

# CHAPTER 1

## INTRODUCTION

### 1.1. Background of the Report

As international students, it is challenging to compose a text. They need to cite many convincing sources to support their writing, especially when writing an academic essay that needs many trusted sources without violating the copyright issue. According to Cai (2013), Academic writing may also be a substantial challenge for a sizable percentage of undergraduate and postgraduate students globally, even those majoring in English. For specific objectives, this problem has caught various experts in applied linguistics, mainly English. Alaofi (2020) also argued that a substantial amount of literature had been analyzed to examine the general challenges in academic writing as experienced by undergraduate and postgraduate students. However, there has been little empirical research on the critical aspects of academic writing, such as paraphrasing and summarizing. Furthermore, a few research have thrown insight into how students evaluate such capabilities in academic settings.

Therefore, paraphrasing skill is an essential element in this composing field as Na and Nhat Chi Mai (2017) stated that paraphrasing is a crucial ability in academic writing. It is a cognitive skill that necessitates higher-order thinking as well as strong reading and writing abilities. Golightly and Sanders (1997) also said that paraphrasing allows the writer to restate ideas from other works or drafts. The reformed vocabulary may be perfectly suited to a particular voice, flow, or line of argument.

Nevertheless, many international students found paraphrasing as a confusing concept because they are confused over the vague distinction between paraphrasing and summarizing. However, the fact is both are different as Hirvela and Du (2013) have differentiated that a summary (which may or may not involve a para) is a significantly simplified version of a longer original text obtained by capturing in the writers' own words its crucial information in (an) entirely new sentence(s). In contrast, a para is individual sentences that are rearranged, resulting in a combination of the original vocabulary and grammatical structure from the original passage and some new words and grammatical structures. As a result, in principle, a summary should be no more than one-third the length of the original text; a paraphrase can be as lengthy as the source text or, if necessary, can be lengthier to allow the author to retain the same level of detail as the source text.

Meanwhile, Yamada (2003) defined that good paraphrasing requires inferential thinking, which can lead to either reaching a conclusion based on statements or premises (deductive inference) or detecting similarities between two domains (analogical inference). The idea of restating the original text to mix with the source information of one's thinking, as has pointed out (1) opposes how students are taught to paraphrase and offer a faithful version of the source text, and (2) demonstrates mastery of appropriate paraphrasing and academic literacy, which separates experienced writers from neophyte writers. In the same case, Keck (2010) argued that many considerable paraphrases in students' writings are achieved not only by rewriting the essential components of the original excerpt (subject, verb, and object) into different grammatical forms to express the same idea (clause

element revision), but also by adding a phrase or clause to convey thoughts that are implicitly mentioned in the original text (clause element creation). In conclusion, paraphrasing restates the concept of someone's writing and adds some words or phrases to result in a good paraphrasing without changing the meaning.

The writer conducted her internship at English Diploma Program for two months as an assistant. English Diploma Program is an English major under the Faculty of Vocational Studies of Universitas Airlangga. The writer had many things to do there, such as paraphrasing a book, arranging documents, making some blog articles, and many more. Therefore, the writer would like to discuss the topics for this final report: the challenges and steps when she was assigned to paraphrase a book entitled "Successful Writing" for chapters eight and nine. Later, the paraphrased version will be utilized as the source for a course named "Genre Based Writing." Hence, the writer decided to entitle this final report "Challenges and Steps in Paraphrasing Chapter Eight and Nine of Successful Writing Book.

## **1.2. Statement of the Problems**

1. What were the challenges faced when paraphrasing chapters eight and nine of Successful Writing book?
2. What were the steps to paraphrase the chapters eight and nine of Successful Writing book effectively?

## **1.3. Limitations of the Report**

1. The sample limit. There are fifteen chapters on the Successful Writing book, but the writer could only gather the data from chapters eight and nine because only those chapters were assigned to her.
2. Lack of time. Because of the short time of the internship, which was only two months, the writer could only collect few data, such as paraphrased document from chapters eight and nine of Successful Writing book.
3. Access to data. Due to the pandemic situation, the writer conducted the internship from home, so she could only gather the data through observation and theories. It makes the writer did not have an opportunity to use interviewing method to gather more data regarding her statement of problems.
4. Data collection. Because of several limitations, such as lack of time and the unlikely situation that caused by the pandemic, the writer decided to use observation method and theories.

#### **1.4. Purpose of the Report**

1. To discover the challenges in paraphrasing chapter eight and nine of Successful Writing book.
2. To discover the effective ways from paraphrasing chapter eight and nine of Successful Writing book

#### **1.5. Significance of the Report**

##### **1.5.1. The making of final report is expected to be beneficial to Universitas Airlangga in;**

1. Developing the Universitas Airlangga's student quality.
2. Showing what have been learned in Universitas Airlangga.
3. Exploring and applying the knowledge from Universitas Airlangga to Academic Writing field.

##### **1.5.2. The final report is expected to be beneficial for the writer in;**

1. Developing writing's in Academic Writing especially in paraphrasing.
2. Practicing the course that gained from the lecturer in university.
3. Fulfilling the graduate requirements for a degree of English Diploma

##### **1.5.3. The final report is expected to be beneficial for the English Diploma Program in;**

1. Assisting the English Diploma Program in providing the source to complete the book for Genre Based Writing course.
2. Perceiving the effective techniques in paraphrasing Successful Writing book.
3. Applying what has been learned during the lecture.

**1.5.4. The final report is expected to be beneficial for the other interns in;**

1. Obtaining more knowledge in paraphrasing.
2. Perceiving the means to effective paraphrasing.
3. Creating a reference object to the other interns