CHAPTER I

INTRODUCTION

A. *Background of the Research*

As supporting material, paraphrase plays an important role in academic writing. Most English learners try to paraphrase appropriately to declare that they have understood the ideas from the source, while they need to show that the information or ideas they are presenting is not their own, paraphrase became something that challenging the students. There are several reasons that causing paraphrase is difficult. Roig study's paraphrase and plagiarism found that the limitation of information on the original text such as in the background and general context in the design of study is challenged some participants to paraphrase appropriately.[1]Based on the study in North American university, Keck comparing summary writing of L1 and L2 undergraduate reported that L2 learners identified doing many textual borrowing than their English peers because lack of English proficiency and lack of writing experience[2]. Shi and Dong, studying English and Chinese paraphrasing in Chinese graduate students context stated that Chinese students mostly interrupt the source text, and avoid the citation than English paraphrase. The finding also revealed that lack of paraphrasing understanding caused inappropriate paraphrase[3]. Furthermore, Flores and Lopez concluded paraphrase

[1]Miguel Roig (2001) Plagiarism and paraphrasing criteria of college and university professors, *Ethics and Behavior*, Vol. 11, (3). p, 307-323. doi: 10.1207/S15327019EB1103_8.

[2]Casey Keck (2014) Copying, Paraphrasing and Academic writing development: A Re-examination of L1 and L2 Summarization practices, *Journal of Second Language Writing,* Vol. 25. p. 4-22. doi: 10.1016/j.jslw.2014.05.005.

[3]Ling Shi and Yanning Dong (2018) Chinese Graduate Students Paraphrasing in English and Chinese contexts, *Journal of English for Academic Purposes*, Vol. 34. p, 46-56. doi: 10.1016/j.jeap.2018.03.002.

difficulties in major areas; lack of language competence, lack of reading comprehension skill, lack of vocabulary, and lack of documentation skill [4].

Paraphrasing is process re-writing the source text through changing the word and structure of the source text that have equivalent.[5]. According to Ho, there are many kinds of paraphrase that can be appeared in the forms of word, phrase and sentence. Which are lexical paraphrase, phrasal paraphrase and sentential paraphrases.[6] The combination of these kinds of paraphrase is frequently found in academic writing text in variety of linguistic features. The term lexico-grammatical paraphrase is represent the complexity of linguistic features that might be applied in students writing. Because is not just focus on the single items, such as lexical items or structural items, but it covers all the linguistic skill in paraphrasing such as morphological, lexical and syntactical. Using different lexical and syntactical structure, L2 learners is challenged to paraphrase appropriately. Study International students in America, Mori analyzing L2 learners' paraphrasing using linguistic typology of change (Morpholexical and structural category) revealed that students is challenged in linguistic consideration and applying this approach will be an alternative way in paraphrasing instruction.[7]

In fact, L2 learners is struggled to write in academic context, particularly in writing their proposal research. Students still confused to paraphrase and it is implicated poor of writing skill. It is assigned from overuse of quotation and lack of

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[4]Eden Regala-Flores and Michelle Lopez (2019) Self-reported Summarizing and Paraphrasing Difficulties in L2 Writing contexts: Some Pedagogical Interventions, *Indonesian Journal of Applied Linguistics*, Volume 19, (2), p. 286-296. doi: 10.17509/ijal.v9i2.20219.

[5]Chukfong Ho and M.A.A Murad, S.Doraisamy and R.A Kadir, (2012) Extracting Lexical and Phrasal Paraphrase: A review, *Artif Intell Rev,* p.1-44. doi: 10.1007/s10462-012-9357-8.

[6]Chukfong Ho and M.A.A Murad, S.Doraisamy and R.A Kadir, (2012) Extracting Lexical and Phrasal Paraphrase: A review, *Artif Intell Rev,* p.1-44. doi: 10.1007/s10462-012-9357-8.

[7]Miki Mori, (2019) Meaning via a Typology of Linguistic Changes, *TESOL Quarterly*,   Vol. 53, (3), p. 885-895. doi: 10.1002/tesq.514

awareness in avoiding plagiarism.[8] Based study conducted Ellery stated that as novice writers, students still act plagiarism and it is increasingly high in the electronic era[9]. However, Pecorari argued that students poor writing will be an extraordinary-researcher forward. They only on the process to be a good writers[10].

