CHAPTER II

REVIEW OF RELATED LITERATURE

2.1   Previous Research Findings

In this research, there are some reviews of related literature finding from the previous researcher, they are:

The first previous research finding come from Chi Do Na and Nguyen Xuan Nhat Chi Mai (2017) in their research entitled "Paraphrasing in Academic Writing: a Case Study of Vietnamese Learners of English". Their research discussed about more a paraphrasing in the world of academic writing because almost all subject assignments are done in the form of essays and scientific reports at Vietnamese universities. They said that paraphrasing is a cognitive skill that requires strong concentration in analyzing the reading then rewriting it in academic writing. Therefore it can increase the academic writing. For students who have no experience concern about it, argue that paraphrasing is more difficult than mother tongue. The cause is a lack of awareness in the importance and technique of paraphrasing.

This research conducted a deepening the skills of EFL students at universities in Vietnam, to find out what are the challenges face by students in paraphrasing and explains that students do not know that paraphrasing is not always using synonyms but also changing the syntactic structure.[1]

The similarity of research between previous researcher and current research is the first in topic raise namely paraphrasing, the second refers to the object of research

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[1]Chi Do Na and Nguyen Xuan Nhat Chi Mai Hue, *"Paraphrasing in Academic Writing: a Case Study of Vietnamese Learners of English*," https://www.researchgate.net/publication/323576330, (accessed on October 08, 2020).

is students, the third leads to the research method namely qualitative method and the fourth, the instrument for collecting data is interview.

The difference is that the previous research focused on paraphrasing in academic writing such as essays and journals in Vietnamese learners of English while the currents research focuses on completing skripsi in Indonesia, especially in English Department students at State Islamic Institute (IAIN) of Parepare.

The second previous research finding was conducted by Herdiansari Hayuningrum and Made Frida Yulia from Sanata Dharma University with their research entitled "Students' Problem in Writing Paraphrase in Research Paper Writing Class." The researcher illustrated that paraphrasing is a technique which the writer rewrites the words and sentences by taking ideas from the reading. The students from Sanata Dharma University experienced problems using paraphrasing because of these problems, they were easily copy words and sentences from the author directly and it indicated a plagiarism. The result of this research showed that the researcher can identify any problems from the students.[2]

The similarity is the research presents about paraphrasing to avoid plagiarism and the difference is the previous research focused in research paper writing class while the current research focuses in completing a skripsi.

And the last from Helda Wati (2017) in her thesis entitled "The Difficulties of Paraphrasing in Academic Writing (For the Seventh Semester of English Department at UIN Antasari Banjarmasin Academic Year 2017/2018". Her thesis discussed about students difficulties of paraphrasing. She said that writing is a skill needed in English.

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[2] Herdiansari Hayuningrum and Made Frida Yulia, "*Students' Problems in Writing Paraphrases in Research Paper Writing Class,*" https://doi.org/10.24071/llt.2012.150101, (accessed on October 08, 2020).

There are many difficulties that occur when writing in your own language, such as paraphrasing. Sometimes students make mistakes in changing the structure of words, sentences and synonyms.

This research has 2 research questions. What are the students' difficulties in paraphrasing and why do the students face the difficulties in paraphrasing. That is why she is interested to do this researcher because she wants to know what the students difficulties. The results of this study indicate that there are 3 aspects that underlie the difficulties of students in paraphrasing. Those are how to change the synonym, change grammar, word or sentence structure and change the sentence order. There are a lot of reasons why the students face the difficulties in paraphrasing such as the students lack of vocabularies, they do not understand the main idea in the text, the lecturer does not explain more about paraphrase and the students do not know how to make a good paraphrase.[3]

The similarity of research between previous researcher and current research is from the title of the research which examines the difficulties of students in using paraphrasing. Furthermore, the research method is qualitative and the instrument for collecting data is interview.

The difference is that the previous research focused on the students in the seventh semester while the current research focuses on the students in ninth semester. Then the place to do the research is different also.

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[3] Helda Wati, *"The Difficulties of Paraphrasing in Academic Writing For the Seventh Semester of English Department,"* (Banjarmasin: UIN Antasari Banjarmasin, 2017).

2.2   Some Pertinent Ideas

2.2.1   Writing Skill

2.2.1.1 The Concept of Writing Skill

In learning English, there are four aspects of language skills namely listening, speaking, reading and the last is writing. Although writing is placed at the last point but it does not mean this ability is not important quite the opposite writing skill include all the knowledge and abilities related to express ideas through the written word. The writing skill of people will determine how they are as individuals. Many people can see the characteristics through the authors' writing because of the style in conveying something.

