism, it is the most difficult technique. Compared to summarizing, actually it is too harder to understand whole passage, because the source text must be cleared before it modifies into paraphrased version. While summarizing tends to modify easier, summarizing only delivers as the conclusion of source text, when it restates into writer's own words and sentences. It only rewords the point of idea. Different from paraphrasing, it must hold whole idea of the text.

English Department Students Paraphrase

In actual case, how students' efforts to avoid plagiarism toward paraphrasing are a recommended thing in providing a good work. Therefore, students of English Department are forced to learn this term. Paraphrasing begins to present since the second writing subject (Base on early curriculum of English Department). Many methods are provided to the students in doing paraphrasing text. Every writing lecturer has their own perception about how to paraphrase effectively. Unfortunately, in preliminary survey towards the students of fourth writing class in 2015, there are some students still make mistakes regard rearranging a paraphrase text. Their paraphrase texts are identified as kinds of plagiarism, because almost parts of text are displayed the source text. The use of almost same words, a superficial change of phrases and sentences become the fatal mistakes in students' paraphrasing output.

For those proofs, their paraphrase is investigated through this research. The main problem actually does not come from the less of methods are used, but evidently it is because they do

not know what the problem are put on. Also, sometimes in doing writing assignments, they are forced to chase the deadline and it should be perfect, whilst, they have less guidance for writing itself, moreover paraphrasing. At the result, these cases make students appear seem like do not understand completely about the concept of ethical writing.

Inappropriate Paraphrasing

Roig (2002) explains that in paraphrasing, there are some kinds of plagiarism that occur. It is very crucial when there is no standard of how an appropriate paraphrase is. The effort of arranging paraphrase texts has been done by giving many methods, but it seems that those are not useful at all. He describes several definitions of the inappropriate paraphrasing from some sources and takes some examples to strength the fact to prove that paraphrasing is not a trivial case in academic writing. By providing a study about it, implicitly Roig (2002) gives a description about what inappropriate paraphrasing is and what the types are. In Roig's study, there are two mistakes which become main problems in students paraphrasing text, they are; (1) Superficial changing most of the words, and (2) Unchanged sentence structure. To confirm the decided of these types, Curtin University strengths them by publishing a book which entitled "Academic Integrity: Students' Guideline for Avoiding Plagiarism. This book clarifies that substituting almost of the words and changing whole of sentence structure from source texts into paraphrasing text are a must. They cannot be merely done due to avoiding plagiarism.

Problem Statement

Of both of errors in paraphrasing texts proposed by Roig (2002), what is the most common type of errors that occurs in paraphrased text by English Department Students?

Purpose

This study aims to identify the most common inappropriate paraphrase type which occurs in English Department students' paraphrase text.

Scope of Study

Restricting of the research goes to students' research proposal they are limited in their second chapter. There is because this chapter is the house of theories, and most of them should be paraphrased. Students effectively are forced to do paraphrasing in this chapter.

Significance

Theoretical Significance

Theoretically, this study examines one of the important sub skills of writing activity, because previously, there are too many researches, whether in articles from professional journals or books. It supports the next researches in similar field to expand the scope of next studies about investigating paraphrase. For further, this analysis also expects the next studies can use deeper investigation to get and examine other problems. Extensively, this study can be a starting point to be one of ways in decreasing the number of plagiarism.

Practical Significance

Practically, this analysis hopefully would be contributed to the students' paraphrasing as a part of writing activity. Writing is an important skill in English learning. Knowing how far students' capability in paraphrasing text is a necessity. It is because inappropriate paraphrasing can be called as a part of plagiarism (Roig, 2002). Also, students can recognize what are the inappropriate means to, even though this study only presents two types, but at least they can be considered to be the terms for the students to distinguish out, whether is appropriate or inappropriate.

Furthermore, it also contributes to the writing lectures to be more intensively concerns this issue. Paraphrasing currently is not a mere thing. Eventhough it is only a part of writing, but the existence of paraphrasing has an important role in writing eligibility. For example, while a scientific writing is putting most of theories and most of them, are not paraphrased, it is possible to a scientific writing would not be accepted. It is because most of the theories that consist have not delivered by the author's words. It only contains other people's ideas at almost. So that, it is an alarm to the writing lectures, how to arrange the material in curriculum, or specifically in the writing syllabus, to teach and drill students step by step, because obviously, English for the students is only a foreign language. Roig (2002) confirms that composing paraphrase text is very difficult for beginner writers. It affects to their language pattern and also how they write even they uses some methods and techniques provides by writing lecturers.