The researcher use proposal research to asses students' paraphrasing skill in lexico-grammar. Proposal research is consisted of research topic, research background and gap(s), research aim, and objectives, research methodology, research significance/ importance, research programs, and references which are treated in that order.[11] Research proposal is chosen because it is a writing practice of senior undergraduate to reflect the knowledge that have been gained during learning process approximately three years. It is included paraphrase that have been study in basic writing course. Therefore study research proposal will be like a media to review students paraphrase understanding especially using lexico-grammatical strategy that employed in their paper. This study proposes lexico-grammatical paraphrasing skill in academic writing texts focused on research proposals of Indonesian Islamic Higher Education Students context.

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[8]Ivan, A Uemlianin, (2000) Engaging Text: Assessing paraphrase and understanding, *Studies in Higher Education*, Volume 25, (3), p.347-358 (p. 348). doi: 10.1080/713696160.

[9]Karen Ellery, (2008) An Investigation Into Electronic-Source Plagiarism In A First Year Essay Assignment, *Assessment and Evaluation in Higher Education*, Vol. 33,(6), p.607- 617. doi:10. 1080/02602930701772788.

[10]Diane Pecorari, (2003) Good and Original: Plagiarism and patchwriting in academic writing,*Journal of Second Language Writing*, Volume 12, p. 317-345. doi: 10.1016/j.jslw.2003.08.004

[11]Raymond Talinbe Abdulai and Anthony Owusu-Ansah, (2014) Essential Ingredients of a good research proposal for undergraduate and postgraduate students in the social sciences, *SAGE Open*,Volume 4, (3), p. 1-15. doi: 10.1177/2158244014548178.

B. *Research Question*

This research conducted to solve the research problem:

1. How do the real condition of Indonesian Islamic higher education students' academic writing texts?

2. How do the students' proficiency to paraphrase the academic writing texts using lexico-grammatical strategy on their research proposals?

C. *Operational Definition*

The title of this research is lexico-grammatical paraphrasing skill in academic writing texts: focused on research proposals of Indonesian Islamic higher education students context.

1. Paraphrasing is re-contextualizing source information in one's own writing with a credit to the original author.[12] In re-contextualizing process, paraphrasing involves more complex aspects in the aspect of language itself or in the relation in other language skill. In more advanced theory, paraphrasing has been explained by several studies as the way to cite the sources in writing where at the end of practice will increase active understanding by learner's as a part of the skill in academic literacy[13].

2. Lexico-grammar is a linguistic structure that tend on the vocabulary and grammatical resources employed in the language.[14] Lexico-

[12]Ling Shi, Ismaeil Fazel, and Nasrin Kowkabi, (2018) Paraphrasing to Transform Knowledge in Advanced Graduate Student Writing, *English for Specific Purposes*, Vol. 51, p. 31-44. doi: 10.1016/j.esp.2018.03.001.

[13] Alan Hirvela and Qian Du, (2013) Why am I paraphrasing? Undergraduate ESL Writers' Engagement with Source-Based Academic Writing and Reading, *Journal of English for Academic Purpos*es, Volume 12, (2), p. 1-12. doi: 10.1016/ j.jeap.2012.11.005.

[14]L.H Seah, D. J Clarke, and C.E Hart, (2011) Understanding Students' Language Use About Expansion Through Analyzing Their Lexicogrammatical Resources, Vol. 95, p.852-876. doi: 10.1002/sce.20448.

grammar is a linguistic structure that tend on the vocabulary and grammatical resources employed in the language.[15]

3. Academic writing simply define process generate our idea in the paper, process of creating, organizing, writing and polishing. Academic writing is write a paper in academic context. Writing is a complex and collective activity that require high cognitive skill to understand the information and conveyed it into our paper. Students in doing their assignment or essay start by thinking about the topic, then do to write (drafting) and write again (revision)[16] As an critical paper, academic writing has several types, Bailey (2004) classified academic writing according to the writing purposes, which are notes, report, project, essay, thesis or dissertation, article or paper[17]

D. *Objective and Contribution of the Research*

Based on the previous questions that have been formulated before, the objective of this research is to fulfill the students' lexico-grammatical paraphrasing skill and knowledge in their research proposal.

The result of this study is expected to provide these benefits:

A. Theoretically, this research is expected to enrich insight in the context of lexico-grammar paraphrasing in academic writing.