Writing Skill is a progressive activity. The meaning is that we have thought about the script from the writing we first wrote. Then read back the writing and revise it again.[4] Donn Byrne notes that writing is produce a sequence of sentences arranged in a specific order and linked together in certain way[5] therefore it can make readers understand the message from the author.

While Brown point out on his book that one of the main themes in pedagogical research explains, writing is the essence of the writing itself. Written products are the result of thinking, compiling and improving procedures that require special skills.[6]

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[4] Alice Oshima and Aan Hogue, *Introduction to Academic Writing Second Edition,* (New York: Longman Group, 1998), page 2.

[5] Donn Byrne, *Teaching Writing Skills*, (England: Longman Group, 1990), page 1.

[6] H. Douglas Brown, *Teaching by Principles Second Edition,* (New York: Longman, 2001), page 335.

Janet Emig described writing as "a unique mode of learning" involving the active participation of both the left and right hemispheres of the brain. Researchers have agreed that writing enhances thinking skills.[7]

Writing is meant here is to convey thoughts, ideas and facts in easy language. It is a complex activity that refers to the act of writing thoughts in a text. Writing skill is an importance part of communication. It is constructed through graphic symbols and arranged according to certain issues to grammatically then forms in a writing text[8]. The researcher argues that writing skill is a series of activities to express ideas using written language as a medium and produce writing. This is of course obtained from the learning process which is continuously trained without being bored.

Based on the explanation above the researcher can conclude that writing is a form of thinking. It means that writing is an activity to express ideas, issues, events, feelings or thinking to the others through written form. When students want to write something they should have a lot of information, ideas and thoughts in their mind so that they will be able to express them into sentences, paragraphs and essays easily because writing is a productive activity. This means that the first we write something, we have already been thinking what we are going to write afterwards we read over what we have written and make corrections Therefore writing is never a one step action, it is process that has several steps.

2.2.1.2 Component of Writing

Jacob points out there are five components of writing. Those are content, organization, grammar, vocabulary and mechanics.

2.2.1.2.1 Content

The reader should be clear about the content of the writing so that the reader can understand the information conveyed and obtain from it. In order to have a good

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[7]V. Satya Sri Durga and Rao, "*Developing Students' Writing Skills in English – a Process Approach,*" https://www.researchgate.net/publication/325489625, (accessed on October 09, 2020).

[8]Mass Communication Talk, "*Language Skills and Communicative Abilities Definition and Technique of Writing Skill,*" Talk.www.masscommunicationtalk.com/definition-and-technique-of-writing-skill.html, (accessed on October 08, 2020).

writing content: It should be well unified and perfected. This term is often referred to as unity and compreness, which are the characteristics of good writing.

2.2.1.2.2 Organization

The written process of organizing materials involves a coherent sequence of importance, from general to specific to general, temporal sequence and spatial sequence patterns. Coherence means "sticking together". In a coherent paper, all ideas are connected together. This means that all ideas support each other in one paragraph.

Important order is one of the most useful ways to arrange ideas in a paragraph. Technically, a paragraph can be arranged into two ways, the beginning with the important ideas and building the least important.

2.2.1.2.3 Grammar

Grammar is the most important thing in writing. This arranges the resulting speech to be correct and orderly. Therefore, grammar has an influence on the quality of writing. To get good grammar in writing, the writer must pay attention to the use of grammatical rules regarding tenses, prepositions, conjunctions, clauses, articles and etc. Lack of grammar will blur the content of the writing and can lead the misunderstanding, for example the use of tenses.

2.2.1.2.4 Vocabulary

People can not write anything of they have nothing to say. In expressing ideas, it should do in the form of words or vocabularies. The results of a lack of vocabulary can confuse people with what to say and fail to say. The right vocabulary will help the writes to compose the writing and also make readers essay to understand.

2.2.1.2.5 Mechanics

Writing skill involves capitalization, spelling and punctuation. Capital letters have two main uses in English writing. First, they may be used to distinguish between special and general situations of people and local things. In addition, there are some special situations that call for the use of capital letters such as word in quotation, a

formal statement, proper noun, proper adjective and etc. The ability to spell correctly can be deduced from the application of few rules. Our spelling begins to improve if we practice the procedures.[9]

2.2.1.3 The Purpose of Writing

O'Malley and Pierce state that there are three purposes of writing those are :

2.2.1.3.1 Informative

It is represented by "Informative Writing" which aims to share knowledge or information, provide guidance and ideas to others. Informative writing involves describing events or experiences, analyzing concepts, speculating on causes and results and developing new ideas designed to provide readers with important information.

