

CHAPTER I

INTRODUCTION

This chapter contains the background of the research, formulation of the research problems, the objectives of the study, research significances, research framework, and previous research.

A. Background of the Research

This research intends to determine students' skills and perceptions of paraphrasing in academic writing. Paraphrasing skills are one of the course components in academic writing. Academic writing is the field that is used in formal education, especially in high-level classes. According to Alice and Ann (2007), it is the study of writing used in high school and college classes. In the process of teaching and learning English academic writing, paraphrasing is essential because it will show whether someone understands the source well enough or not. The students have to demonstrate their paraphrasing skills to comprehend a source text. They have to rewrite the text using different words and syntactic structures. In its application, students have different perceptions of their paraphrasing skills.

Paraphrasing refers to the process of conveying ideas in one's personal language without changing the meaning and content of a source text. Several researchers define paraphrasing as restating information by integrating linguistics abilities such as synonym substitution, changing the word form, and re-arranging the sentence structure (Badiozaman, 2014). Further, according to Bailey (2006), paraphrasing involves changing the textual content while still retaining its meaning. Based on these definitions, paraphrasing texts contain syntactic and lexical items that are different from the source but still resist the idea. Similarly, according to Hirvela and Du (2013), paraphrasing shortens a long text and changes the text by retaining its meaning.

In teaching and learning academic English writing, paraphrasing is one of the essential capabilities. According to Delfi, Daud, and Relia (2021), paraphrasing has many functions in academic writing, specifically for academic situations with all its

literary texts. One example is when the students need to write a research paper, they must read many sources. Therefore, in the process of paraphrasing is needed to use someone else's theory or idea but use the student's own words.

Students face problems with paraphrasing academic writing. Based on the preliminary observation of the 6th-semester students of English Education students at State Islamic University of Sunan Gunung Djati Bandung, it was found that they have some issues with paraphrasing. Students encounter different challenges in rewriting sentences without changing the context of the text. Some of them are confused about the suitable synonym and have difficulty changing the sentence structure.

There are several relevant previous researches to the current study. First, it was carried out by Chi Do and Nguyen (2017). They explored the EFL learners' ability to paraphrase in tertiary education in Vietnam and the students' challenges in writing paraphrasing. The following relevant research was conducted by Gusparia (2017). The research used descriptive research and discussed students' ability to paraphrase students in the English study program at FKIP-UNRI. Another relevant research was conducted by Akbar (2020). The research purpose is to explore the paraphrasing skill of six English Department Students at the State University of Gorontalo, specifically in the literature review section of the research proposal. The other relevant study was conducted by Thadphoothon (2019). He used a qualitative method and investigated Thai students' perception and their challenges with paraphrasing skills. The subsequent relevant research was conducted by Sekar and Fatimah (2020). They investigated students' paraphrased text based on Keck's Paraphrase Taxonomy a McInnis' level of paraphrase appropriateness. This research also explores their perceptions of paraphrasing.

However, the current research is different from those previous researches. The current research target is students' ability and their perceptions of paraphrasing ability using a qualitative approach of the EFL students at an Islamic institution in Indonesia.

B. Research Question

Based on the background of the research, the research questions are:

1. What are the EFL students' paraphrasing skills in academic writing?
2. What are the EFL students' perceptions of their paraphrasing skills in academic writing?

C. Research Purposes

Based on the research questions, this research is supposed:

1. To find out the EFL students' paraphrasing skills in academic writing.
2. To find out the EFL students' perceptions of their paraphrasing skill in academic writing.

D. Research Significances

This study has two significances. First, theoretically, this research might help to understand students' perception of their paraphrasing skills. This study gives additional information to future researchers in the related field as a reference. Second, practically, this research discusses the students' ability and perceptions of paraphrasing. This research might assist teachers in evaluating their teaching method and learning paraphrasing in academic writing.

