Chapter Two

Literature Review

In this chapter, the researcher discusses some literature reviews which are related to the study of the research. There are three main topics of the discussion. The first part is discussing the area of *Integrating Skills* which branches into specific skills; reading and writing. Then, it is continuing with *Academic Writing* discussion that covers some points: Annotated bibliography, referencing, paraphrasing and the techniques of paraphrasing. Thereafter, the last topic explains about *Paraphrasing in Annotated Bibliography assignment*. The researcher explains the techniques of paraphrasing in annotated bibliography assignment that are used by students at EED of UMY

Integrating Skills

Language instruction is naturally separated into some skills that have typical characteristic as listening, speaking, reading and writing. The separations of the skills are divided into four skills based on the purpose and the characteristic. These discrete skills have played important role of language as tools to communicate effectively and appropriately in the range of social, education, personal life and even in work situation (Su, 2007). Implementing the appropriate teaching technique along with the four skills of language, teacher helps students develop the communicative competences in English. Integrating skill is defined as natural, daily life experience which consists of oral and written language without a limitation or the isolation of communication. In the language learning process, four language components such as listening, speaking, reading

and writing should be integrated and inseparable. Su (2007) also support the previous statement, the study indicates that the integrated skill known with the consistency of communicative language teaching which highlight the meaningful and authentic language use oral and written language development. Integrated skill is also associated with some related skills for communication such as knowledge of vocabulary, spelling, pronunciation, syntax, meaning and usage. Those related skills helps people communicate appropriately, effectively, and optimally.

Reading and writing are two of the branches from integrated skills which become dominant trends in area of college learning instruction (Su, 2007). Su also stated that compounding two skills, reading and writing, are intended to provide fluent technique for students' competences of analysis the reading then producing the comprehensible output in writing. Implementing integrated skills like reading writing in teaching and learning process are giving opportunities for students to their own learning strategy as they read and write in English. In addition, it sharpens their critical thinking (Peregoy & Boyle, 2001). To sharpen their ability in reading and writing skill, integrated skill should be implied in classroom activities by teacher because they increase the interaction between one and another. The activities that related with integrating reading and writing skills such as reading aloud, making prediction about the text, asking questions, summarizing the reading text, and also students can do writing analysis from the text (Varışoğlu, 2016).

In the result related to integrating the reading and writing skills, the study was carried out by Varışoğlu (2016) showed that there was significant difference between the reading comprehension academic achievement scores of the students before and after the application carried out related to the integrating the reading and writing skills. The descriptive analysis in text and transferring into written text become one of the most frequent techniques in obtained integrated skills. Then, it is follows with the meaning structured as the second lead techniques. Apply integrating the reading and writing skills are able to boost students' achievement both on the writing and reading competences.

Reading

One of the most important skills for students in attending college level is reading skill. Reading is an activity that makes people effectively and efficiently acquires new knowledge without having a limitation. Recent study in 2016 conducted by Goctu indicates that reading is a source of information and knowledge, it clarifies the inaccurate point, as the answer and solution for the problems, and it helps acquiring the language such as vocabulary and grammar, and it also become academic support and cultural awareness. It means that, reading leads people to have broader minds to enrich the new knowledge from around the world, especially in academic area. During the activity of reading, students also formulated to doing some related activities that have aims to develop their reading skill-based proficiency. Related activities that include in reading are still in the area to maintain language learning. Those activities beside reading likes reading aloud, making prediction about the text, asking questions related to

the text, and explaining the purpose of the text (Varişoğlu, 2016). It follows positive influence for students in the process of language learning such as increasing students' level of reading comprehension and the basic features of the reading content can be delivered (Altmisdort, 2016). The influence of reading mentioned above such as raises students competence in speaking and writing (Solak & Altay, 2014).

Reading has been formed as a facilitator in order to enrich people ability in obtaining the sorted the information. For understandable explanation, the study by Dolgunsöz & Sariçoban (2016) exposed that students who develop reading proficiency will precede more details information such as grammar, syntax, vocabulary and morphology from a reading content. As the result it, students who tend to give more attention in specific details of a reading activity will contribute on the process of their learning, especially in language learning. Further, each student will transfer a different view of the reading content based on their own analyses.

As the product of doing interpreting in reading skill, students are able to produce a meaningful writing through assignment. Regardless to the study by (Aagaard, Corner, & Skidmore, 2014) composed that reading assignment in textbook that given by lecturer as part to complete the course requirement. As stated above, lecturer can used variety of reading in-class activity to enhance students reading such as testing over the textbook readings, shortening the reading assignment, providing note-taking over dictation (Aagaard & Skidmore, 2009).

