CHAPTER 2

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Self-Efficacy

Self-efficacy is someone's belief related to their abilities on something. Flammer (2018) stated that self-efficacy is the belief in one's ability to have a significant impact. Furthermore, Schunk & DiBenedetto (2021) added that self-efficacy is defined as the belief that one is capable of learning or doing at a given level. So, through those definitions above, self-efficacy is related to someone's belief of their capabilities on something.

In educational context, self-efficacy has an important role to students' learning achievement. Hayat et al., (2020) stated that academic self-efficacy is one of the key elements affecting academic achievement. Furthermore, Honicke & Broadbent (2016) stated that this correlation suggests that the better academic self-efficacy levels are more likely to turn into better academic achievement. It is able to affect students' learning achievement due to it is related to students' belief in their ability. Dharma (2018) stated that students' who believe in themselves will be driven to achieve their learning objectives and be able to keep going on in facing the challenges. So, students' self-efficacy is important because it is able to determine students' learning achievement.

However, in determining students' learning achievement, self-efficacy also works with other factors. Schunk & DiBenedetto (2021) stated that there are three factors that would be able to determine students' academic achievement, there are personal, behavioral, and social or environmental factors. Personal factors related to self-efficacy, cognitions, and emotions. Behavioral factors related to class attendance, and completing assignments. Then, social or environmental factors related to classroom teacher, peers school climate. Wigfi (2016) stated that a good self-efficacy, would be able to give impact to motivation, learning, self-regulation, and achievement. So, from those explanations above, self-efficacy is an important point because it is able to determine students' learning achievement.

Self-efficacy is able to determine students' learning achievement through several factors. The first factor is behavioral. It is developed through class attendance and completing assignments. Started from attending class, students would be able to observe how students' around them when learning and how the teachers facilitate the process of learning. Furthermore, the next step is completing assignments. In this phase, students are started to rate their abilities after attending the class through assessment. So, in this factor, students learn the behavior of the class through class attendance and assignment.

The second factor is social. It correlates with the first factor. It is developed through classroom teachers, peers school climate. After observing other students, they would be able to see other students' ability in learning. However, observing other students' ability is able to give both positive and negative impacts. Schunk (1995) stated that the positive impact means if other students are advanced than them, they will be motivated to be advanced too. The negative impact means if other students have low motivation in learning, it makes them have low motivation too. Furthermore, from observing the teacher, it would be able to help students in determining their learning achievement. Schunk (1995) stated that if they have a good teacher, who always motivates and gives positive feedback, it would be able to give a good learning achievement. However, if they have an indifferent teacher, it would be a bad learning achievement. So, in this factor, students would be able to conclude their self-efficacy through behavioral and social factors.

The last factor is personal. It is developed through students' cognitions and emotions. Schunk (1995) stated that Their cognitions and emotions are obtained from their performance in learning. If their performance in learning is worse than other students', it would affect their cognitions first. It would establish their perceptions in learning is bad. Then, it would affect their emotions, such as they feel anxiety due to their performance in learning is bad. So, after passing those three factors, students are able to conclude their self-efficacy in learning and are able to conclude how the learning achievement will be.

In foreign language learning context, self-efficacy is also important for determining EFL students' learning achievement. Truong & Wang (2019) stated

that English language proficiency and self-efficacy have a positive link when student background data and learning activities are controlled. Regarding previous research, students' learning achievement is able to be determined by their self-efficacy supported by their social condition. Social condition means the convenience for students in fulfilling learning needs. The reason is that students who have easier access in fulfilling learning needs tend to have a good self-efficacy and learning achievement than students who have harder access due to they have more opportunity to find a good material for learning and have passed long time duration of learning. However, EFL students are not able to find all of their learning needs individually. They need to be supported by their environment including teachers and other students. That is why students' self-efficacy should be supported by their social condition. So, in achieving a good result of learning, EFL students' needs to be supported by their environment.