2.2.1.3.2 Expressive and Narrative

It is represented by "Expressive Writing" or "Narrative Writing" aims to to share a personal or imaginative expression. It usually consists of a writer's story or article. Expressive or narrative often used to perform a pleasure discovery story, poems or short play.

2.2.1.3.3 Persuasive

Persuasive is an adjective which show that meaning good at persuading someone to do or believe something through reasoning or the use of temptation. It is represented by "Persuasive Writing" that is purposed to persuade the readers to do something. It is efforts to influence other people. This type of writing includes evaluation of book, movie, consumer product or controversial issues.[10]

2.2.1.4 Genres of Writing

H. Douglas Brown states that there are some genres of writing such as academic writing, job-related writing and personal writing. In this research, the

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[9]George E Wishon, *Lets Write English,* (New York: Litton Educational Publishing. Inc, 1980), page 377.

[10] J. Michael O'Malley and Lorraine Valeds Pierce, *Authentic Assessment for English Language Learners,* (London: Longman, 1996), page 137-138.

researcher will discuss about academic writing. [11] This genre below is the most genre that students use in university produce commonly. Academic writing includes some writings namely essay, journal and research paper.

2.2.1.4.1 Essay

An essay is an important document on a specific topic containing a mixture of facts, opinions and ideas, which is compiled in a logical order and using the appropriate expression strategy. The purpose is to form an academic paper then expand it to form a thesis, support the thesis and form a conclusion based on support.

2.2.1.4.2 Journal

Journals are scientific publications that contain articles written by researchers, professors and other experts. Journals focus on specific disciplines or fields of study such as journal for education, health, finance and others. Unlike newspaper and magazines, journals are more specifically aimed at academic readers rather than general readers. The purpose of journal is to show the development of thoughts as a result of experiences and etc.[12]

2.2.1.4.3 Research Paper

Research papers are a common form of academic writing. Students and academics are required to find information about a topic with conduct a research, take a stand on that topic and provide support or evidence for that position in reports organized in research paper. The author of the research paper chooses one topic then formulates questions to be answered, collect information from various sources obtained and presents answer to questions in written form.[13]

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[11]H. Douglas Brown, *Language Assessment—Principles and Classroom Practices* (United Stated of America: Longman/Pearson Education, Inc., 2004), page 219.

[12] University of Victoria, *"Journal,"* Official Website of University of Victoria. https://www.uvic.ca/library/research/tips/journal/index.php. (accessed on October 21, 2020).

[13]Baden Ian Eunson, "*Academic Writing : The Essay*," https://www.researchgate.net/publicati on/263863946, (accessed on October 21, 2020).

2.2.1.4.4 Skripsi

To get a bachelor's degree in Indonesia, students must complete a final project. It is an obligation for them. Indonesian people call it a skripsi. Skripsi is a systematic scientific paper of a research that discusses a phenomenon in a particular field with 1 or 2 research questions. In general, the purpose of the skripsi is to develop the knowledge that has been learned.

2.2.1.4.5 Thesis

Thesis is a final project for master lever in academic degree. Thesis is a written scientific of empirical or experience research, theoretical and holistic to be used as material for academic studies. A thesis is a statement or theory that is supported by arguments, result of a collecting, analyzing and processing, presenting, conclusions and making recommendations with 3 research questions.

2.2.1.4.6 Dissertation

The dissertation is a research project that is completed as part of an undergraduate or postgraduate degree. A dissertation is a students' final official scientific paper in completing of the S3 program. It is evidence of students' ability to conduct research related to new discoveries in the science program. Then, the scientific value is the highest in the academic field, it is obliged to seek new things and theories that can be used in the field of science.[14]

2.2.1.5 Requirements of Good Writing

Good writing in any language requires knowledge, including the convention of written discourse in the culture and the ability to choose the precise words that can express one's meaning. To write an interesting texts and good paragraphs, we should know what is paragraph is. "A paragraph is a set of sentences that contains relevant information about a main or central idea."

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[14]Sevima, *"Apa Pengertian dan Perbedaan Skripsi, Tesis dan Disertasi,"* Official Website of Sevima. https://sevima.com/apa-pengertian-dan-perbedaan-skripsi-tesis-dan-disertasi/, (accessed on October 25, 2020).