Writing

Students' ability to communicate and present the information that they obtained to express their own idea through the activity is called as writing. Moreover, writing is viewed as social activity where the texts are produces for particular purposes (Mak & Coniam, 2008). Compared with the other four language skills likes reading, listening and speaking, writing is one of the language skills that needs more extra work to analyze because it is more difficult to be observed and evaluated. The writing activity should embrace the part of the processing the text. Some of the extra work that mentioned such as drafting the ideas, structuring the content, choosing the diction or various of vocabulary, seeing the coherence and cohesion of the writing (Gonca, 2016). Moreover, according to the result of study by Gonca (2016) explained students in university level should consider some aspect in their writing, maintenance the purpose of the writing is clearly delivered, give more attention to the coherent and parallelism of the writing.

Writing is seen as the core experience for students who entered university level to accomplish various courses. The influences of writing activity for students was delivered from the study by Badrawasi, Zubairi, & Idrus (2016) which stated that writing plays an essential role for students' academic and professional achievement. Numerous studies also determined the influences of writing for students' university level. Academic courses as well as the assignment in all courses need writing. From the study by Kellogg (2008) declared that writing an extended text for higher level of students involve some significant challenges not

only the language system but cognitive skills like memorizing and thinking deeply. Writing can be done as well if the students rapidly and actively participate in retrieving their knowledge either long-term memory or short-term memory. There are many factors from students that give some influences to their writing. Writing skill from each student is naturally different. The factor that give some contribution for students writing listed as spelling, the context of the writing, daily conversation, the level of each student proficiency and their lexical knowledge, all of them give effect to the students' development of writing (Gonca, 2016). It means that students should give more attention to those factors if the purpose to write the coherent and cohesive writing. Also the application of accurate grammar is one of the factors that should be included to give many contributions for good piece of writing.

Academic Writing

Academic writing is known for writing activity that related to the academic including the format and the purposes. Recorded from the study held by Shi and Dong (2015) stated that to accomplish the graduating system from courses, teachers imply assignment based on the assignment handouts, course syllabi, and/or students writing samples. Writing in academic standard is quite different from personal or creative writing outside academic area. Thaiss and Zawacki also (2006) formulated that academic writing are following some characteristic to make a writing called as academic writing. Those characteristics came up as: first, it has clear evidence in writing that should be persistent mentioned by the writer, open-minded, and related to the disciplined orientation

study. Second, it has expert opinion on the dominance decision or reason. Third, the information retained rational, readable to acquire information, and intended to gather the reasoned response.

As the students who enrolled in university level, the following obligation to do writing related to some courses that already implemented called as academic writing. Students have obligatory to do academic writing to gains the critical thinking and the writing skill itself. Irvin (2010) ignited that academic writing is a tool of evaluation that asked to students have aims to establish knowledge and the measure the proficiency with the principals, the standards and the characteristics of writing. Further, to measure the students' level of proficiency, the lecturer of the research conducted by Baleghizadeh and Gordani (2012) showed that students should do writing in form of assignment to prove their persistence, critical thinking of the courses. The assignment those given to the students will be differently due to the level of courses involved and the disciplinary or context under the study (Shi & Dong, 2015). Moreover, assignment will be efficiently if the purposes of the assignment related to the study orientation to pursuit the students understanding of academic writing.

There are seven categories of writing assignment that provide from the study by (Shi & Dong, 2015). Those are first of all is summary of/reaction to a reading second will be annotated bibliography. Then, report on a specified participatory experience. Fourth is connection of theory and data. Afterwards is case study. Next is synthesis of multiple sources. For the last is research project. For all these categories of assignment, a report from Shi and Dong also claimed

that the most repeatedly assigned are multiple sources. Beside those seven types of writing assignment, there are other kinds of writing task that identified as library research paper, abstract, and article/book review.

Annotated Bibliography

Assignment is purposely as the practice for students to sharpen students' language skills to communicate effectively. Defazio, Jones, Tennant, & Hook (2010) suggested reconstructing it in a written form to pursuit the successful upon graduation. Students also show significance correlation between regular exercises opposite irregular exercise with their score in the final courses requirement. Students who given tasks in area of academic writing repeatedly will spend lot times of practices for exploring their ideas of writing in academic orders. The undergraduate students' academic task is classified into some categories. Those categories come to first is summarizing task or reaction to a reading, annotated bibliography assignment, report on a specific participatory experience, connection of theory and data, the case study, synthesis of multiple sources and the last is research project (Shi & Dong, 2015).