2.1.2 EFL Students

EFL is a condition when the user of English is not using English as their first or second language, but they are using English as a foreign language. Harmer (2007) stated that EFL is a situation where learners learn English to utilize it with another English speaker worldwide. Furthermore, Si (2019) stated that EFL is mostly used by non-native English speakers, like Chinese people who learn English in China. Then, Rosyada & Sundari (2021) identified that students are studying English as a foreign language (EFL) in a non-native English-speaking country, such as Indonesia. So, through those definitions, EFL students are able to be concluded as students who use English as their foreign language, including students in Indonesia.

2.1.3 Paraphrasing

Paraphrasing in a simple definition means transferring information in another form of a sentence without changing the whole meaning. Bailey (2003) stated that paraphrasing is modifying a text while retaining all of its meaning. Then, Oshima et al. (2007) stated that paraphrasing means putting information in a written context from another source in the writer's own words while keeping the same meaning. Furthermore, Fitria (2021) stated that paraphrasing is a technique for

communicating a thought or notion in a different language without changing its original meaning. So, from those definitions, it can be concluded that paraphrasing means transferring information in another form of a sentence without changing the whole meaning.

Paraphrasing in academic writing has an important role due to it is able to avoid plagiarism. Bailey (2003) stated that in order to reduce the possibility of plagiarism in academic writing, effective paraphrasing is important. Furthermore, Fitria (2022) stated that paraphrasing needs a variety of attempts to modify the terminology in order to accomplish the goals of preventing plagiarism. There are three important things that should be fulfilled in paraphrasing which has an objective to avoid plagiarism in academic writing. Oshima et al. (2007) stated that a good paraphrase should use the writer's own language and sentence pattern, rephrase is the same length as the original, and do not modify the original meaning. So, the main reason that paraphrasing is important in academic writing is that paraphrasing is able to avoid plagiarism in academic writing.

Paraphrasing is a complicated skill due to it needs another skill in it. Thadphoothon (2019) stated that the ability to paraphrase is a combination of different capabilities. Due to paraphrasing needs another skill, it becomes challenging for EFL undergraduate students. Thadphoothon (2019) categorized the challenges in paraphrasing from undergraduate students' perspectives. The most challenging part in paraphrasing is weak vocabulary mastery. Furthermore, Ismail et al. (2020) added that the undergraduate students struggle to come up with the right synonym. Then, Mira & Fatimah (2020) added that paraphrase is challenging without assistance from students' English proficiency and dictionary. Mira & Fatimah (2020) are also explained deeply that students' English proficiency means students' vocabulary mastery. Pratama & Prawesti (2022) stated that the big point of students' challenges in paraphrasing are utilizing their own language and limited vocabulary. The low level of students' vocabulary mastery makes it harder for them to understand the academic text. Through those explanations from the previous study, it can be concluded that one of the challenges in paraphrasing is vocabulary mastery.

Then, another challenge in paraphrasing by EFL undergraduate students identified by Thadphoothon (2019) is related to syntax, sentence form, or grammatical. Followed by Ismail et al. (2020) stated that there are many main challenges in paraphrasing by undergraduate students, one of the main challenges is confusion about how to rebuild the sentence in the new form. Furthermore, Ovilia et al. (2022) added that students are confused when writing sentences with correct grammatical structure. So, it can be concluded that grammar is one of the challenges in paraphrasing.

Other challenges in paraphrasing from EFL undergraduate students' perspective identified by Thadphoothon (2019) are not understanding the original text, word choice, and not understanding the whole meaning. The next challenge is still related to the first challenge, which is vocabulary mastery. Pratama & Prawesti (2022) stated that the big point of students' challenges in paraphrasing are utilizing their own language and limited vocabulary. Students' vocabulary mastery is still related with students' understanding and word selection. Basmai & Trisno (2022) added that strong vocabulary mastery is essential for comprehending what you read. So, from those explanations above, vocabulary is able to be identified as one of the challenges in paraphrasing.