A good paragraph usually focuses only on one idea that is expressed in the topic sentences. Topics sentences are important to express an idea. The Function of the thought is to control the content of paragraph, which basically consists of three parts; these are introduction, the body and the conclusion. When writing a good paragraph we should focus to two things. They are:

2.2.1.5.1 Unity

Unity is identical to unified whole. This means that unity expresses ideas in one paragraph. All sentences in a paragraph should state on the one thing in the topic sentence and in a paragraph, it is not allowed to discuss many things because it will reduce or even eliminate the important points discussed. Therefore, all sentences in paragraph stick together or it means that in paragraphs are related to one another.

2.2.1.5.2 Coherence

Coherence also plays an important role in writing. It plays a vital role in making the passage read well. Each coherent paragraph contains smoothly-connected ideas. To achieve coherence, the researcher needs to use some transitions, such as however, although, finally and nevertheless.[15]

Writing skill is complex and difficult to teach since, because this type of case writing means more than just putting a graphic form on a piece of paper. It involves at least five components. They are content, form, grammar, vocabulary and mechanic.

2.2.2 Paraphrasing

2.2.2.1 The Concept of Paraphrasing

Paraphrasing is expressing what someone has written in their own words. That is a way of presenting ideas in a different writing style. Learning paraphrasing is very important because an effective paraphrasing will do it to avoid plagiarism which is considered a crime.[16]

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[15]Barli Bram, *Write Well Improving Writing Skills,* (Yogyakarta: Penerbit Kanisius, 1995), page 13-21.

[16]Ismail, et al., *Paraphrasing Technique To Develop Skill For English Writing Among Indonesian College Students Of English,* A Multifaceted Review Journal in the Field of Pharmacy.

There are many experts who give their views about the definition of paraphrasing. Merriam Webster states that paraphrasing is a restatement of a text, passage or work giving the meaning in another form.[17] Clark finds that paraphrasing shows their understanding of the material drawing ideas and meaning into their own analysis and argument.[18] Pears and Shields argue that paraphrasing has its own benefits because it is more suitable for students' writing style and in their writing, it can concluded that they understand what they are writing.[19] Badiozaman defines paraphrasing as an activity of restating information in an idea expressed by someone and presented in a new form.[20]

Easily paraphrasing is the re-expression of a speech from one level or type of language into another without changing the meaning and ideas of writing. It can also be interpreted as rewriting of a text (essay) in another form (wording), with the intention of being able to explain hidden meanings.

Then Hirvela and Du note that paraphrasing is the repetition of a person's words and ideas using different phrases, clauses and sentences but borrowing the ideas from the writer.[21] Howard confirms paraphrasing as a rewriting the text from the original source in its own or new language and not removing the meaning of the original text.[22] Keck explains that paraphrasing involves restating an idea,

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[17]Merriam Webster, https://www.merriam-webster.com/dictionary/paraphrase, (accessed on October 08, 2020).

[18]Clark and Dugdale G, "*Young People's Writing Attitude Behaviour and the Role of Technology,"* http://files.eric.ed.gov/fulltext/ ED510271, (accessed on October 08, 2020).

[19]Pears and Shield G, "*The Essential Referencing Guide,"* http://www.bms.lk/, (accessed on October 08, 2020).

[20]Badiozaman, "*Paraphrasing Challenges Faced by Malaysian ESL Students (Issues in Language Studies),"* http://www.ils.unimas.my/media/pdf/ILS_V3N2.pdf, (accessed on October 08, 2020).

[21]Alan Hirvela and Qian Du, "*Why am I Paraphrasing ? Undergraduate EFL Writers' Engagement with Source - Based Academic Writing and Reading,"* https://www.researchgate.net/publication/257604116, (accessed on October 08, 2020).

[22] Howard and Rodrigue, "*Writing from Sources, Writing for Sentence,".* https://journal.equinoxpub.com/WAP/article/view/5416, (accessed on October 08, 2020).

information or language of a source text in one's own words and sentences with documentation of the source.[23] Murphy demonstrates that paraphrasing is a step to show an understanding of a text which takes the process of reading the original text and begin to make writing by using paraphrase technique[24] and Bailey reports the idea that paraphrasing contains different lexical and syntactic items where the text changes while the maintaining its meaning.[25]

However paraphrasing is the relationship of meaning between two sentences that occurs because the two sentences are considered to have identical meanings but they have differences in other lexical items or syntactic structure.[26] These all experts argue that the essence of paraphrasing is how people in writing activities present it with new sentences by borrowing ideas from the author but not changing the meaning.

