

## CHAPTER I INTRODUCTION

This chapter is an introduction of research paper. It covers background of the study, research questions, research objectives, research significances, research scope, conceptual framework and previous research.

### **A. Background**

English as foreign language (EFL) plays a critical role in the professional and academic development of university lecturers and the broader field of higher education (Hyland, 2016). This importance underscores the various challenges EFL students encounter across different contexts. With the increasing demands of academic literacy, EFL students face significant challenges in developing effective paraphrasing skills, which are crucial to the writing process. Paraphrasing, as a fundamental component of academic writing, has become a major focus of several researchers concerned with the development of these skills in EFL contexts (Keck, 2014). Therefore, this research aims to explore the dynamics of EFL students' strategies in paraphrasing, with particular emphasis on the critical stages in the research proposal writing process.

Writing is a multifaceted activity that incorporates the arts of expression, communication, and reflection. Effective writing is a valuable in academic and professional environments (Lahuerta, 2017) and it also can be said that writing is a complicated activity that involves creativity, constraints, and contemplation. In academic writing specifically, individuals utilize writing as a means to engage with scholarly discourse, present research findings, and contribute to the advancement of knowledge within their respective fields. Through this process, writers showcase and synthesize knowledge, advance and evaluate arguments, and clarify and shape opinions (Zhou & Hiver, 2022).

A critical step in the academic journey for EFL students is writing a research proposal. A research proposal is a critical document that outlines a researcher's intended study and methods (Vasanthakumari, 2021). On the other hand, writing a Research Proposal requires special skills to develop a systematic and persuasive research plan. Proposals rely on clear language and a strong framework, and writers must successfully express study aims, relevance, and methods. It possesses the capacity to express concepts accurately, clarify the theoretical framework, and establish the importance of the proposed study. The issue for EFL students in writing a research proposal is understanding syntax and sentence structure, as well as acceptable paraphrasing abilities (Akbar, 2020).

Paraphrasing is a literary technique that allows someone to transmit thoughts or information in various terms while maintaining the text's original meaning. According to Bailey (2014), paraphrase focuses on changing knowledge rather than communicating it. Paraphrasing skill entails not only substituting words, but also a thorough comprehension of the notion being represented. Paraphrasing is a popular technique used in research writing and is regarded as a more sophisticated academic writing talent. Besides, paraphrasing is important in academic writing to avoid plagiarism, and students frequently use synonyms, condensing, varied structure, and expanding phrases for clarity (Mariani, et al., 2021)

Several phenomena concerning EFL students' paraphrasing to compose research proposals were discovered as a result of the researcher's observations. The problems encountered by the participants indicate that they struggled to discover acceptable and straightforward paraphrase techniques. The primary focus is on many commonly used tactics, such as changing synonyms, rearranging grammatical structures, and rebuilding phrase patterns. Difficulties include how successful the methods employed are, how to overcome hurdles that emerge, and other issues that are crucial to the paraphrasing process in drafting research proposals, as well as whether they are utilized manually or digitally, such as employing AI in paraphrasing.

These online tools are used worldwide to enhance writing quality (Zheng & Warschauer, 2017). However, currently available digital writing tools mostly focus on helping writers edit drafts for grammatical correctness (Winans, 2021).

Numerous previous studies have been conducted on employing paraphrasing. The first previous study, titled "Utilizing Artificial Intelligence-based Paraphrasing Tool in EFL Writing Class: A Focus on Indonesian University Students' Perceptions," was authored by Syahnaz (2023). This study aimed to determine students' perceptions regarding using QuillBot in an academic writing course. The second previous study written by Çeşme (2022) with the title "Exploring Paraphrase Performances and Strategies of Graduate Student Writing" aims to investigate students' strategies for writing. The participants were 12 Master's students who were pursuing doctoral studies in the field of ELT at a university in Turkey. The third previous study, authored by Alammari (2023) with the title "EFL Students' Perception of Using AI Paraphrasing Tools in English Language Research Projects," explores students' perceptions of using AI for paraphrasing in English language research projects. The research conducted by this researcher has something in common with the three previous studies, namely, discussing paraphrasing in the context of academic writing. However, the difference lies in the research focus, which will mainly focus on participants writing research proposals.