Through previous studies related to paraphrase skills challenges for EFL undergraduate students, there are several points that can be concluded as the main challenges in paraphrasing. The first one is vocabulary mastery. Vocabulary mastery is able to give another challenge to students because it is related to another skills, such as understanding the text, word choice, and et cetera. So, that is why vocabulary mastery is important in paraphrasing skills. The second challenge is syntax, sentence form, and grammar. In this challenge, students feel afraid that if they paraphrase the sentences through changing its sentence form, syntax or grammatical structure, it would make a mistake.

2.1.4 QuillBot Paraphrasing Tool

QuillBot is a paraphrase tool in the form of a website that would be able to paraphrase sentence(s) automatically. Fitria (2021) stated that QuillBot is an online tool that assists users to paraphrase in writing, preventing plagiarism,

summarizing lengthy sentences, and enhancing grammar to be more accurate and professional appearance. Furthermore, Kurniati & Fithriani (2022) added that one of the most widely used applications known as a paraphrasing tool is called QuillBot. So, QuillBot is an automatic paraphrasing tool that would be able to paraphrase sentence(s).
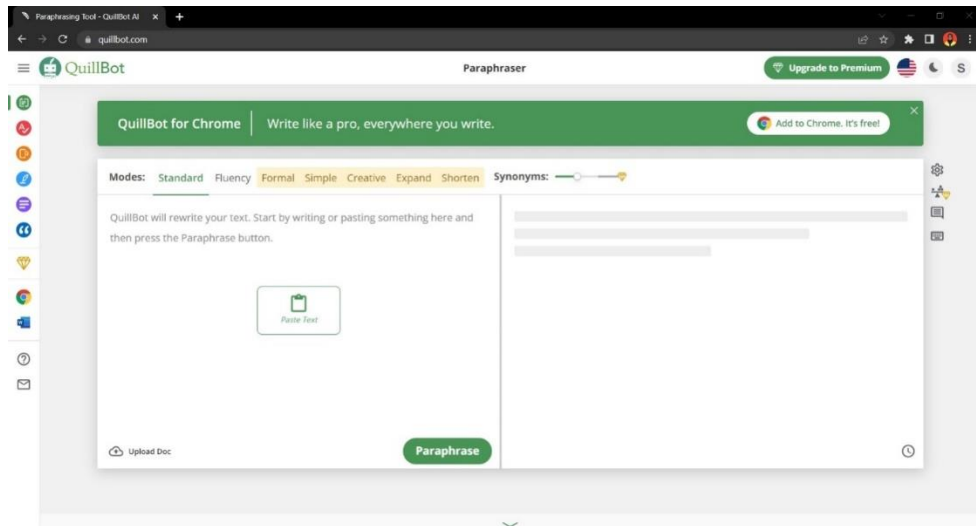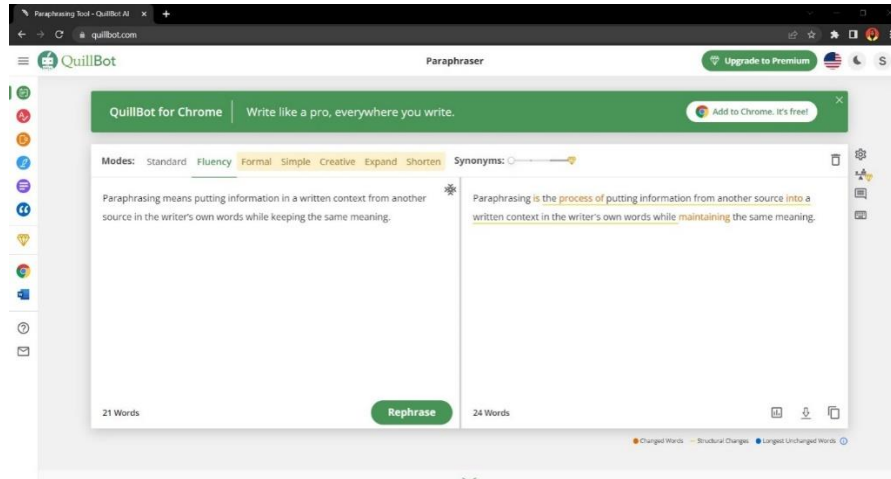