The basic concept annotated bibliography is an academic paper that most of the content contains the review of some relevant sources in purposed, example research paper. The aim purpose is to inform the reader of the relevancy, accuracy and the quality of the sources cited. The writing of annotated bibliography is difference from writing abstract. Annotation written with descriptive and critical, it exposes the author's opinion and appreciation towards the sources. Meanwhile,

abstract proposed the descriptive summary that pointed out in the beginning of the scholarly journal article or periodical indexes.

Annotated bibliography (AB) refers to American Psychological Association (APA) citation format and usually about 100 – 150 words long. The other settings of writing AB are the font size are 12 point, consist with 1" margins all the way round, double spacing, the tittle of the work us at the top center of the page. In the annotated bibliography, the students should put the reference at the beginning of the work, the first line of the citation begins on the left margin, and the subsequent lines after the first line of the citation are intended as hanging indents. The review format that includes in annotated bibliography certainly consists of 5 main features. According to Flaspohler, Rux, & Flashpohler (2007) those main features in annotated bibliography are pointed such as the qualification of the author, the purposes or scope of the source, the reader of annotated bibliography and the level of reading difficulties, gives critical opinion about the bias or standpoint of the author, discuss the strengths and weaknesses from its format and the special features.

Referencing

Writing annotated bibliography assignment cannot be done without doing referencing technique in academic writing. Traditionally, referencing in academic writing has purpose to prevent plagiarism problem in students' assignment. It is looked as the important point for students to acknowledge the source of information that used for the assignment. Further, implementing the referencing strategy for assignment prevents students to think that the source of information

can be used anyway without the permission or stealing someone's idea. Recorded from the research by Emerson, Rees, & MacKay (2005) cited that 80% students in the U.S by the Center for Academic Integrity proofed have cheated in some way during their course of the study. The research showed some major percentage of cheating during their courses with the engagement of plagiarism is 90%, with almost 14% says the do a copied technique from their friends' work. American Psychological Association (2010) declares if someone uses others' work and fails to acknowledge the writer of the source, it may be accused of plagiarism and infringing the copyright of the sources. Moreover, referencing helps students to recreate the information retrieved without missing the main points.

There have been several techniques of referencing in academic writing. The following of referencing techniques such as summarize, paraphrase, and quotation. In academic writing, there should be mainly summarize and paraphrase and quote only sparingly. First of all, summarize, it is known as useful technique to shorten a passage or even an entire article also book. Summarize technique should be done with the fully understanding and clear purposes from the whole concept of the passage or text. A good summary techniques are comes with the following rules. Those are only main points included, the text has been condensed with the essential details and explanations use reporting verbs, an appropriate citation is included. Second, paraphrase, it comes with the concept of writing in a short-limited words regarding to the settings of academic writing. To writes with paraphrasing technique, students should carefully watch the academic setting and the topic related to the study orientation. There some skills that needed to be

associated with doing paraphrasing: reading skill and writing skill. Critical thinking also determining as essential skill in doing paraphrases technique. Third, quotation, based on literature by American Psychological Association (2010) declares that quotation divided into two categories: short quotation and long quotation. Short quotation is used when the individual take the information exactly as the original sources. It is limited only up to 40 words. Introduce the sentence with the quotation marks, following with the author's last name and the date of publication. For the long quotation, it is needed if the individual quotes longer than 40 words. Some rules are required such as in a free-standing block of the lines; do not put the quotation marks, intended ½ inch from the left margin, maintain double-space.

Paraphrasing

The basic concept of paraphrasing come with an idea to modify the original information by writer' own knowledge without losing the aim of the contents' sources. It means each individual should express their capability to rebuild meaningful context of the source information without decreasing the aim. The explanation of paraphrasing comes with a study supported by Madhavi (2013), explained that paraphrasing techniques is one involvement way which changing a text so it is quite dissimilar to the source of the text yet retains all of the meaning. Shi (2012) added that the repeated words from the original only limited to the general words that related to the topic.

However, some important words from the source information cannot be implied with other words. Orellana and Reynolds (2008) sparked that words can

never be fully imbued with individual's perception because some of the words have more authoritative than others. Teacher should assists student while working in the paraphrasing section. Turning the experts' statement into students perception may causing insufficient knowledge of translation, so teachers should giving a hand to prevent the misconception of the information' purpose. Moreover, students often do minor modifications while produce paraphrasing result. The minor modification means that students only do words substitutions, deletions and rearrangement of sentence structures. A substitution word happens in situation of students only replacing the words with synonyms. Those techniques of paraphrasing are includes in minor modification of paraphrasing that leads the result into inappropriate paraphrasing (Shi, 2012).