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[15]L.H Seah, D. J Clarke, and C.E Hart, (2011) Understanding Students' Language Use About Expansion Through Analyzing Their Lexicogrammatical Resources, Vol. 95, p.852-876. doi: 10.1002/sce.20448.

[16]Thomas S. Kane, (2000) The Oxford Essential Guide to Writing, p.1. Oxford University Press.

[17]Sthepen Bailey, (2004) Academic Writing a practical guide for students, p. 3. RoutledgeFalmer.

B. Practically, this research is expected to be one of the sources of information and knowledge for people:

    a. For the researcher, this research as a form of reflective study in using paraphrasing in academic writing.

    b. For the teacher, this research is expected to be a useful reference in paraphrasing instruction in writing course.

    c. For the students, this research can be used as one of the alternative strategy to understand lexico-grammatical paraphrase in academic writing context.

    d. For the next researchers, this research will be as a comparative study for reference material.

E. Previews Related Research Findings

Study paraphrase in students paper have been conducted in comparative study of Chinese and English context, Shi and Dong, collected graduate research paper such as final thesis, proposal, journal article and paper conference to identify paraphrasing example. This study integrates interview and textual analysis in collecting data. Where data analysis using two schemes works, which are, linguistic adaptation and re-contextualization. This study reported that Chinese paraphrase mostly do content re-contextualization such as adding ideas and interpreting the source text than English paraphrase that avoid this term and doing many linguistic adaptation[18].

Similarly Yu-Chih Sun and Fang-Ying Yang study paraphrase in more broad sense. The study of self-borrowing, paraphrasing strategies, sources and self-plagiarism that conducted on the 71 journal articles in the field of education. Yu-Chih Sun and Fang-Ying Yang employed Turnitin as plagiarism detection

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[18]Ling Shi and Yanning Dong, (2018). Chinese Graduate Students Paraphrasing in English and Chinese contexts, *Journal of English for Academic Purposes*, Volume 34. p, 46-56. doi: 10.1016/j.jeap.2018.03.002.

software beside human scrutiny to detect the amount of text borrowing in the paper. The findings reported that among of 30 paraphrasing types that used by students, students frequently used linguistic substitution and copying verbatim. It was identified that students copying words of the journal because of two aspects, that is lack of paraphrasing practices especially using many lexico-grammatical change and regarding students habit in doing self-plagiarism.[19]

Several scholars that study paraphrase have standard to classify whether students do paraphrase properly. One of the measurements is what Keck's design in her study paraphrase in summary writing of undergraduate. It is called Keck's paraphrase taxonomy that based on the unique links and general links. There are four major paraphrase types, which are near copy, minimal revision, moderate revision and substantial revision. Keck conducted comparative study both L1 and L2 learners' paraphrase showed that L1 learners' paraphrase existed in moderate revision and substantial revision where the L2 learners' paraphrase stuck in the near copy to moderate revision.[20]

Study paraphrase was viewed in different areas in academic writing, Mori study paraphrase in the aspect of linguistic features of international students in American university. It is called paraphrase linguistic typology. This study suggested that instructor in paraphrasing instruction should start in the concept of paraphrasing as a text reformulation, then explain to students the ratio of paraphrase in categorizing the text. Then apply linguistic approach such as morpholexical and structure. Mori revealed that focusing in linguistic typology

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[19]Yu-chih sun and Fang-ying, (2015). Uncovering published authors' text borrowing practices: paraphrasing strategies, sources, and self-plagiarism, Journal of English for Academic Purposes, p. 1-13. doi: 10.1016/j.jeap.2015.05.003.