In summary, EFL students play an important role in current academic advances, posing obstacles for students, particularly in establishing paraphrase methods in the face of rising academic literacy expectations. The emphasis on paraphrasing has become an important problem for researchers, particularly EFL students who struggle to write research proposals. Writing, as a tool and a form of creative expression, is a complicated process, and creating a research proposal is a unique and important responsibility in the academic journey. Thus, this research can serve as a foundation for constructing more effective learning techniques to improve EFL students' paraphrasing skills when writing research proposals.

## **B. Research Questions**

1. What are challenges do EFL students encounter when paraphrasing the source content in their proposal?
2. What are strategies do EFL students employ when paraphrasing content in the process of arranging research proposal using AI (digitally) and not using AI (manually)?

## **C. Research Purpose**

1. To find out what are challenges do EFL students encounter when paraphrasing the source content in their proposal.
2. To determine what are strategies do EFL students employ when paraphrasing content in the process of arranging research proposal using AI (digitally) and not using AI (manually).

## **D. Research Significances**

### **1. Theoretical Significances**

This study allows us to gain further insight into how EFL students' experiences with paraphrasing in writing can be improved, as well as the tactics used.

### **2. Practical Significances**

#### **a. Teacher**

This research recommends leveraging tools designed specifically for EFL students' paraphrasing experiences in writing. It provides insights on how instructors may successfully integrate and use resources to improve students' paraphrasing skills in the context of research projects.

#### **b. Student**

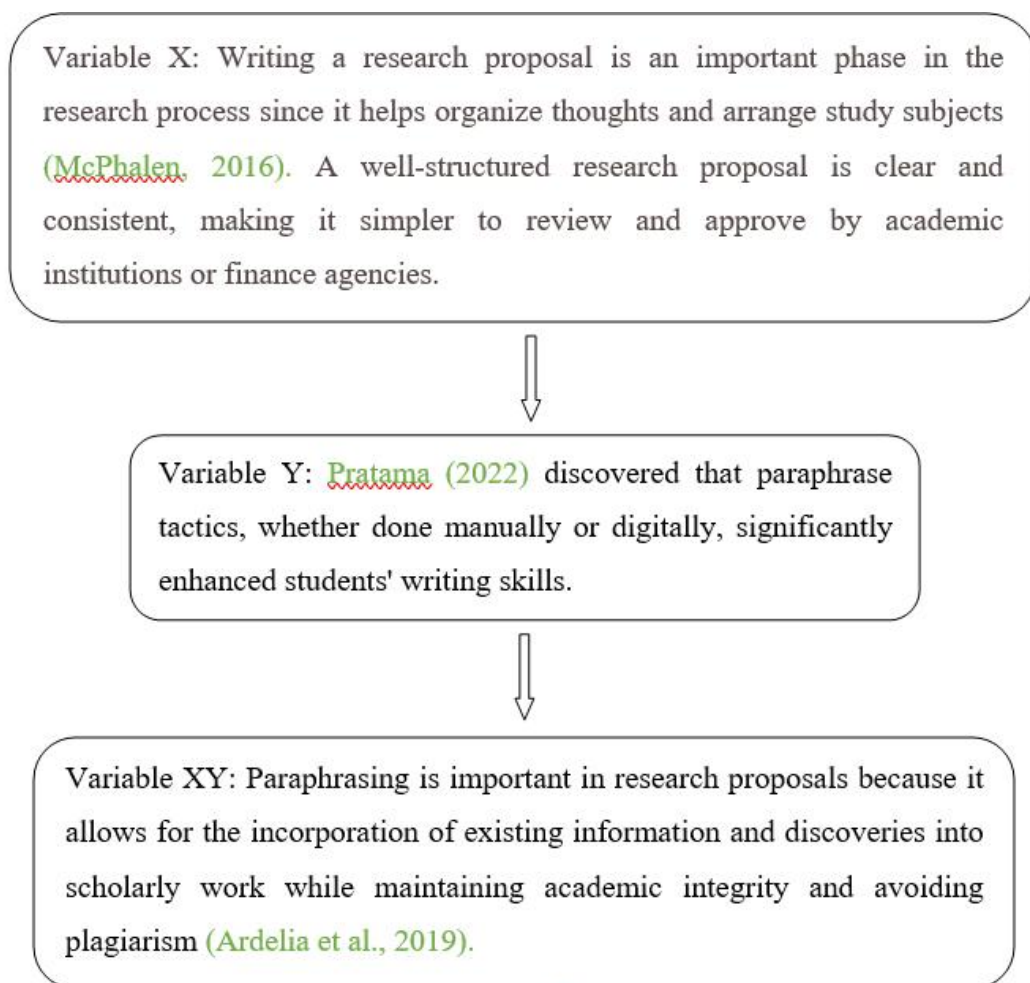
This research intends to improve students' learning experiences by offering opportunities to practice paraphrase skills in the context of drafting research proposals. Focusing on creative ways specifically designed for EFL students aims to make learning more enjoyable and successful.