Picture 2.1

Main Page of QuillBot

The picture above is the main page of QuillBot for paraphrasing. On the left side, there is a box to put the original source that will be paraphrased by QuillBot. Then, on the right side, there is a box to put the result of paraphrasing by QuillBot. In paraphrasing, QuillBot provides seven modes of paraphrasing that can be used by the user based on their needs. However, only two modes can be utilized in free mode. The other mode can be accessed through the premium mode.
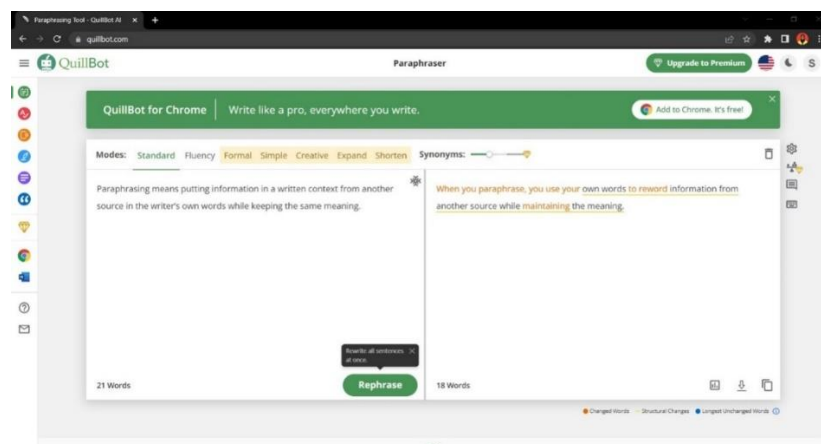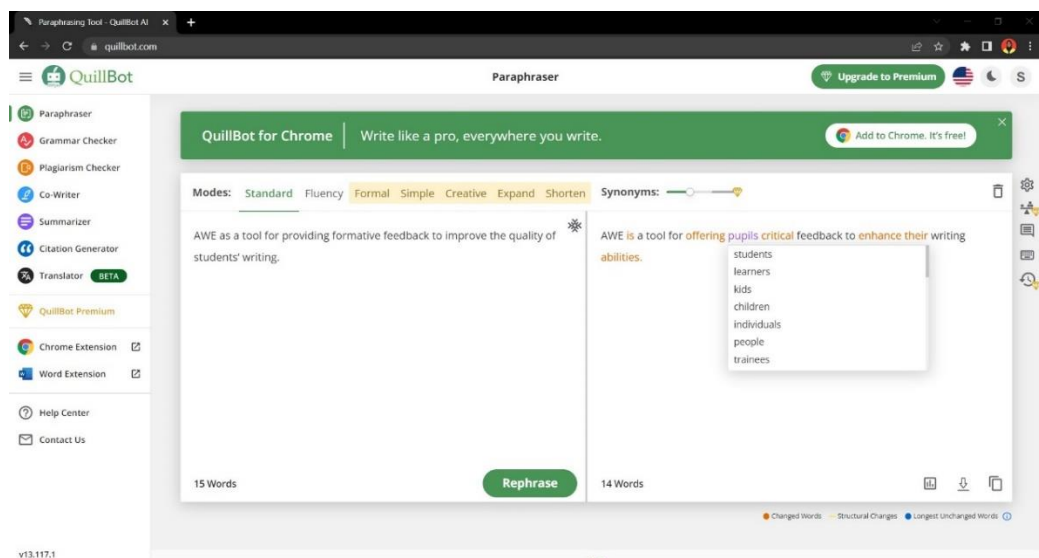
Picture 2.2