E. Research Framework

According to Sidhu (2003), students' perception is the students' point of view on everything that happens in the educational process in the classroom. Students may express their opinions freely, both for themselves and for teachers. Therefore, students' perception is essential. According to Petegem et al. (2007), students' perception is relevant material to be considered to measure learning outcomes. Therefore, students' perception is essential not just for evaluation but also for education development. From the explanation above, it can be concluded that students' perception is the process of preferential treatment of students toward information they get from an object. In this study, students' paraphrasing skills were investigated through interviews on how students can interpret the observed object.

Paraphrasing refers to the process of conveying ideas in one's language without changing the meaning and the content of a text. According to Bailey (2006), paraphrasing involves changing a text while retaining its meaning. Writing paraphrases does not shorten long texts, but maintaining the meaning of the text does not change after the text is different from the original text. According to Alred, Brusaw, and Oliu (2009:372), paraphrasing is restating in one's own words to rewriting the essential ideas of another writer. The paraphrasing ability is important because it will show whether someone understands the source well enough or not.

According to Chi Do and Nguyen (2017), paraphrasing is one of the essential skills in academic writing because paraphrasing is a cognitive skill that requires a higher level of proficiency and higher-order thinking in writing. Similarly, Stephen (2003) states that paraphrasing is helpful in several areas of academic work, and paraphrasing is vital in academic writing to avoid the risk of plagiarism. According to Relia et al. (2021), paraphrasing has many functions in academic writing, specifically for academic situations with all its academic texts. One example is when the students need to write a research paper, they need to read many sources. Thus, paraphrasing is required in the process of using someone else's theory or idea but using the students' own words.

According to Na et al. (2017), EFL learners need to utilize complex cognitive and linguistic competencies to succeed in paraphrasing. First, according to Wette (2010), a person must correctly recognize the text's meaning. They must activate their reading ability. Second, Shi (2004) selects critical points from the source textual content to modify and combine them into their writing accurately and meaningfully. The transformations can be arranged by using appropriate lexical items to replace items in the original text. Third, Bailey (2006) suggests using synonyms, changing word classes, and changing word order. A combination of these, of all the techniques mentioned above. Similarly, Rogers (2007) recommends that when paraphrasing a text, change the sentence structure or use other structures appropriately and correctly.

According to Shi (2018), there are three techniques for paraphrasing. The first is changing structure and grammar. This technique aims to make the text different

from the original in line with the position of each word. Besides, it might also be broken up into long sentences, combined with short ones, expanded phrases for clarity, or shortened for conciseness. According to Gusparia (2017), using different grammar while paraphrasing a sentence sounds complicated, but it is easier than changing the word (synonym). If the grammar changes while paraphrasing and makes mistakes, the reader will usually still understand the meaning. The second primary technique of paraphrasing is changing the word. The technique can be used in two ways: changing word order and the word class or part of speech. Using synonyms is a crucial way to paraphrase through this technique. The writer uses this technique so they would not lose the text's key points. Third, changing the structure of ideas. Changing the structure of an idea means the writer could elaborate the text by rewriting the statement in the context of the position.

According to Thadphoothon (2019), students' perception of paraphrasing skills refers to the student's feelings and understanding of the issues related to paraphrasing. Therefore, the student's understanding of paraphrasing methods is according to their experiences and practices of paraphrasing in the previous writing course. It can be concluded that students' perception of paraphrasing is their interpretation and understanding of it. Students have to interpret according to the method, challenge, and difficulties in paraphrasing.

As Stephen (2003) stated, paraphrasing is part of academic writing. In line with Yakhontova (2003), it is stated that academic writing is used explicitly for academic purposes. Based on Alice and Ann (2007), academic writing is the study used in high school and university classes. It is different from other writing types, considered one of them in creative writing used in writing stories. It is also different from personal writing, which is writing letters or emails. However, academic writing is formal. The types of academic writing are paper, journal article, thesis, and dissertation (Wirantaka, 2016).

