

Chapter One

Introduction

In the beginning, this chapter shows a background of the study which clearly states the reason why the researcher chooses the topic of this study. After that, the researcher discusses a specific problem of this study in a statement of the problem. Then, the researcher adds the limitation of the problem to make this study more specific. The questions and purposes of the study come afterwards. The researcher then presents the significance of study. At last, an outline of the study is provided to give explanation of what are described in each chapter. Each part of this chapter is therefore augmented in the following section.

Background of the Research

Some of the most influential issues in acquiring second language (SL) area are reading and writing. In the college level education, transfers the reading content text of source language into writing text becomes the common things to do to interpret the meaning of the content. This issue leads students in the paraphrasing area. The study appeared by Hirvela and Du (2013) stated that the purpose of source text use in course of reading and writing is transforming the knowledge, where the students use source text material to develop a wider theme or opinion and utilizes such as the academic reading or writing techniques as paraphrasing, summarizing and directing quotation.

Paraphrasing comes with different understanding with summarizing. The meaning of paraphrasing is capturing the original words of the content and transferring it with one's own word. Unlike paraphrasing, summarizing is

expressing and trimming in the main point of the content sufficiently with one's own word (Hirvela & Du, 2013). It is then believed that paraphrasing provides challenge for college students to transferring their arguments or opinion of source content of reading into writing form.

Another issue happens that students who acquire second language (SL) between dual languages, cultures, writing systems and may not receive any source and second language (SL) training generally received considerable attention of plagiarism. Whether students are seems willfully or unintentionally while using source text material. It is called as the phenomena of students do copy and paste from the source text that they have read before. Plagiarism is also identified as stealing others' work and putting them as one's own, it may be copying the half or full content of the text without appropriate documentation (Liao & Tseng, 2010). The result of plagiarism, students who often do the plagiarism may experience personality disorder. Personality disorder gives the result as lack of confidences and decreases the paraphrasing performance in academic. Prior to students not to do plagiarism in rewriting the source text are become important to encourage the writing skill.

Paraphrasing or recreating the idea of the source text brings many benefits for students. According to Chatzitheodorou (2014), paraphrasing comes with some beneficial aspect for students. Firstly, it has ability to reduce the unfamiliar words. Secondly, the output or the result of paraphrasing will be better understandable. Third, the accuracy of the sentences' meaning will not change yet

still same. It means that paraphrasing puts more fluent translation of the reading text better.

Annotated bibliography becomes one of the assignments that required the paraphrasing technique to avoid the plagiarism concept for second language (SL) students. Moreover, it play important role in the writing assignment of annotated bibliography. Based on the studied by Kittredge (2002) sparked that paraphrasing in annotated bibliography assignment was put the synonym or wider words of sentences and essentially put the point of view from the words. Due to the complex of writing annotated bibliography, translating the appropriate meaning from the source text sometimes becomes challenging.

Students who enrolled in English Education Department of Universitas Muhammadiyah Yogyakarta experienced to do paraphrasing in annotated bibliography for writing assignment. The paraphrasing in annotated bibliography area is included in the academic writing subjects. Academic Presentation is one of the courses that included paraphrasing in annotated bibliography as the assignment at EED of UMY. They have purposes to give experiences using paraphrasing in annotated bibliography for the assignment. Later, the students at EED of UMY will use paraphrasing for making the appropriate citation of the journals that use for doing the assignment of annotated bibliography. Nevertheless, based on the scoring of the assignment of annotated bibliography in the some subjects found that some students still faced the difficulties to practices paraphrasing in the correct techniques

The Statement of the Problem

English Education Department of Universitas Muhammadiyah Yogyakarta already implements the technique of paraphrasing to increase students' proficiency in English writing. This department also has the subjects that conducted paraphrasing in writing skills. Based on the preliminary data that the researcher gathered using plagiarism checker websites, still some students are found to do plagiarism for finishing the assignment especially in annotated bibliography assignment. Students also seem cannot integrate the source text into their writing, they tend to do more of copying rather than doing paraphrasing. From the research done by Setoodeh (2015) found out that students prefers to doing deletion technique for the redundant and trivial words rather than paraphrase it.

Furthermore, in response to various problems from the students to practice paraphrasing in annotated bibliography assignment, the researcher makes decision to analysis the techniques of paraphrasing from the annotated bibliography assignment that already submitted.

The Limitation of the Problem

The researcher wants to avoid misunderstanding in interpreting the problems, it is necessary to do the limitation of the problem from the research. Based on the background and the statement of problems already mentioned, the researcher can identify that some students that already practiced paraphrasing in annotated bibliography assignment do plagiarism and use deletion technique for the redundant and trivial words rather than paraphrase the words. The areas that

researcher wants to analyze is on the techniques of paraphrasing in annotated bibliography assignment. Analyzing the students' techniques of practicing paraphrase can lead the understanding to measure students' English proficiency. The researcher limits the subject of the research only to know the techniques of paraphrasing from students at English Education Department of Universitas Muhammadiyah Yogyakarta in batch 2013.

The Research Question

The point of this study is to investigate the students' writing skill of paraphrasing in annotated bibliography assignment. The researcher states the questions of the research as listed below:

- 1. What are the techniques used to do paraphrasing in annotated bibliography assignment by the students at EED of UMY batch 2013?**

The Objective of the Research

Based on the limitation of the study above, the researcher wants to present the aims of the study listed below:

1. To analyze the students' paraphrasing techniques in writing annotated bibliography assignment at EED of UMY.

The Significance of the Research

This research is expected to benefit the researcher, the students, the teachers and other researchers.

Researcher. The researcher takes benefits from this research. From the results of this research, the researcher can consider the technique of good paraphrasing in writing. Also, it encourages the researcher to practicing paraphrase while writing.

Students. This research is hoped to give advantages to the students. The result of the study will afford the knowledge about the standard of doing paraphrasing, so it wouldn't lead to the misunderstanding about the concept of paraphrasing.

Teachers. This study is expected to give teachers benefit. From the techniques already used, teacher can explore more details strategies to implements those strategies in paraphrasing.

The Future researchers. The other researcher may use the results of this study as future research. It can be the references for others' who have the same field research purpose. Moreover, this research needs to be more explorers in wider area to gather the best result of study.