Standard Mode of QuillBot

Picture 2.3

Fluency Mode of QuillBot

Those pictures are examples of using QuillBot for paraphrasing in standard mode and fluency mode. From the pictures, there are differences between the left box and the right box. On the left box, there is only the original sentence. But, on the right box, there is the result of paraphrasing and also the word choice that would be able to be changed marked by yellow color. The result of paraphrasing is able to be copied directly from QuillBot to another application by clicking the icon below the result of paraphrasing.

Picture 2.4

Word Choice Feature of QuillBot

The use of QuillBot as a paraphrase tool by undergraduate students must have many reasons. One of the reasons is that QuillBot is able to offer many advantages to undergraduate students. Fitria (2021) stated that the advantages of QuillBot are divided into two parts due to QuillBot having two editions. In the free edition, the advantages are rapid and efficient in paraphrasing English sentences. Then, in the premium edition, the advantage of QuillBot is the same as the free edition, but there are other advantages that is offered by QuillBot, there are the tool's maximum character limit is able to be improved to 10,000, premium edition offers all modes of paraphrasing on QuillBot, the synonym option in premium edition is the highest level, in premium edition contents is paraphrased more rapidly than in the free edition, differentiate settings let users to differentiate contents paraphrased in different mode at the same time, freeze mode to avoid word(s) or phrase(s) of being changed, and the last one is QuillBot is able to provide the result of paraphrase as long as the original version.

Furthermore, Fitria (2022) stated that QuillBot has several advantages, there are QuillBot is able to delete, add, and modify words to be paraphrased automatically, QuillBot is able to produce a distinctive, excellence, and valuable content, QuillBot is a quick and efficient paraphrasing tool, and QuillBot is able to paraphrase content at the level of sentence and paragraph due to the use of native AI in the process of paraphrasing. Moreover, Kurniati & Fithriani (2022) added that there are several benefits from the use of QuillBot. There are QuillBot is able to improve students' positive attitude in writing, supplying a range of user-friendly writing tools, and supporting language improvement in students. So, through those explanations above, QuillBot is a paraphrasing tool that would be able to paraphrase sentence(s) automatically. It has several features that are able to make paraphrasing is easier and more efficient. Furthermore, according to several previous studies, due to its features, QuillBot is able to give a positive impact to students' paraphrasing skills.

2.1.5 Academic Writing

Academic writing is a part of writing skills that is usually used in the academic field. Oshima et al. (2007) stated that academic writing is a part of writing which is usually used in high school and higher education with a formal language and it might have a different style in every language. Furthermore, Geyte (2013) stated that academic writing is written by academics or learners for the benefit of other academics. In this study, academic writing is focusing on the higher education level due to the study will be conducted in Indonesia. Kurniati & Fithriani (2022) stated that the regulation in Indonesia sets that academic writing is studied by higher education students. Through those definitions above, it can be concluded that academic writing is a part of writing which is usually used in an academic context.

Academic writing has many purposes. Bailey (2018) stated that the purposes of academic writing are to summarize the research done by others on a topic, to respond to a question that has been provided or chosen by the writer, to discuss a topic of common interest, and express the writer's viewpoint. In achieving the purpose of academic writing, it is manifested through many products. Geyte (2013) stated that academic writing is a writing process that produces journals, articles, textbooks, dissertations, group project reports, et cetera. So, it can be concluded that even though academic writing has many products, they have the same purpose.

In academic writing, there are a lot of components that should be followed by the writer so that the result of writing would be able to reach the purpose of it. Tardy (2010) stated that researching, summarizing, paraphrasing, citing sources, adopting genre norms that satisfy audience expectations, and choosing words and grammar that are typical of less informal and more formal genres of writing are all required. Those components in academic writing should be followed by the writer due to it having its own function.