[20]Casey Keck, (2006). The use of paraphrase in summary writing: A comparison of L1 and L2 writers, *Journal of Second Language Writing,* Vol. 15. p. 267-278. doi:10.1016/j.jslw.2014.05.005
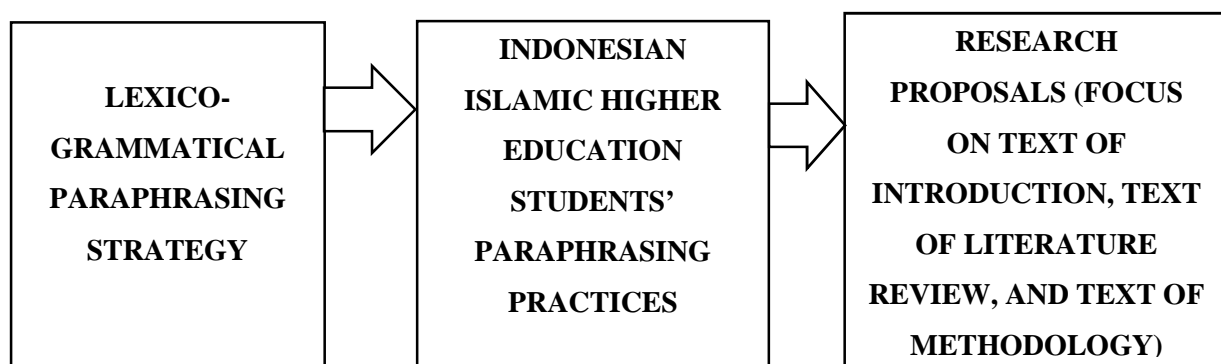
can be addressed in paraphrasing instruction whereas will help students to understand the overall of the aspect paraphrase.[21]

Other studies, Flores et al (2019) study summary and paraphrase of L2 students in Manila through pedagogical interventions. Using student reflections during the course and doing their summary and paraphrase task, the researcher found that lack of language proficiency still the most challenge students (99%), poor reading comprehension (88%), lack of vocabulary (60%), insufficient knowledge or lack of documentation skill (50%), and the other reason (13%).[22]

To be conclude that most of studies in paraphrasing cases above conduct studying paraphrasing practice of L2 learners that focusing on the students paraphrasing experience. Although all of these researches don not significantly study specific paraphrasing technique or strategy as a main component of paraphrasing. Therefore this study has focused on the lexico-grammatical paraphrasing skill in academic writing texts: focused on research proposals of Indonesian Islamic higher education students context.

F. Conceptual Framework

The theoretical framework is arranged by the researcher as follows:

LEXICO-GRAMMATICAL PARAPHRASING STRATEGY	→	INDONESIAN ISLAMIC HIGHER EDUCATION STUDENTS' PARAPHRASING PRACTICES	→	RESEARCH PROPOSALS (FOCUS ON TEXT OF INTRODUCTION, TEXT OF LITERATURE REVIEW, AND TEXT OF METHODOLOGY)

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[21]Miki Mori, (2019). Meaning via a Typology of Linguistic Changes, *TESOL Quarterly*, Vol. 53, (3), p. 885-895. doi: 10.1002/tesq.514

[22]Eden Regala-Flores and Michelle Lopez, (2019). Self-reported Summarizing and Paraphrasing Difficulties in L2 Writing contexts: Some Pedagogical Interventions, *Indonesian Journal of Applied Linguistics*, Vo. 19, (2), p. 286-296. doi: 10.17509/ijal.v9i2.20219.

On the structure above simply describe the view of this research that focusing on students' lexico-grammatical paraphrasing skill in academic writing context.

G. Methodology of Research

1. Approach of the Research

Qualitative study is applied in this research as an approach to describe the result of students' lexico-grammatical paraphrasing skill in their research proposal. Qualitative study focused on the natural settings, as its concerned with live as its lived, things as they happen, situation as they are constructed in the day-to-day, moment-to-moment course of events[23]. The researcher analyzed the documents and reported the findings in verbally. As the qualitative study rely on words especially nouns and adjectives that convey what exist[24].

2. Research Design

This study used a qualitative methodology through a case study design. A case study is a research approach in which one or several examples of a phenomenon are studied in depth. In qualitative case studies, many experts suggest that cases should be seen as configurational contexts and/or path-dependent entities. Besides that, qualitative case studies researchers advocate deep strategies such as "thick description" and " processing tracing" and opt for a "case-centered" approach.[25]

3. Participants

This research involved three students from one of the Islamic higher education in Bone, South Sulawesi, Indonesia. Three participants represented the main part of proposal research, such as in introduction,

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[23] Peter Woods, (2005). Successful Writing for Qualitative Researcher, p. 3. Routledge.

[24] Paul S. Gray, J. Williamson, David A. Karp and John.R, (2007). The Research Imagiantion: an Introduction to Qualitative and Quantitative Methods, p. 42. Cambridge University Press.