There are many definitions concern to the paraphrasing put forward by the experts. From the definitions above, the researcher can conclude that paraphrasing is changing a text both in terms of words and sentences structure so that the result of the writing is different from the original source but still maintains the meaning in the original text, to make it easy in remembering the point of paraphrase just put the text in your own words, avoid copying the text, rearrange similar text, and ask yourself if you included all the important point. This is a very effective and important way in the world of writing because it can avoid the risk of plagiarism and improve a writing skill.

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[23]Keck, "*The Use of Paraphrase in Summary Writing: a Comparison of L1 and L2 Writers,*" https://www.researchgate.net/publication/223437882, (accessed on October 08, 2020).

[24]Murphy, *General Guide for Academic Writing and Presentation of Written Assignments.* http://sydney.edu.au/health-sciences/currentstudents/forms/assign_guide, (accessed on October 09, 2020).

[25]Bailey, *Academic Writing a Handbook for International Students,* (London: Routledge, 2006), page 29-30.

[26]Kaharuddin, *Introduction to Linguistics,* (Yogyakarta : TrustMedia Publishing, 2018), page 168.

2.2.2.2 The Importance of Paraphrasing

2.2.2.2.1 Avoid the Plagiarism

The aim of the university, students is having a deep understanding and professionalism in their major of education. In order to develop themselves, they require to read the articles and to perform their own ideas and minds before the people or academic convention. In academic writing, the students supposed to be present the original work and perform wide reading but also to appropriately reference and incorporate the views of experts in the field of study into their essays. In order to do this correctly, the students need to attend the academic convention for referencing and acknowledging sources. By not following this convention, a student may be guilty of plagiarism or being seen to claim as his own word idea or research of other people.

> "Taking over someone's ideas, methods or the written word, without recognition and with the intention that it is taken as a result work." American Association of University Professors.[27]

As the above quotation shows that plagiarism is a form of dishonesty and can cause serious consequences such as unqualified in subject or even expulsion from a course. Although there are cases of deliberate plagiarism or cheating, most students' plagiarism is the result of ignorance, carelessness or a lack of advanced writing skills.

2.2.2.2.2 Understanding the Source of the Text

In order to successfully paraphrase, second language learners need to utilize complex cognitive and language skills. First, they must correctly understand the meaning of the text to activate their reading ability. The next step is to select the focus of the source text, transform and integrate it into their writing in a meaningful and accurate way. This conversion can be done by replacing the vocabulary items in the original text. Specifically, Bailey points out the using of synonyms (studies > research, society > civilization), changing word class (in the mountains (n) >

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[27] Miguel Roig, *"Avoiding Plagiarism, Self Plagiarism and other Questionable Writing Practices: a Guide to Ethical Writing,"* roigm@stjohns.edu, (accessed on October 09, 2020).

mountainous regions (adj + n)), changing word order (ancient Egypt collapsed > the collapse of Egyptian society begin) and a combination of all the above mentioned technique. [28] Moreover, Rogers recommended changing sentence structure (from active sentence > passive sentence and form direct speech > indirect speech) or using other structure.[29] These two techniques have also been reported to be frequently used by L2 English learners in their attempts to paraphrase.

Overall, it is very importance to understand paraphrase first. From the concept above, it can be concluded that to do paraphrase, the first thing to do is understanding the basic concept of writing then have a lot of vocabulary because this is the urgent thing in writing and last but not least learn general knowledge to add insight and can be a reference for the author.

2.2.2.3 How to Paraphrase

Kaharuddin points out that there are 3 possible ways to produce a paraphrase, namely : (1) to replace one or more words in the second sentence with the most relevant synonyms of the words, for example "They like reading books on linguistics" become "They *enjoy* reading books on linguistics", (2) to change the lexical structure of a phrase in the second sentence, for example "They like reading books on linguistics" become "They *enjoy* reading *linguistics books*" and (3) to change the sentence structure (e.g. from active to passive sentence), for example "They bought linguistics books" become "Linguistics book were bought by them".[30]

Oshima and Hogue have mentioned that there are 4 steps used to write a paraphrase. The steps are reading the text carefully until understanding it fully, looking for the words which are not understood by finding synonym for them then writing a brief outline including the main idea, the main supporting points, primary

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[28]Bailey Stephen, *Academic Writing: A handbook for International Students Second Edition,* (London : Routledge, 2006), page 29-30.