Techniques of Paraphrasing

The terms of paraphrasing means the process of rewriting sentences without altering the meaning. This terms means the students delivers the information in generation way of sentences which come from reading text or spoken language. Paraphrasing may occurs in some levels which classified by Sun (2009) based on the terms likes the percentage of words' borrowing from the sources, frequency of the words or some phrases in question, the genre and the kind of assignment.

The technique of paraphrasing occurs at various degrees, based on the study by Madnani and Dorr (2010) as following: lexical paraphrases, phrasal paraphrases and sentential paraphrases.

Lexical parahprases. This technique of paraphrasing is more known from techniques as synonym or hypernymy. Lexical paraphrasing has aim to acquire paraphrases of words with the similarity of the meaning (Zhao, Liu, Yuan, Li, & Zhang, 2007). There are two broad approaches to produce lexical paraphrasing: first, identifying the similarity between words from dictionaries also thesaurus. Second, used monolingual or bilingual corpora applied to find out the similarity of contextual words or find the definition. However, according to study by Yamamoto (2002) stated that not all the words can be replaced. For example, words used only in some special situation, such as in ancient document, should not be used in paraphrases even though it has synonymy. In order to solve the words that cannot be replaced, there is hypernymy approach. It is focuses on expression that are replaceable. However this kind of paraphrasing is useful for some people (engineering point of view), not all the word can be replace by hypernymy.

To acquire lexical paraphrases, students should define the terms of context that has relation between word and the words surrounded in the written text. Lexical paraphrases can be seen by compare the word from the source text with the after-paraphrasing text. The word that can be paraphrased includes noun, adjective, verb.

Phrasal paraphrases. For this technique of paraphrasing, it is emphasizing to doing paraphrasing in phrase-level. It has purpose to find out the same information belonging between phrases. For example, (catch a cold = get colds) and (X was made by Y, Y is the creator of X).

Based on the literature study by Zhang et al. (2013) proposed scheme to analyze phrasal paraphrases, it consist of three component. Given a question, the first component, the questions involved key-phrases. Second, paraphrase it with the multiple online translation engines or dictionary. Then, the third components, selected the most relevance reformulation with the first question, seeing the same information involved in the phrases.

Figure 1. Representative questions for lexical gap illustration.

Query:	
Q1: Can you catch a cold from cold temperature?	
Expected:	
Q2: Does cold weather affect actually catching a cold?	
Not Expected:	
Q3: How can you catch a cold?	
Q4: Can you catch a cold from getting your head wet?	

doi:10.1371/journal.pone.0064601.t001

Another method to applied phrasal paraphrases by doing analyzing the written document. Analyzing the written document can be implied by determine the morphology, syntactic and semantic variants for phrases (Madnani & Dorr, 2010). For example:

Original : *simultaneous measurements*
Variant : *concurrent measures*
Original : *development area*
Variant : *area of growth*

Sentential paraphrases. The last technique of paraphrasing, sentential paraphrase based on the study by Napoles, Burch, & Post (2011) has goal to generate output sentences which have similar meanings to an input sentence, in

the same language. It means, known as the techniques to paraphrases the similar contents meanings between two sentences but still in the area of same language. A sentential paraphrase has benefit to help students in answering the answer from an essay question which used extra correct answers expressing words (Bouamor, 2010). General sentences can be analyzed with sentential paraphrases. Other tasks that can be analyzed with sentential paraphrases include sentence simplification, grammatical error correction, compression and expanding multiple references.

Bouamor, Max, & Vilnat (2010) proposed there were some techniques discussed that can be implemented in sentential paraphrases focus on sentential-level. Implemented here means that the simple scenario where sentential paraphrase are available and words/ phrases from one sentence can be aligned to words/phrases from other sentence. First, statistical word alignment method, it works when word alignment are found in the same purpose of the meaning linked in two sentences. Further, because the assumption between two sentences is correspondence, the output of the after-paraphrases sentence will somehow precise. Second, term variant identification method; in the sentential paraphrasing often use common but also synonyms and more general phrasal paraphrases. Those are the method that can be used to paraphrasing in sentential paraphrase technique.

Paraphrasing in Annotated Bibliography Assignment

During the learning and teaching process of students at English Education Department of Universitas Muhammadiyah Yogyakarta, the students are needed to achieve some score in order to accomplish the courses. Students have

obligatory to do academic assignment from each courses regarding to the requirement of the courses. Academic writing is the standard of the assignment that given for students in university level. There are some kinds of assignment including in academic writing such as writing summary/essay, annotated bibliography, reporting, case study, making abstract and etc. Producing annotated bibliography as the academic assignment is the requirement to finish the course such as Academic Presentation. Hence, to write annotated bibliography in the Academic Presentation courses, students should mastery the technique of referencing in case to prevent plagiarism cases. Students' batch 2013 that already experienced writing annotated bibliography needs more information about the suitable technique of referencing that makes annotated bibliography is coherent and readable. Some students who enrolled in Academic Presentation classes are doing paraphrasing simply uses technique of replace the words with the synonym. The advance strategy that they do mostly is summarizing the idea of the sources not doing paraphrasing.