F. Previous Study

Several studies are found relevant to the current research. One of them was conducted by Chi Do and Nguyen (2017). This study explores the paraphrasing

ability of ten EFL students (five males and five females) at a Vietnamese university and examines their challenges when paraphrasing. This study uses a case study method. The instruments of this research used tests and interviews. The result of the study showed that participants frequently paraphrased using synonyms but rarely changed syntactic structures. The learners also encountered several language-related difficulties when attempting to paraphrase, such as inadequate understanding of the source text and the lack of vocabulary to use when paraphrasing. This previous research is relevant in terms of the topic and instrument. The topic is about the ability to paraphrase EFL students using a case study and the instruments using interviews. However, there are also some gaps between the current and previous research. The current research explores the twelve English Education students' perceptions of the State Islamic University in Indonesia on paraphrasing skills. The instrument used to collect the students' skills in paraphrasing in the current research is document analysis.

The following relevant research was conducted by Gusparia (2017). Using descriptive research, the research discussed the paraphrasing ability of English department students FKIP-UNRI. In collecting the data, this research used a test with seventy-six participants. It showed that the ability of the fifth-semester students of the English Study Program of FKIP UNRI in paraphrasing paragraphs is poor to average because it reaches the average score of 58.7. This previous research is relevant to the current research in terms of paraphrasing skills of the EFL students. However, there are also some gaps between the current and previous research. Using qualitative with the case study method, the current research explores paraphrasing skills and the student's perception of paraphrasing. The current research instruments are document analysis and interviews with twelve participants.

Another relevant research was conducted by Akbar (2020). The research explored the paraphrasing skill of six English department students of a state university in Gorontalo. He used qualitative research with document analysis and interviews. The result showed that among six students, three students were able to paraphrase, and the other three students only produced copies. It can be seen from

the differences in the students' paraphrasing result in aspects of producing quality paraphrase. This previous research is relevant to the current research regarding the topic and instruments. The topic is paraphrasing skills of English Education students in Indonesia, and the instruments are document analysis and interview with the qualitative approach. However, there are also some gaps between this research and the current research. The current research explores the students' perceptions of paraphrasing using the case study method. The current research participants are twelve students in the sixth semester of English Education.

The other relevant study was conducted by Thadpthoothon (2019). The study investigates Thai students' perception and their challenges in paraphrasing. Using a questionnaire with qualitative research, the study examined fifty-two EFL students' perceptions of their paraphrasing skills and challenge. The researcher analyzed the students' responses to the questions. The students were asked five questions concerning their perceptions of paraphrasing skills. Results showed that students found paraphrasing skills essential for language learning and development. They recognized that paraphrasing skills were complex and involved many skills and abilities. They also perceived syntactic and lexical (vocabulary) skills to be essential for their ability to paraphrase. Many of them said they could not decode the text and did not know which words to use. This previous research is relevant to the current research because there are some similarities in terms of research topics. The research topic is about the EFL students' perception of paraphrasing skills. However, there are also some gaps between this research and the current research. The current research explores the students' perceptions and ability to paraphrase in academic writing with the twelve participants. The current research explores more clearly and in detail related to the research problem by using document analysis and interviews with the case study method.

The subsequent relevant research was conducted by Mira and Fatimah (2020). This descriptive qualitative study investigates students' paraphrased text based on Keck's Paraphrase Taxonomy on McInnis' level of paraphrase appropriateness. This study is qualitative-descriptive research with fifty-nine students from the English Language Education Study Program of Padang State University. The results show

that 49% of students were categorized as minimally revised. In addition, 59% of students' paraphrases were classified as inappropriate in a good paraphrasing. The interview results with four respondents also show that students did not clearly understand paraphrasing. This previous research is relevant to the current research in terms of the topic, which explore the EFL students' skills and perception of paraphrasing. The interview is one of the relevant instruments in the current research to explore students' perceptions of paraphrasing. However, the current research uses the case study method with document analysis and interviews to answer the research questions. The participants of the current research are twelve students of English Education.