[29]B. Rogers, *The Complete Guide to the TOEFL Test: Writing,* (Singapore: Seng Lee, 2007).

[30]Kaharuddin, *Introduction to Linguistics,* (Yogyakarta: TrustMedia Publishing, 2018), page 168.

and secondary supporting details and last but not least writing the paraphrases by using different vocabulary and sentence structure.[31]

Vanitha in her research that gives the techniques which will make the paraphrasing successful as follows:

2.2.2.3.1 Synonym Replacement

Hard words to understand and unfamiliar words can be replaced with easy and familiar words for better understanding. The same time too much of new words and easy word can spoil the real aim and depth of the sentence. Therefore, simply changing the words with their synonyms is not paraphrasing, instead for easy understanding and reaching, the text should be rephrased with suitable synonym without spoiling the main idea of the text, for example:

Main sentence   : *"The Reynard is content with the Vixen."*

Paraphrased sentence : *"The male fox is happy with the female fox."*

Here the word, "Reynard" is replaced with "male fox", "Vixen" with "female fox" and the word "content" with "happy" and made the sentence easy to understand.

2.2.2.3.2 Changing the Parts of Speech

Native speaker of English will be using the complex words and phrases, but the non-native speakers of English will be finding difficult to understand the complex structure of the language. Parts of speech are ranging from verbs and nouns to adjectives and adverbs are replaced with new parts of speech while paraphrasing, for example:

Main sentence   : *"The girl is quickly jumped across the line, grabbing yet another victory."*

Paraphrased sentence : *"The girl grabbed another victory when she jumped across the finish line."*

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[31] Alice Oshima and Ann Hogue, *a Writing Academic English: a Writing and Sentence Structure Workbook for International Students,* (Massachusetts: Addison-Wesley Publishing Company, 1983).

In this sentence, the verb phrase with the gerund grabbing becomes the verb jumped.

2.2.2.3.3 Changing Affirmative to Negative

Without changing the meaning, the sentence can be interchanged with affirmative to negative for example:

Main sentence : *"The politicians disagreed with all the concepts."*

Paraphrased sentence : *"No concepts were agreed by the politicians."*

2.2.2.3.4 Changing Word Order

Changing the word order comprises changing from active to passive or moving the modifiers to different positions, for example : They were saddened by the news > The news depressed them.

2.2.2.3.5 Reduction of Clauses

The technique of reducing the number of clauses in a sentence, which can be interruptive or confusing by incorporating the phrases into the sentence, will help in easy comprehension. Here is an example:

Main sentence : *"While I understand where you are coming from, and truly respect your opinion, I wish you would express yourself more clearly like Rama does."*

Paraphrased sentence : *"I understand where you are coming from and respect your opinion, but I wish you would be more like Rama and express yourself more clearly."*

2.2.2.3.6 Explaining the Concepts and Abstract Idea of the Text

The abstract ideas of the text can be made in a concrete way for better understanding. The restatement should not change the meaning of the main text but it can explain with clarity as the paraphrasing meant for simplifying the text for better clarity.

Main sentence : *"The symptom and reason of autism has also been a matter of argument. Its incidence is about one in a thousand and it occurs throughout the world, its features remarkably consistent even in extremely different cultures the condition is often not*

noticeable in the child's first year. Yet it becomes more apparent as the child reaches the age of two or three."

Paraphrased sentence : *"We know, for example that the condition occurs in roughly one out of every thousand children. We also know that the characteristics of autism do not vary from one culture to the next and we know that the condition is difficult to diagnose until the child has entered the second or third year of life."[32]*

While in line with the other explanation, Madhavi suggests that there are some strategies can be used by the writers when paraphrasing a source text. The steps are read the source or text carefully, identify the main point or key word, cover the original text and rewrite it, make sure that you keep the original meaning and maintain the main ideas and supporting points, use the synonyms, identify the attitude of the authors to their subject and make sure your paraphrase reflects this. Use the appropriate, review your paraphrase and check it and the record the original source so that you can provide a reference.[33]

The explanation above regarding how to paraphrase, it can be concluded that from Kaharuddin, Oshima and Vanita's finding are almost the same. The essence of how to do paraphrase is to read carefully for several times, then understand the contents of the text and rewrite the text in using language that is understood without any changed meaning. This paraphrase activity is indeed difficult but if it is often trained it will be easy to do.