There is a function of each component that should be followed in academic writing. Bailey (2003) that the function of summarizing and paraphrasing is to integrate a variety of references. Then, Bailey (2003) stated that grammar is a part of accuracy in writing. If the error of grammatical structure is always repeated, it

would be able to make the meaning be lost. Here, the grammatical structure is important for academic writing because it is able to help readers from misunderstanding. Furthermore, Bailey (2003) stated that synonyms are able to give viewer variety and interest. It is still related to vocabulary. Similar to grammatical structure, synonym or vocabulary are able to help readers from misunderstanding, that is why the number of accuracies is based on its context. So, each component in academic writing should be followed by the writer due to it has its own function for academic writing.

However, even though each component in academic writing has its own function, it makes academic writing challenging for the EFL undergraduate students. Aldabbus & Almansouri (2022) stated that the biggest issues were choosing the right academic terminology, organizing thoughts and creating thesis statements, and writing cohesive paragraphs. Furthermore, Mustafa et al. (2022) added that the main challenges that students in higher education face in academic writing are their lack of vocabulary, dependence only on simple grammar form, incorrect spelling of unfamiliar or lengthy words, inability to comprehend long and complex sentences, and as a result, failure to paraphrase or summarize them. So, there are many challenges that appear due to many components that should be followed by the writer.

In English as a foreign language context, those components that should be followed by the writer in academic writing becomes a challenge. Wang (2017) stated that instructional strategy is successful in enhancing Chinese students' awareness of some issues pertaining to the coherence of academic writing. Besides, students' skills are also needed to collaborate with teachers' instructional strategy. Wang (2017) added that in the EFL context, students who have scored more than five in IELTS writing skills are able to be more advanced in academic writing. Meanwhile, students who have a low level of English usually use a tool to help them in academic writing, such as a grammar tool. So, through the study from Wang (2017) it can be concluded that in EFL context, both teacher and student should be able to collaborate in solving the challenge of academic writing.

In facing the challenges in academic writing, students should be able to choose the most appropriate strategy for themselves. Keumala et al. (2019) stated that there are several strategies that are usually used by the students in facing the difficulties of academic writing. There are peer discussion, drafting, and grammar checking. Then, Mustafa et al. (2022) added that from students' perspective, the most beneficial strategies in solving the challenges of academic writing are the teacher's personalized feedback given to each student, utilizing a dictionary, reading widely about the subject, looking at excellent examples of other people's essays, receiving general feedback from the teacher, creating an outline, and writing multiple drafts. Moreover, Mustafa et al. (2022) added that according to students, the most beneficial strategies are detailed and general teacher criticism, extensive reading on the issue, utilizing a dictionary, looking at writing examples, and producing several drafts. Furthermore, Bakla & Karakaş (2022) explained that the strategies of using technology in solving the challenges of academic writing are using spell-check tools, grammar software, software for manage bibliography data, thesauruses, general purpose dictionary, plagiarism software, specific reference dictionary, corpus tool, software to conduct literature review, and collocation dictionaries. So, from those explanations above, the strategies in solving the challenges in academic writing are possible through manual strategy and through technology strategy.

In this study, academic writing will focus on research proposal. Research proposal is a research plan in a written form, including the background of the study, research question(s), aim(s) of the study, literature review, research design, et cetera. Kabir (2016) stated that a research proposal is a piece of writing by a researcher outlining the proposed program in great detail. Furthermore, Tran (2022) added that a research proposal is a document that describes the purpose, importance, and real-world implications of a research project, or how it will be carried out. So, it can be concluded that a research proposal is a plan of the research started from the background until the method to conduct the study.

