

Chapter 1

Introduction

This chapter explains the current issue about paraphrasing that is discussed in this study. The information in this chapter divides into five sub-topics of the study; basic consideration, research question, the objective of research, delimitation of research, and significant research.

Basic consideration

Writing is a process done by the writer in order to transfer their ideas to the reader in the form of a text. Someone can be categorized as a good writer when she or he can successfully deliver the idea properly (Alves, 2008). Thus, a writer needs to notice in selecting nouns, verbs, and parts of speech in order to avoid the possibility of misinterpretation for the reader. In writing, the writer is not only creating an idea but also requiring restating someone's idea in order to support the idea of the writer. Restating or borrowing someone's idea is called paraphrasing.

Paraphrase is the sentences or phrases that convey the same meaning by using different wording (Baghat and Hovy, 2012). In paraphrasing activity, the students should reconstruct the form of the expert's words in a different way and it should have the same meaning as the original one. Paraphrasing is not an easy skill in the academic writing because it needs something called skills and comprehended in delivering someone's thought. Academic writing centers (ASU Writing Center, 2000) believed that a good paraphrasing should have more than

one technique in paraphrasing process such as the using of synonyms techniques, changing part-of-speech, reordering ideas, breaking a sentence into smaller ones, using definitions, and using examples.

Additionally, Badiozaman (2014) state that a good paraphrase is achieved by using two or more techniques than using one technique such as synonyms, changing word forms or rearranging the sentence structure. Moreover, the students should be careful in restating someone's idea, especially in using synonym technique. Basically, synonym technique may be the easiest technique in paraphrasing but it would be the one technique that makes the paraphrase fails because of inappropriate synonym. According to Karapetyan (2013) choosing the inappropriate synonyms are the common error that the most learners make in paraphrasing. Using synonym which has no an appropriate meaning in paraphrasing will influence the result of paraphrasing while the original source has not the same meaning (Frodesen, 2002). Therefore, a synonym does not entirely the similar meaning. According to Liu (2010) synonym or near-synonym has the same semantic concept in different contexts and perspectives. Based on the prior issue regarding to the synonym substitutions, it is crucial to investigate students' paraphrasing activity.

As the evidence, the incorrect form of synonym substitution is found when students paraphrased the passage. Here is the example of an inappropriate synonym in paraphrasing issue.

"It can be difficult to select a suitable place to study English"

"It is often a challenge to pick up a relevant school to learn English".

The expression of "pick up" does not have the same meaning with the word "select". The appropriate synonym to express the original meaning is the word "choose". It is similar to the word "relevant" and "suitable" which does not close meaning in the context of sentences. Based on the inappropriate word, the best paraphrasing is "*It is often a challenge to choose an appropriate school to learn English*" (Higher Score, 2007). Errors in choosing synonym in paraphrasing activity may cause the paraphrase result looks weird or even distorted meaning. It makes synonym technique becomes the hard technique in doing paraphrasing.

In accordance with the prior issue, this study aims to investigate the synonym substitutions in students' paraphrasing. It is conducted on the fifth-semester students of English Education Study Program. Those participants are chosen by observing the score of their Writing 4, Structure, Grammar and Syntax subjects, then calculating the average score from those subjects and choosing ten students who have the highest average score. Thus, these ten students are eligible to be the participants in this study. Moreover, the reason to do not choose the low score is because of the pre-observation, the students who have low score are not supporting to be the participant first. It is because their problems in writing will be complicated or out of the focus of the study. The Second, they have lack of knowledge in paraphrasing sentences in academic writing. Further, this study uses

qualitative study to describe the synonym substitution in students' paraphrasing in order to investigate the synonyms substitution in students' paraphrasing between original passage and paraphrase result. The qualitative method is used because it is appropriate for this study in order to achieve the goal of analyzing the students' synonym in paraphrasing in detail and give a deep understanding of the finding data. Furthermore, this study is widely expected to be a reference for the further researcher to conduct a better study that related to this topic.

Research question

Based on the background, this study is focused on answering the question, "how is synonym substitution in students' paraphrased text?"

Objective of Research

The objective of this study is to identify the synonym substitution that the students use in paraphrasing text.

Significance of Research

This study is expected to have theoretical and practical benefits;

Theoretical significance.

This study intends to measure the students' paraphrasing by analyzing the synonym substitution. This includes the altering meaning and the collocation of synonym itself. Thus the finding would be beneficial in providing synonym substitution, exploring the paraphrasing

skill of synonym substitution, expanding vocabulary, and avoiding plagiarism.

Practical significance.

This study gives benefit to the students and lecturer. For the students, the data finding and analysis show the students how to paraphrase properly by using synonym technique and increase the students writing skills. Furthermore, this study can be useful for the lecturers who teach paraphrasing technique especially synonym substitution.

Delimitation of Research

Specifically, this study only focuses on synonym substitution. In analyzing the data, this study investigates the issue of synonym substitutions in students paraphrasing as the basic theory. Thus, the taxonomy paraphrases of students' paraphrase are classified into near copy, minimal revision, moderate revision, and substantial revision by McInnis (2009). It is selected to obtain the distortion model in students' paraphrasing. Furthermore, types of synonym by Jackson (1986) are investigated to obtain the appropriate and inappropriate synonym in students' paraphrases result.