[25] Lisa M. Given, et al. (2008). The SAGE Encyclopedia of Qualitative research methods. Vol 1& 2, p. 68. SAGE Publication inc.

literature review and methodology. All the participants have a highest score in the English Department of Education and had been studied paraphrase in the basic writing course and had been studied how to write a good proposal research. The participants' research proposals were assigned pseudonyms using initial name.

4. Instrument

In conducting this research, the data which support the research findings collected through some instruments:

    a. Document analysis

    Document analysis conducted in analyzing participants text paraphrase. Document analysis used to know and understand the real condition of participants paraphrasing in their research proposal that using Kecks' taxonomy paraphrase. Kecks' taxonomy paraphrase is a techniques that used to measure students' ability in paraphrasing based on the amount of unique link. Beside that the analysis document also is used to know participants lexico-grammatical paraphrasing performances through Moris' Linguistic change typology. Moris' linguistic change typology is a techniques to understand students' paraphrasing performance by analyzing the varieties of linguistic that be found.

    b. Interview

    Interview is guided question-answer conversation, or an "inter-change of views between two persons conversing about a theme of mutual interest". However they differ from other conversations by having a specific structure or purpose[26]. In this interview the researcher used semi structure interview. Semi-structured interviews are superbly suited for a number of valuable tasks, particularly when more than a few of the open-ended questions require

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[26]Sarah J. Tracy, (2007). Qualitative Research Method, p. 131. John Wiley & Sons Ltd.

follow-up queries.[27] Especially consider employing SSIs in the following situations. Interview was used to supporting data that conducted after document analysis. Interview conducted to gain data regarding students' paraphrasing knowledge and practices and lexico grammatical paraphrasing skill.

5. Data Collection Method

The researcher conducted two instruments that used in this research which are called interview and documents (research proposals). As initial steps in collecting data, the researcher contacted the potential participants to ask their willingness to participate in this study (using letter of consent). Then, participant invited to join in WhatsApp group that providing any information regarding research proposals (data documents) and as a media communication and materials for both participants and the researcher. Then the participants invited to intensive interview through WhatsApp call using exploratory interview. It is a kind of interview that characterize as deep interview or free-style interviews.[28]

The researcher analyzed lexico-grammatical paraphrasing skill by analyzing both paraphrasing text and the source text then classifying its lexically and grammarly. Then the participants invited to intensive interview through Zoom App. The researcher asked participants regarding the way their doing paraphrase based on the researcher's results analysis found in their research proposals.

[27]Kathryn E. Newcomer and Harry P Hatry, (2015). Handbook of Practical Program Evaluation, p. 493. doi: 10.1002/9781119171386.ch19.

[28]A.N Oppenheim, (2001). Questionnaire Design, Interviewing and Attitude Measurement, p. 65. New York: Continuum. New Edition.

6. Data Analysis

       The researcher used qualitative method in analyzing students' research proposals. Qualitative method is a method that provide complex textual description toward related issues with students' experience. In this research, the researcher used document (research proposal) and interview in collecting data. Analysis conducted by focusing one paragraph in the text of Introduction, text of literature review and text of methodology of students' research proposal. The next phases, the researcher invited students to be interviewed based on the result of proposal analysis. Furthermore, the researcher conducted two phases of data analysis, which are:

  a. textual analysis

       In the first phase, the researcher analyzed data from WhatsApp group. Data is a file of students research proposal. The researcher choosed one paragraph of each texts in the main part of proposal research (introduction, literature review, and methodology). The researcher observed students paper regarding the way they doing paraphrase. Process analysis was begun by selecting texts that students paraphrase. So that, the researcher knew whether students understand paraphrasing properly or not. Next, specifically the researcher categorized students' text paraphrase using Kecks' paraphrase taxonomy and linguistic change typology of paraphrasing.

  b. Content Analysis

       Content analysis allowed the researcher to test theoretical issues regarding students' paraphrasing skill especially lexico-grammatical skill and their knowledge of paraphrase in academic writing. Content analysis is

one of the methodological research that used to make replicable and valid inferences in suitable context that provide knowledge, new insights and representation of facts and a practical guide to action.[29]

[29]Klaus Krippendorf, (2010). Content Analysis: An Introduction to its Methodology, *Organizational Research Methods,* Volume 13, (12), p. 392-394.