In producing a research proposal, there is a course in the English education department at Siliwangi University, namely a research seminar proposal course. It

is one of the courses in the English education department at Siliwangi University. It has four credits courses and is available in the seventh semester. It covered theories and practice of writing a research proposal. Andriani, Abdullah, & Hidayati (2022) stated that in the research seminar proposal course, students will be guided in developing research topic(s), framing research question(s) or formulating hypotheses, writing introduction, writing a literature review, writing research methods, justifying data collection procedures, justifying data analysis procedures, comprehending plagiarism and paraphrasing, and implementing referencing style manager. The learning outcomes of the course is placing a theoretical framework and research method into textual form, specifically a research proposal to support thesis preparation. Andriani, Abdullah & Hidayati (2022) stated that the objective of the course is facilitating students in preparing the process of writing thesis research proposal. So, from those explanations, it can be concluded that a research seminar proposal course is a course that provides students to prepare and practice writing a research proposal.

Research proposal is able to be categorized as a part of academic writing due to its use of formal language. Oshima et al. (2007) stated that academic writing is a part of writing which is usually used in high school and higher education with a formal language and it might have a different style in every language. Besides, research proposal is categorized as academic writing due to it is able to produce other products of academic writing through research proposal, including thesis, dissertation, et cetera. Geyte (2013) stated that academic writing is a writing process that produces journals, articles, textbooks, dissertations, group project reports, et cetera. So, a research proposal is able to be categorized as academic writing due to it is able to develop other products of academic writing.

2.2 Study of Relevant Research

There are many previous studies related to the use of technology in academic writing context, especially in paraphrasing contexts. The first study comes from Ahmadi (2018), the study discusses the use of technology in English language learning. Ahmadi (2018) stated that the utilization of technology in

English language learning is able to improve students' language skills. The reason is that through technology, teachers are able to provide high-quality teaching media and increase students' interest and curiosity in the process of teaching and learning. So, that would be able to improve students' language skills.

The second study comes from AlMarwani (2020) the study discusses digital tools in academic writing. AlMarwani (2020) stated that the utilization of digital tools is able to improve students' academic writing skills. The reason is that through digital tools, students are able to explore everything related to academic writing and it is also based on students' interests. For example, the student is searching an article based on their interest, through the activity, student is learning about writing style for academic writing. Besides, students are usually used technology as peer feedback through websites or applications, such as checking grammatical structures to avoid plagiarism in their writing. So, through those factors, the study concluded that technology is able to improve students' academic writing skills.

The third study comes from Afriyani et al. (2021) the study discusses the use of technique in paraphrasing. Afriyani et al. (2021) stated a hypothesis that the use of initial stage technique in paraphrasing is able to increase students' paraphrasing skills. Here, the participant of the study is a high school student. The method that is used to find out the research question is the quantitative method through a quasi-experimental approach. The result of the study found that the hypothesis, in the beginning, is accepted for both the control and experimental group due to the result of the t-counted is higher than the t-table.

The fourth study comes from Ariyanti & Anam (2021), the study discusses the use of paraphrasing tools to improve students' writing skills. Ariyanti & Anam (2021) stated that the use of technology-enhanced paraphrasing tools enables students to find the most appropriate learning media and technique in writing. Those factors are able to give positive emotions to students. Students' positive emotions are able to help them in increasing their writing skills because they feel motivated, enjoy, have fun, and have low boredom in writing class.

The fifth study comes from Kurniati & Fithriani (2022), the study discusses post-graduate students' perceptions of using QuillBot in English academic writing through questionnaire and interview methods. They found that post-graduate students perceived that there are some benefits of using QuillBot for academic writing, the benefits are improving students' enthusiasm in writing, offering a variety of user-friendly writing tools, and supporting their language learning.

The sixth study comes from Syahnaz & Fithriani (2023). The study discusses using an AI-based paraphrasing tool namely QuillBot through the perceptions of students in the fifth semester with a questionnaire and interview methods. They found that all participants agree that utilizing QuillBot could increase their academic writing due to its ability to give benefit in three contexts, grammar, content, and language used.