## E. Research Scope

This research discusses the experiences of EFL students in paraphrasing writing research proposals. The investigation will be conducted on students from the class of 2020 majoring in English Education Department at UIN Sunan Gunung Djati Bandung who are writing a research proposal.

## F. Conceptual Framework

Figure 1.1



This conceptual research framework explores the tight link between writing and paraphrasing abilities in an academic setting, particularly when producing research proposals. Writing is seen as a type of creative expression that conveys ideas in a variety of circumstances, including concept exploration,

information organizing, and the construction of sophisticated arguments. Klein and Boscolo (2019) underline that writing is a multidimensional activity that is essential for learning and self-assessment. Furthermore, writing is a method of conveying ideas or conceptual thinking, a complicated operation that requires the presentation of original research in accordance with recognized norms (Aydin & Baysan, 2018).

Academic writing refers to the numerous forms and styles of writing that are employed in scientific settings as a fundamental instrument for expressing and distributing information. The research proposal is an important component of academic writing since it provides a framework for constructing a student's thesis. Writing a research proposal is an important phase in the research process since it helps organize thoughts and arrange study subjects (McPhalen, 2016). This research proposal contains information on what the researcher will explore and is created before to beginning the actual research. Typically, this proposal communicates the research topic that will be described as well as the recommended technique for addressing it (Vasanthakumari, 2021). A research proposal is typically divided into several sections, including an introduction that introduces the research problem, a literature review that summarizes related studies, a methodology section that explains the research design and approach to be used, a discussion of the expected results, and a project schedule and budget. When developing a research proposal, it is critical to have a defined plan for doing scientific research. A well-structured research proposal is clear and consistent in describing study objectives, methodologies to be employed, and projected outcomes, making it simpler to review and approve by academic institutions or finance agencies.

This conceptual framework highlights the importance of paraphrasing in academic writing. Paraphrasing is more than just exchanging words; it also requires a deep comprehension of the topic being communicated. It is a skill that involves communicating information from an external source in one's own language without compromising its essence. Pratama (2022) discovered



that paraphrase tactics, whether done manually or digitally, significantly enhanced students' writing skills. Paraphrasing is very important in academic writing, especially when developing research proposals. Online paraphrasing tools are widely used in academic writing, with students frequently relying on them to overcome paraphrasing challenges (Sulistyaningrum, 2021). Manual paraphrasing, on the other hand, requires human effort in restructuring content (Goyal, 2020). Both tactics are essential for preserving the integrity and authenticity of a research proposal by correctly conveying the original source's thoughts in one's own words. Paraphrasing is important in research proposals because it allows for the incorporation of existing information and discoveries into scholarly work while maintaining academic integrity and avoiding plagiarism (Ardelia et al., 2019).

#### **G. Previous Study**

A study conducted by Syahnaz (2023), titled "Utilizing Artificial Intelligence-based Paraphrasing Tool in EFL Writing Class: A Focus on Indonesian University Students' Perceptions" explores the integration of QuillBot in an EFL academic writing course. The study used a phenomenological case study methodology and included 20 sixth-semester English Education students. Data were collected via an online questionnaire sent to all participants, complemented by face-to-face interviews with five carefully chosen individuals. The results show that students had good attitudes on QuillBot, emphasizing its benefits in improving content, reducing grammatical mistakes, and improving language in their articles. The study suggests that adding AI, such as QuillBot, helps EFL students overcome academic writing obstacles, hence boosting the quality of their written work. While the study supports the benefits of AI-based technology in language courses, it emphasizes the need for more research to determine the value of each factor in terms of students' use of AI-based paraphrasing tools, notably QuillBot.