Review of Related Study

A number of studies were conducted to investigate the used of paraphrasing in academic writing, now can be specify to the techniques that used in academic assignment. The study entitled *Cultural Modeling: Leveraging Bilingual Skills for School Paraphrasing Tasks* by Orellana and Reynold (2008) explored the terms of paraphrasing in academic writing. Moreover, they discussed that paraphrasing as consideration analogues between communication and the practice of summarizing in own words, it has tighten the relationship among the

output of the practice and family's home language. This study was taken place in Los Angeles, USA and collected the data by several sets of analytical procedure. Data include thousands of pages of field notes based on participant observation in the homes and classrooms of 18 youths (6 boys and 12 girls) whom play roles as active translator in their families. The result of the study show major point that students who never been asked to summarize often hard to do paraphrasing, the students takes the strategies such as copying a text verbatim but changing some words and looking to the dictionary or thesaurus for the synonym. Other strategies are included structural maneuvers by using the title and topic sentence into the first paragraph.

The study from Khrismawan and Widiati (2013) was done entitled *"Students' Perceptions about Paraphrasing and Their Cognitive Processes in Paraphrasing"*. It is focused on the students' perception related with the definition, the strategies, and the difficulties of paraphrasing. The instrument was questionnaire and a stimulated paraphrasing task distributed to 16 students involved four subjects that taking the Applied Linguistic course. The study then found that students defined paraphrasing as expressing something that we have read or heard into our own words; mostly used in writing. In terms of strategies of paraphrasing in writing, some students mentioned about 2 steps: reading and rewriting. Other students stated that they prefer to have 5 main things: synonyms, antonyms, general words, phrases, and using quotation. The difficulties of doing paraphrasing mentioned such as maintaining the meaning, lack of paraphrasing skills and preventing the plagiarism.
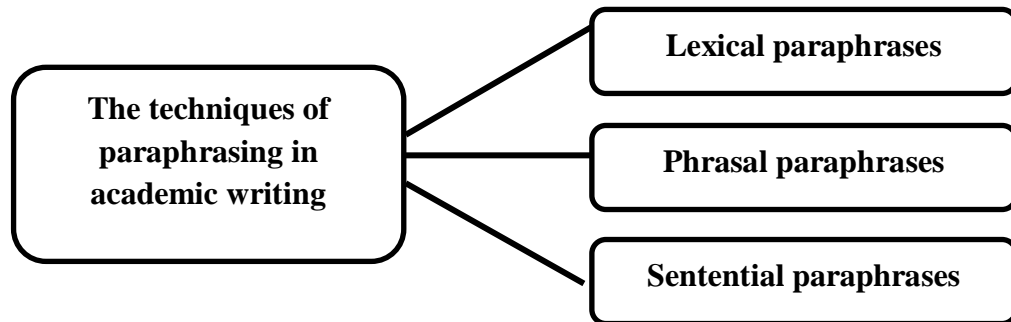
Conceptual Framework

This research is conducted in order to find out the techniques that students used for paraphrasing in annotated bibliography assignment.

Paraphrasing as mentioned in the literature review above, it is one involvement way which related to the changing a text so it is quite dissimilar to the source of the text yet retains all of the meanings. Paraphrasing in this context related to the discussion that used to prevent plagiarism in the academic writing assignment. Academic assignment as one of the requirements for students to passed the courses. Moreover, paraphrasing is used in annotated bibliography assignment to prevent plagiarism as the requirement to finish the courses.

According to the Madnani and Dorr (2010), paraphrasing occurs in several levels as following: lexical paraphrases, phrasal paraphrases and sentential paraphrases. Those techniques are that can be implemented by students in doing paraphrasing for academic writing assignment.

Figure 2: Conceptual framework

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│                     │                    │   Lexical paraphrases   │
│  The techniques of  │                    └─────────────────────────┘
│   paraphrasing in   │────────────────────┌─────────────────────────┐
│  academic writing   │                    │   Phrasal paraphrases   │
│                     │                    └─────────────────────────┘
└─────────────────────┘                    ┌─────────────────────────┐
                                           │  Sentential paraphrases │
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This research is conducted in order to find out the techniques that students at EED of UMY used for paraphrasing in annotated bibliography assignment.