

Chapter 1

Introduction

The basic information of the current study is provided within this chapter. A number of heading represents each sub-topic of the research such as background of the research, research question, aim of research, significances of research, and delimitation of study.

Background of study

Writing is the important skill in English. Writing helps you to learn, and it is not simply task to be done once research or other preparation is completed. It can be an integral part of the work progress. Besides, to be a good writer the students should know how to rewrite the experts opinion in order to avoid plagiarism. Plagiarism is used the others opinion or word without put the sources. Academic institutions take both intentional and unintentional plagiarism seriously, and it can be grounds for dismissal. (APA manual 6th ed.)

Writing of source books or experts are considered as a facet to be retained in academic society. Although it has become a habit for the students and rightfully student should have the opinion of the experts to make a research, but in taking or quote the expert opinion, the students should avoid plagiarism because it is not good in education. Paraphrase is one way to avoid plagiarism.

Based on the previous observation that the researcher conducted, there were some students are commonly deceived and failed to avoid plagiarism because they did not know well how to paraphrase, and some students failed to understand what paraphrasing is because of the mindset about paraphrasing is a matter of changing and replacing. Although most English Department students' in Universitas Negeri Gorontalo already known how to paraphrase

well, but in fact the students are difficult to paraphrase. It is all because they do not know the different kinds of paraphrasing.

Paraphrasing is taking someone or experts word without changing the original meaning and then putting it in your own word. Sometimes, in paraphrasing the students only replace the conjunction of a sentence such as "and" is replaced with "then", and the word "then" is replaced by "after that".

Typically, most students do not even paraphrase because they find it very difficult to paraphrase, and the lecturers also do not know a student does not do plagiarism without doing a check of plagiarism. Probably, those makes students feel that they should not paraphrasing because lecturers did not examine it well. Usually a student does not do paraphrasing because it takes quite a long time, and the students take other people's idea without acknowledging them. In fact, sometimes a student does not do paraphrasing because she/he is difficult to conclude what has been read or heard. According to Yamada (2003), students are required to engage in such important acts as inferential thinking and decision making as they generate meaningful and accurate reconstructions of what they have read.

So, if a student is difficult to conclude what she or he has read, the student would be hard to paraphrase because she or he could not conclude anything in a short time, and paraphrasing will be hard to do. Campbell, (1998) said that, paraphrasing is to replace with sentences or words that are different from the opinions of original written or spoken and then written in our own writing. In this case, paraphrasing is only replacing the word without changing the original meaning and put in your own words, but in fact, most of student are failed to paraphrase because they still did not change the grammar well, the students get difficulties to rewrite what they have read. According to Ragen, 1987, p. A39, that take writing without

admitting or write the creators are ordinary theft. According to Robert A Day (as cited in Hirvela and Du, Q. 2013), entitled is "why am I paraphrasing? Stated that write accurately and results that can be understood as important as the research itself. In addition, to avoid plagiarism the students' should getting the picture how to paraphrase in order to be good writing.

Based on the previous observation, most of English Department students' in sixth semester, year 2016 that did not paraphrase their paper or mini research because they may have some reasons of doing that, for example, they lack of vocabulary or the students did not realize how dangerous to do plagiarism is. In other hand, the students also did not know the steps of paraphrasing because their mindset about paraphrasing is a matter of changing and replacing. The students did not know the simple steps to paraphrase, such as to use substitute words and rearrange the paragraph.

According to Shi (2004), operational measures of paraphrase is "no trace of direct loans from two or three words in a row from the source, and Uemlianin, 2000 stated that paraphrasing or writing from sources requires the writers to be keen readers of the source text and to identify the key points of the text before they embark on paraphrasing. Regarding the previous statement, the researcher conducted observations before starting to analyze this case.

Observation is made by looking at the students around who are making paper, and as a result the researcher found most students take other people's ideas without acknowledging them to complete their papers. This makes the researcher get more confident to conduct research to find out why students are very difficult to avoid plagiarism, although paraphrase is an alternative to avoid plagiarism but they did not.

The researcher also believes that, after this research are finished, this research most useful in English Department, because this research showed how the students strategies in paraphrasing and the researcher can determine what the students' problem in paraphrasing are. Several results from each representative from the participant in English department will be selected due to explore how the student ability in paraphrasing to answer or to response the question "what kinds of problems that the students have in paraphrasing, and what are the students strategies in paraphrasing". The proposals will be gathered from several English Department students of Universitas Negeri Gorontalo. Then, a mixed method research is selected as the method to solve the problem regarding several facts and several findings to be discussed further.

Research question

Based on the previous observation in the background, this research intends to answer the questions:

What are the students' strategies in paraphrasing?

What are the students' problems in paraphrasing?

The Aim of research

The current study attempts to explore students' strategies in paraphrasing expert's opinion in three paragraphs provided by the researcher, and what are the students' problems in paraphrasing.

Significance of research

The research is expected to have theoretical and practical significances

Theoretical significance

The present study attempts to scrutinize students problems through literature review in research. This includes the definition of paraphrasing, the strategies of paraphrasing, the problems of paraphrasing, especially in experts opinion provided by the researcher. Thus the findings would be beneficial in providing sources, expanding the topic of synthesize information in research, also explores another problems to be discussed and carried out in similar studies.

Practical significance

This research would expand the concept of paraphrasing for several stakeholders. For instance. The researcher believes that after knowing what kinds of problems that the students have in paraphrasing, they will surely work out how to overcome the problems. For the lectures, after knowing the problem it self, they will definitely provide a strategy for students to paraphrase well. A depth understanding in regards to the decent model of paraphrasing will be achieved through several samples of paraphrasing from the participants' work. Further, an lecturers can use this research as a guideline in classroom teaching, specifically in writing sources.

Delimitation of study

This research is limited to analyze students' strategies in paraphrasing experts opinion in three paragraphs provided by the researcher, and to show the students' problems in paraphrasing. This research is limited on the paraphrases work of sixth semester students in english department of state university of gorontalo who had taken all of the subject related to writing and research. However, the researcher analyzed students' strategies in paraphrasing by using theory of Keck (2006) which assess the results of students paraphrase by using the

scores taxonomy of paraphrase types, and also the researcher were interviewed to observe students' opinion about their problems in paraphrasing.