The second previous study written by Çeşme (2022) with the title "Exploring Paraphrase Performances and Strategies of Graduate Student Writing" aims to investigate the performance and strategies of EFL Masters students in terms of language abilities, language background, and types of writing assignments. This qualitative study design involves 12 master's students pursuing doctorate studies in ELT at a Turkish institution. Data was collected using particular texts, and students' paraphrased texts were examined using a paraphrase taxonomy, with an emphasis on lexical and structural modifications. According to the study's findings, master's students struggle to utilize paraphrase effectively. Although they typically result in a moderate amount of paraphrase, commonly utilized tactics include synonym replacement and copying word sequences from sources. In addition, warped meaning is recognized as a new sort of paraphrase in the paraphrase taxonomy. These findings indicate the necessity for explicit paraphrasing education, supported by examples of excellent and bad paraphrase, as well as further practice to understand how to paraphrase appropriately.

In the third previous study, titled "EFL Students' Perception of Using AI Paraphrasing Tools in English Language Research Projects" conducted by Alammar (2020), a mixed-methods approach was employed to investigate the perceptions of EFL students regarding the use of AI-driven paraphrasing tools (APTs) in their academic writing process. The study examined the differing perspectives of researchers and educators on APTs, highlighting their responsibilities, appropriateness, and efficacy in the context of English language research projects. Participants, who were EFL students enrolled in a research project course, used APTs to write their research papers; the study attempted to determine the benefits and drawbacks of APT use using questionnaires and semi-structured interviews. However, the study advised against overreliance on APTs. It suggested that students learn how to paraphrase to assess the appropriateness of writings created by these technologies, emphasizing the value of academic integrity in writing.



The fourth previous study with the title “Investigating EFL Students' Writing Skills Through Artificial Intelligence: Wordtune Application as a Tool” yang di tulis oleh Al Mahmud (2023), discussed the impact of AI-powered writing technologies like Wordtune and Grammarly on English as a Foreign Language (EFL) writing skills in Saudi Arabia. Employing a mixed-method design, the study investigates Wordtune's facilitation of Saudi students' writing abilities. Participants include two male and two female groups, each divided into control and experimental groups. Qualitative analysis of student writing samples indicates modest gains in lexical and syntactic levels, with improvements observed in concrete nouns, vivid adjectives, precise verbs, and the use of complex phrases and compound sentences. Furthermore, Wordtune's impact on writing quality is consistent across both male and female participants.

The fifth previous study written by Fitria (2024) with the title “Doing Manual Paraphrasing: What Should the Students Do in Paraphrasing or Rewriting English Writing?”. Discusses the significance of manual paraphrasing as a method to prevent plagiarism and alleviate students' writing difficulties in English composition. The study aims to describe the process of manual paraphrasing for students and identify strategies they can employ. It adopts a descriptive qualitative approach to analyze the manual paraphrasing process and strategies used by students. The analysis reveals that manual paraphrasing involves rewriting texts without online tools and requires students to employ various strategies, such as using synonyms, altering sentence structures, and rearranging ideas. Participants in this study likely include students tasked with paraphrasing English writing assignments. While manual paraphrasing demands more effort and time compared to automated tools, the results are expected to yield better outcomes in terms of preserving the original meaning while avoiding plagiarism.

In addition, from the three previous studies emphasize key components of EFL students' academic writing skills. Despite having varied themes, such as the usage of AI-based paraphrasing tool technology, paraphrasing abilities

without unique technology, and views of AI-based paraphrasing tools, this research give a thorough grasp of EFL students' paraphrasing strategies. The similarities in the use of qualitative methodologies, along with the emphasis on direct participant feedback through interviews, demonstrate the relevance of the qualitative dimension. The current study will discuss EFL students' paraphrasing strategies in writing research proposals at UIN Sunan Gunung Djati Bandung, using qualitative methods and case studies, adding contributions to the understanding of the challenges and potential for improving EFL students' academic writing skills in the context of proposal research.

