

CHAPTER I

INTRODUCTION

This chapter elaborates on the background of the research, research questions, research purposes, research significances, limitations of research, and research framework.

A. Background of Research

Students in higher education level are often faced with an obligation to write an academic work which is usually a source-based task. Working with a source-based task, having paraphrasing ability is essential (Nguyen & Chi, 2017). Paraphrasing is required when a writer cites others' ideas to avoid plagiarism. Plagiarism is a kind of academic dishonesty that is strictly forbidden in the academic environment. However, even though a writer gives credit to the sources, poor paraphrasing ability will lead to unintentional plagiarism (Jamieson, 2016). Therefore, having good paraphrasing skill is needed for academicians.

Based on the researcher's experience, some students at university level are still struggling in making good paraphrase when they have an academic writing task. A study by Mori (2019) supports the researcher's statement. It reveals that students at undergraduate level struggle in the academic writing class, especially in paraphrasing tasks. They find it difficult to determine proper paraphrase to be acceptable. Hayuningrum (2012) investigates the most frequent problems done by students in writing paraphrases. The study concludes that students mostly do word-for-word plagiarism in their paraphrasing work. Word-for-word plagiarism means inserting too much similar detail as in the source text. Hayuningrum (2012) further explains in her paper what makes the problems in paraphrasing. There are three causes mentioned: low reading comprehension, working in a second language, and practice of unintentional plagiarism due to lack of paraphrasing knowledge. These factors eventually lead the students to copy-and-paste the original text without paraphrasing it, which is considered as

plagiarism. Thus, students need to be guided to overcome the problems that make them difficult to paraphrase. In this research, the researcher employs Read, Reread, List, Compose (RRLC) strategy which includes note-taking task in writing with source text as an effort to make proper paraphrase and to avoid plagiarism practice. The following pictures are examples of original text and students' paraphrasing work.

Figure 1.1 Example of Original Text

Original Text

metaphors trying to define it. It has been hyped as the most significant Paper 11 (Class F)

Internet is a network which contains much information. It is connected together by telephone lines and also connected to the computer. It has been known as the modern and fast development in communication tools. Internet provides much information through various applications in it. (Teeler & Gray, 2000: 1)

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Figure 1.2 Example of Student' Paraphrasing Work

There are several researches regarding paraphrasing. First, Marr (2019) demonstrates that highlighting important components of source text helps the writer in producing paraphrase with a proper grammatical exchange. Second, research by Kettel & DeFauw (2018) evaluates the use of RRLC (Read, Reread, List, Compose) strategy in improving students' paraphrasing skill for elementary students. The result shows that the students can make a good paraphrase and avoid plagiarism practice by relying on their notes of important keywords. Last, research by Soheim (2017) which assesses university ESL students' paraphrasing and note-taking work as well as the correlation of the two domains. The result shows that there is a correlation between students' note-taking and paraphrasing ability. This research is different from previous studies. The first and second researches focus on investigating the use of paraphrasing strategies which include note-taking activity in improving students' paraphrasing skill. The

third research assesses students' paraphrasing and note-taking ability and the correlation of each other. This research explores the use of RRLC strategy in paraphrasing for university students. The study investigates students' responses toward a paraphrasing strategy which is RRLC strategy and how it affects their paraphrasing ability. Due to the reasons, this research entitles "**Students' Responses toward Read, Reread, List, Compose (RRLC) Strategy in Enhancing Paraphrasing Skill: A Case Study in Higher Education Level in Indonesia**"

B. Research Questions

From the research background, the research problems are formulated into the following questions:

1. How is the implementation of RRLC strategy through online learning in enhancing students' paraphrasing skill?
2. How is students' paraphrasing performance using RRLC strategy?
3. What are students' responses toward RRLC strategy in enhancing their paraphrasing skill?

C. Research Purposes

Based on the research questions, this research is aimed:

1. To describe the implementation of RRLC strategy through online learning in enhancing students' paraphrasing skill
2. To find out students' paraphrasing performance using RRLC strategy
3. To find out students' responses toward RRLC strategy task in enhancing their paraphrasing skill

D. Significances of Research

Practically, the study gives significances to:

1. Teachers

This research enriches teachers' pedagogical knowledge. It provides information for teachers about the effective learning process in teaching paraphrasing skill. The teachers can evaluate whether introducing the strategy to the students results in good achievement in paraphrasing. The teachers also get sight of students' experiences in learning paraphrase through note-taking task.

2. Students

This research gives knowledge to the students in enhancing their paraphrasing skill. The students also can explore more of other paraphrasing strategies based on their experiences. This study builds students' independence in finding appropriate learning strategies that contribute to their paraphrasing skill development.