2.2.2.4 The Taxonomy of Paraphrase Types

Keck introduced the classification or taxonomy of paraphrase types. The types of a paraphrase can be identified by this taxonomy. Keck presented four paraphrasing types based on the unique links of the paraphrasing produced by someone as

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[32] Vanitha, "*An Effective Paraphrasing Techniques: A Study,*" www.englishjournals.com (accessed on October 10, 2020).

[33] Madhavi, "*Paraphrasing Techniques to Develop Academic Writing in an ESL Context,*" http://www.rjelal.com. (accessed on October 09, 2020).

following table. They are near copy, minimal revision, moderate revision, and substantial revision.[34] The table will be shown as follows:

Paraphrase Type	Lexical Criteria	Linguistic Characteristics	Examples
Near copy	50% or more words contained within unique links	• Copied strings of 5 or more words • Simplification through synonym substitution and deletion.	Original Excerpt Children speak more like adults, dress more like adults and behave more like adults than they used to Paraphrase Nowadays, children's behavior more like adults than they used to.
Minimal Revision	20–49% words contained within unique links	• Copied strings of 3–4 words • Multiple synonym substitutions	Children are acting more and more like adults everyday
Moderate Revision	1–19% words contained within unique links	• Borrowing of 1–2 word phrases Combination of synonym substitution and the revision of clause structures	Modern children seem to be behaving, through dress and speech, like adults at an alarmingly young age.
Substantial Revision	No unique links	• Borrowing of individual words • Revision of clause structures	It seems like the things that children do and even the clothes that they wear are more adult-like than ever

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[34]Casey Keck, "*The Use of Paraphrase in Summary Writing: a Comparison of L1 and L2 Writers Journal of Second Language Writing,*" http://www.Researchgate.net>keck, (accessed on October 10, 2020).

		• Use of synonymous constructions, often in the form of complex noun phrase	before.

2.3   Definition of Concepts

In this research, some key-terms are essential to be elaborated briefly with entitled Students' Difficulties in Using Paraphrase to Complete a Thesis in English Department at IAIN Parepare as follows:

2.3.1 Students' Difficulties

Students' difficulties are a problem faces by the students towards one phenomenon.

2.3.2 Paraphrasing

Paraphrasing means that someone's thoughts can be accurately restate as someone's own words in several ways and in a different style from the original text. The techniques which are studied in this current research are the techniques in rewriting the information of a text in different style. It means that it is included in the retelling (with changes to the original text), not in pre-paraphrase. This is included in writing skill. Furthermore, it is not only focus on the pattern as the body of the paraphrase but also focus on another factor related to the difficulties of the use of paraphrase.

2.3.3 Skripsi

Skripsi or Thesis is a document submitted in support of candidature for an academic degree or professional qualification which describes the author's research and findings.

