# CHAPTER 1

# INTRODUCTION

## 1.1 Background of the Study

Self-efficacy is one of the key points in the process of learning due to it contains students' belief in their ability. Flammer (2018) stated that self-efficacy is the belief in one's ability to have a significant impact. Furthermore, it becomes an important point because it is able to decide the result of learning through 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. It is able to be concluded that students' who have good self-efficacy would be able to achieve a good result on learning.

However, a good level of students' self-efficacy is affected by many factors. Schunk & DiBenedetto (2021) stated that students' self-efficacy is related to behavioral, personal, and social factors. Behavioral is related to class attendance and assignment. Personal is related to cognitions and emotions. Then, social is related to teachers and friends at school. Students who have a good emotion during the learning process, and have a good environment around them at school, would complete class attendance and assignment. So, they would be able to have a good result on learning.

In this study, self-efficacy that would be investigated is related to students' academic writing skills on the use of QuillBot paraphrasing tool. Paraphrase is one of the important components in academic writing. Tardy (2010) in it, research, summarize, paraphrase, cite reference, adopt genre conventions that satisfy audience expectations, and choose language and grammar that are typical of less informal and more formal genres of writing are all required. Paraphrasing in academic writing is important because it is able to help writers to avoid plagiarism. Fitria (2022) stated that paraphrasing is a crucial academic writing skill due to it allows to avoid plagiarism. However, in addition to its importance for academic writing, it becomes challenging for EFL undergraduate students due to the need for other skills in it, including vocabulary and grammar. Ismail et al. (2020)

identified that vocabulary and grammar are the most challenging skills in paraphrasing. So, paraphrasing in academic writing is important because it is able to avoid plagiarism. However, due to paraphrasing needs other skills including vocabulary and grammar, it makes paraphrasing challenging.

Challenges in paraphrasing related to vocabulary and grammar skills are able to be solved through the use of technology by the EFL undergraduate students. Bakla & Karakaş (2022) stated that due to the diverse linguistic origin, writing tradition, and demands of non-native English-speaker researcher and native English-speaker researcher, the technical tools and tactics that they will use in academic writing may also differ. The phenomenon of using technology in an academic writing context is able to be seen while the EFL undergraduate students are writing a research proposal. Here, they use a paraphrasing tool namely QuillBot in solving their challenges related to vocabulary and grammar skills in paraphrasing during the process of writing a research proposal. So, the use of QuillBot by EFL undergraduate students is able to help them in solving the challenges of paraphrasing.

QuillBot is one of the paraphrasing tools that is usually used by EFL undergraduate students while writing a research proposal. Fitria (2021) stated that it is a paraphrasing software that can be easily found on the internet and is able to paraphrase any content. The use of it is able to help students in paraphrasing. Syahnaz & Fithriani (2023) stated that learners found that it is very valuable due to the language it utilizes to paraphrase their writing, including turning active phrases into passive or changing vocabulary to synonyms, which is particularly helpful to avoid plagiarism. Furthermore, the use of it is more efficient due to it is faster than manual paraphrasing. Fitria (2021) added that it makes writing quickly due to it could assist users with improving their writing instantly by cutting out words that are unnecessary and assisting them in communicating their ideas clearly. So, according to those previous studies, QuillBot is a paraphrasing tool that is able to help users in paraphrasing through its features.

Numerous studies have been conducted related to the use of QuillBot for paraphrasing. Fitria (2021) stated that it is able to be used as an alternative tool

for students in paraphrasing through her analysis of inputting an English abstract text into the free and premium version of it. Then, Hiếu et al. (2022) added that based on their study, they found that the use of QuillBot by students in English writing advanced 3 class as a paraphrasing tool is able to enhance students' paraphrasing skills for writing academic essays through action research. Furthermore, Kurniati & Fithriani (2022) stated that the use of QuillBot by post-graduate students as a part of technology in academic writing is able to improve students' academic writing skills. The conclusion is based on post-graduate students' perceptions through questionnaires and semi-structured interviews. Moreover, Syahnaz & Fithriani (2023) added that students in the fifth semester perceived that the online paraphrase tool assists EFL students in solving the challenges they have when writing academic papers and thereby enhances their writing result. So, through several previous studies above, it can be concluded that QuillBot is able to help students in facing the challenges of paraphrasing.

Previous studies had found that the use of QuillBot is able to help students in facing the challenges of paraphrasing. Unfortunately, the research about EFL students' self-efficacy on the use of QuillBot paraphrasing tool in academic writing remains under-researched. For this reason, this study aims to investigate the EFL students' self-efficacy on the use of the QuillBot paraphrasing tool in academic writing.

**1.1 Formulation of the Problem**

How is EFL students' self-efficacy on the use of QuillBot paraphrasing tool in academic writing?

**1.2 Operational Definition**

1.2.1    EFL Students                : In this study, EFL students means students who use English as a foreign language, still pursuing their bachelor degree in English education department.

1.2.2    Self-Efficacy               : In this study, self-efficacy means

students' belief on their paraphrasing skills in academic writing context.

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| 1.2.3 | QuillBot Paraphrasing Tool | : In this study, QuillBot is an online paraphrasing tool in the form of a website. It is used by the EFL students in paraphrasing sentence(s) in academic context. |
| 1.3.4 | Academic Writing | : Academic writing is a part of writing skills that are usually used in the academic field with formal form. In this study, academic writing means writing a research proposal. |

## 1.3  Aim of the Research

The aim of the research is investigating EFL students' self-efficacy on the use of QuillBot paraphrasing tool in academic writing.

## 1.4  Significance of the Study

### 1.4.1 Practical Contribution

The research is able to be used as a reference for educators and students in solving the difficulties of academic writing skills through investigating students' self-efficacy. In this case solving the difficulties of academic writing skills through the use of QuillBot paraphrasing tool. Furthermore, it is able to help EFL students in writing a thesis through the QuillBot paraphrasing tool.

### 1.4.2        Theoretical Contribution

The research would be able to extend the previous study related to solve the difficulties of academic writing skills through investigating students' self-efficacy. In this case solving the use of QuillBot paraphrasing tool in solving the difficulties of academic writing skills through the use of QuillBot paraphrasing tool.

### 1.4.3 Empirical Contribution

The research would be able to enrich the literature related to solve the difficulties of academic writing skills through investigating students' self-efficacy. In this case solving the use of QuillBot paraphrasing tool in solving the difficulties of academic writing skills through the use of QuillBot paraphrasing tool.