Theoretically, the result of this study is expected to be meaningful for a curriculum planner as the evaluation to improve the quality of English language teaching program to get a better result.

E. Limitation of the Study

The study is aimed to present the value of Read, Reread, List, Compose (RRLC) strategy and its effect on paraphrasing ability based on the students' responses after experiencing it. The implementation of RRLC strategy was conducted through online meeting using Google Meet platform and Whatsapp group chat. Virtual class limits the scope and discretion in teacher and students' interaction. Thus, it allows limitations in collecting the data. Face-to-face meeting would have been ideal to gain a greater result of research.

F. Research Framework

Higher education level requires the students to write academically. In making academic writing, the writers often need ideas to enhance their writing. The ideas are gained through reading various sources to be then cited. In citing

other's ideas, having paraphrasing skill is necessary to avoid plagiarism as plagiarism is highly forbidden in the academic environment.

Not every citing others' ideas is considered proper paraphrase. Even though the authors reconstruct the original sentence, the result can be considered either as good or poor paraphrase. Roig (1999) as cited in Shi (2012) addressed poor paraphrase as the one that has minor modification in which contains five or more consecutive words copied from the original text. This paraphrasing problem is called word-for-word plagiarism. To avoid this problem can be achieved by giving the students meaningful integrated reading-writing tasks that require them to analyze and present their analysis toward the text (Shi, 2018). For this reason, the researcher employs RRLC (Read, Reread, List, Compose) strategy which highlights note-taking task in enhancing students' paraphrasing ability as proposed by Kettel & DeFauw (2018). Note-taking has been examined as an effective strategy in writing activity (Alzu'bi, 2019; Kettel & DeFauw, 2018; Olive & Barbier, 2017). It is also an effective way to avoid plagiarism practice (Kettel & DeFauw, 2018). Olive & Barbier (2017) state that the source text which has been formatted into note reduces cognitive effort as well as the consumed time of the students in reading the source text. The benefit results from the visuospatial representation of the note which is constructed by facilitating the encoding process of the source text in visuospatial working memory (Olive & Passerault, 2012).

Kettel & DeFauw (2018) propose RRLC strategy in four steps: Read, Reread, List, and Compose. In Read stage, the students scan the source text to get the overall meaning of the text and to ensure whether the text meets their reading purpose. After that, the students reread the passage to strengthen their comprehension while taking note of important keywords to record the relevant details of the text. Finally, the students compose the paraphrase by looking at the note that they have created. The strategy is carried out within Self-Regulated Strategy Development approach.

In this research, the value of RRLC is investigated through the students' responses based on their experiences working with the strategy. According to

DeMonbrun et al., (2017), there are four factors to investigate in exploring students' responses. They are value (how students see the degree of overall activity), positivity (what students feel about the activity, whether it is positive or negative), participation (the extent of students' participation during the activity), and evaluation (how the students rate the instruction at the end of the activity).

G. Previous Studies

There are some researches regarding paraphrasing. Marr (2019) demonstrates how successful paraphrase is affected by a specific grammatical process. The process of grammatical exchange is based on Halliday's concept of Grammatical Metaphor which focuses on ideas and logical relations. The study shows that highlighting important elements of source text such as the main noun phrase and main verb helps the writer in making paraphrase with a proper grammatical exchange.

Kettel & DeFauw (2018) also research to evaluate the use of RRLC (Read, Reread, List, Compose) strategy in improving students' paraphrasing skill. It was applied for elementary students to make a paraphrase of a fiction text. The strategy involves note-taking activity in the "list" stage where the students are asked to make a list of keywords that will be used in their summary. In the "compose" stage, the students are required to write a summary of the story based on their list without looking at the source text. The result shows that the students can make a good paraphrase by relying on their notes. Furthermore, it also makes the students avoid plagiarism practice.

There is another research on paraphrasing. Soheim (2017) assesses university ESL students' paraphrasing and note-taking work. The test is divided into two parts with two tasks for each. The first part assesses paraphrasing skill while the second assesses note-taking skill. The tasks are differentiated on the difficulty level to find out whether it matters to the students' work. The result shows that the score of the two tasks is quite similar both on paraphrasing and note-taking parts. On average, the students who perform better at paraphrasing also perform

better at note-taking task. It means that the students' ability in making good notes is following their ability in paraphrasing.

The previous studies examine the use of paraphrasing strategies which underlie note-taking step to enhance paraphrasing skill. Moreover, the researcher assesses students' paraphrasing work as well as their notes to correlate each other. Meanwhile, this study is not focused on the effectiveness of a paraphrasing strategy. Instead, it centers on students' responses toward a paraphrasing strategy which is RRLC strategy in improving their paraphrasing skill.