2.4 Conceptual Framework

The conceptual framework underlying this research will be given in the following diagram:
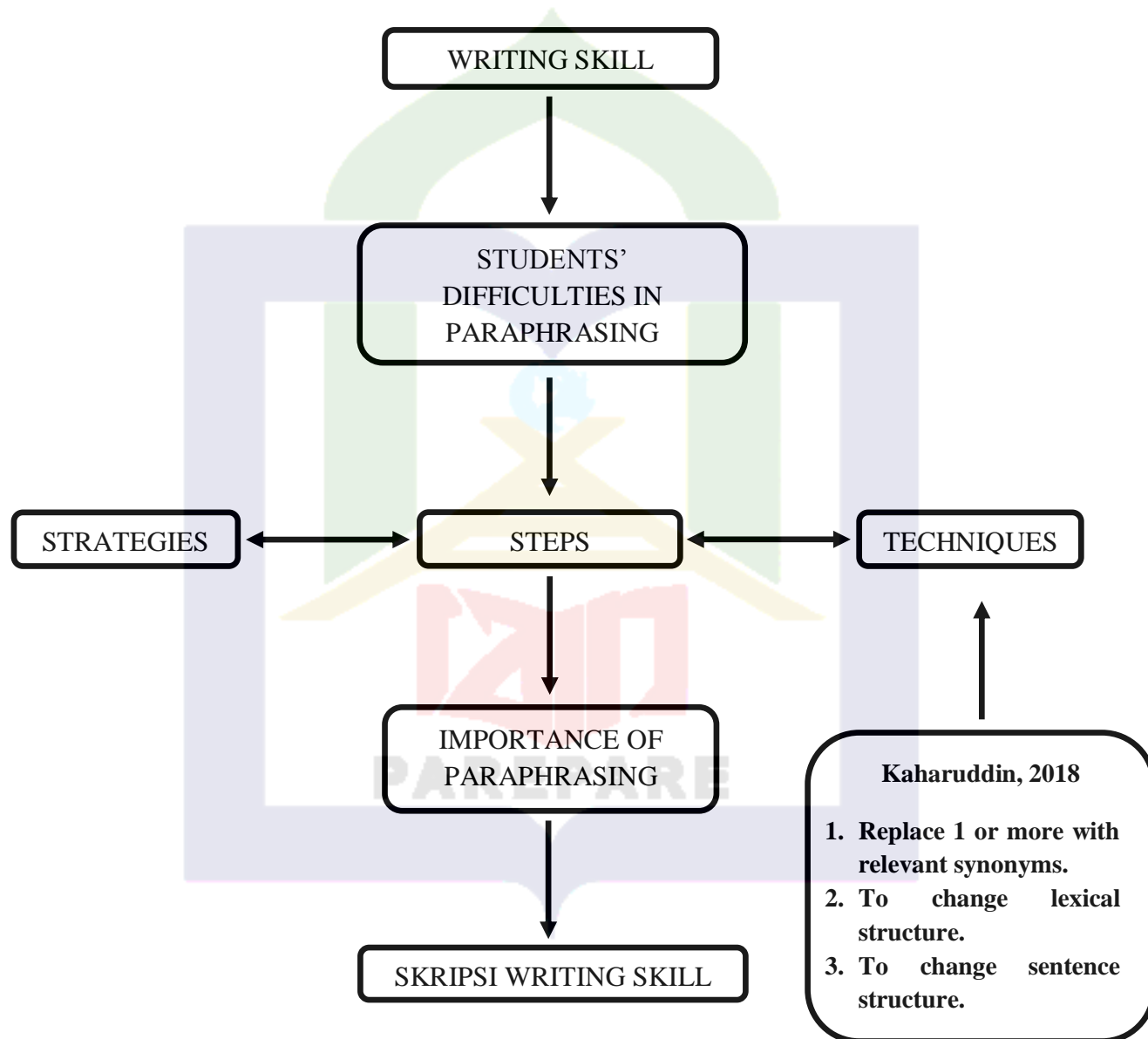
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                    ┌─────────────────────┐
                    │   WRITING SKILL     │
                    └─────────────────────┘
                              │
                              ▼
                    ┌─────────────────────┐
                    │     STUDENTS'       │
                    │  DIFFICULTIES IN    │
                    │   PARAPHRASING      │
                    └─────────────────────┘
                              │
                              ▼
  ┌──────────────┐    ┌─────────────┐    ┌──────────────┐
  │  STRATEGIES  │◄──►│    STEPS    │◄──►│  TECHNIQUES  │
  └──────────────┘    └─────────────┘    └──────────────┘
                              │                   ▲
                              ▼                   │
                    ┌─────────────────────┐  ┌──────────────────────┐
                    │   IMPORTANCE OF     │  │   Kaharuddin, 2018    │
                    │    PARAPHRASING     │  │ 1. Replace 1 or more  │
                    └─────────────────────┘  │    with relevant      │
                              │              │    synonyms.          │
                              ▼              │ 2. To change lexical  │
                    ┌─────────────────────┐  │    structure.         │
                    │ SKRIPSI WRITING     │  │ 3. To change sentence │
                    │       SKILL         │  │    structure.         │
                    └─────────────────────┘  └──────────────────────┘
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Writing is a form of thinking, it means that writing is an activity to express ideas, issues, events, feelings or thinking to the other through written form. When students want to write something they should have a lot of information, ideas and thought in their mind therefore they able to express them into sentences, paragraphs and essay easily. Writing skills include all the knowledge and abilities related to expressing ideas through the written word. Writing Skill is the purpose of this research.

In writing skill, we are introduced concern about paraphrase. Paraphrase is a linguistic term which means restating a concept in another way in the same language, but without changing its meaning. The purposes of the paraphrase are to avoid plagiarism, to improve the skill of writing, to make writing more academic and systematic.

But sometimes the students have many difficulties do the academic writing especially if they use paraphrase in writing. In university context, the students have to know the strategies, steps or techniques in paraphrase. In this research, the paraphrase steps are based on the Kaharuddin's theory.

After the students' able to do paraphrase steps, the students are going to know the importance of paraphrasing therefore they have an ability to write a skripsi and they are more academic as students.