CHAPTER II
REVIEW OF RELATED LITERATURE

In this chapter, the researcher will be explaining about review of related literature. It is concerned with theoretical comprehension that is introduced to done point of interest. The review has important functions, which makes it worth reading. This chapter is composed of the view of paraphrasing, ChatGPT, and thesis writing.

2.1 Paraphrasing

Paraphrasing is expressing the majority of the concepts conveyed by the author using your own words while retaining their intended meaning. As convinced by Fillenbaum, 1970; Keck, 2006, 2014; Shi, 2012 in Rogerson & McCarthy (2017) to show their comprehension of a text, a writer must be able to restate the key ideas in their own words while properly citing the source. This demonstrates their ability to grasp the essence of what they have read and apply it to their writing.

Paraphrasing involves rephrasing a specific portion of a written text using the wording and approach of the person doing the paraphrasing, rather than replicating the exact words and style of the original author (Soles, 2003 in Fitria, 2021). This is a line with Gadag & Sagar (2016) it should strive to reorganize the information sequence and vary grammatical structures. This means that someone only takes the idea of the text and will explain it in his own way. Based on those theories, it can infer that paraphrasing involves expressing the author's concept in one's own words, aiming to simplify the content while preserving the original meaning. It is essential to thoroughly review our paraphrased content to ensure that our understanding of the original author's ideas is accurate (Murray, 2012 in Fitria 2021).

Na and Mai (2017) define paraphrasing as an important skill that needs to pay attention to alterations in word choice and syntactic structures, as well as ensuring that the intended meaning of the original text is maintained in the paraphrase. The paraphrased version must incorporate different vocabulary and sentence structures that deviate significantly from the original one. According to Rogerson & McCarthy (2017), less effective methods of paraphrasing often rely on a basic technique of word substitution, utilizing the limited capabilities of word processing tools or online dictionaries to find synonyms for some of the words in the original text.

2.1.1 Paraphrasing strategies

Strategy is a plan or approach designed to achieve a specific goal or objective. In this case, a writing strategy is needed to prevent plagiarism and ensure originality. The researcher finds out 2 paraphrasing strategies by Westwood (2008:33) as cited in Hidayati (2022) and paraphrasing strategy by Rahmat (2021).

2.1.1.1 Paraphrasing strategy Read, Ask, and Put by Westwood (2008:33)

In Hidayati's article (journal The Explora), she explains Westwood's paraphrasing strategy which is read, ask, and put. This is a sequence of steps so students can paraphrase others' work in a good way. The first thing that students need to do is read a paragraph. When reading the paragraph, students possess the capability and option to read in a silent way, wherein they peruse the text without vocalizing the words audibly. This silent reading approach allows them to internalize and comprehend the content at their own pace, facilitating a personalized and introspective reading experience. While reading, it is essential to actively engage in the cognitive process of contemplating the meaning behind the words. The second step is to ask yourself "What were the main ideas and supporting details presented in this paragraph?". This self-inquiry prompts students to actively engage in critical thinking and reflection, as they strive to distill and discern the fundamental concepts encapsulated within the text. By

employing this approach, students will initiate the formation of a mental framework, outlining the main purpose or objective conveyed within the paragraph they are reading. The last is to put the main idea and the detail of the paragraph into your word. This crucial stage requires careful synthesis and comprehension of the content, enabling you to effectively convey the core message while incorporating your own unique phrasing and understanding.

2.1.1.2 Paraphrasing strategy Read to write model by Rahmat (2021)

In Rahmat's article, he discusses cognitive and metacognitive paraphrasing strategies in ESL writing. Writers usually make mistakes with paraphrasing. In response to this issue, he provides paraphrasing strategies for writers. Paraphrasing entails the integration of both reading and writing abilities. The process begins with problem analyse. It begins with a thorough analysis of the problem, where in the writer assesses the relevance of the selected or assigned material to academic writing. Subsequently, the writer returns to their academic piece, deliberating on how to incorporate additional information into the content (solving content knowledge). Following this, attention is directed towards refining the structure of the writing (solving discourse knowledge). The final phase is called problem translation, involves the writer's decision-making regarding additions or deletions to the draft, ensuring coherence and accuracy in the paraphrased rendition.

2.1.2 Paraphrasing techniques

The researcher took the paraphrasing techniques from Stephen Bailey. The techniques are explained below:

2.1.2.1 Changing Vocabulary using synonyms

The first technique from Stephen Bailey is changing the vocabulary used with synonyms. It means that the writer needs to replace a specific word with a suitable synonym to accurately convey the information.

For examples:

- Skill > ability

- Manage > maintain

- Behaviour > attitude

- Different > contrast

- Goal > target

The researcher will give an example from Stephen Bailey's book. The underline one is words that paraphrase with synonyms.

" The <u>growth</u> of the <u>car</u> industry <u>parallels</u> the <u>development</u> of <u>modern</u> capitalism."

Then, the paraphrased text will resemble the following:

"The <u>rise</u> of the <u>automobile</u> industry <u>matches</u> the <u>progress</u> of <u>contemporary</u> capitalism."

2.1.2.2 Changing Word Class

The second technique is to change the word class (part of speech) of some words and make it different from the original one. It can be a noun to a verb, a verb to a noun, a noun to an adjective, a verb to an adverb, an adjective to an adverb, etc.

For examples:

- Appear (v.) > appearance (n.)

- Success (n.) > succeed (v.)

- Distant (adj.) > distance (n.)

- Anxiously (adv.) > anxious (adj.)

- Idealism (n.) > ideal (adj.)

The researcher gives an example below from Stephen Bailey's book. The underline one is words that paraphrase with the word class.

" In the 1920s Alfred Sloan's <u>management</u> theories <u>helped</u> General Motors to become the world's <u>dominant</u> car company."

Then, the paraphrased text will resemble the following:

"In the 1920s, with <u>help</u> from the <u>managerial</u> theories of Alfred Sloan, General Motors <u>dominated</u> the world's car companies."

2.1.2.3 Changing Word Order

The last, technique from Stephen Bailey is changing the word order. This technique is requested to re-arrange the text from the original one.

For examples:

- Original sentence: "She slowly walked down the street."

  Paraphrased sentence: "Down the street, she walked at a leisurely pace."

- Original sentence: "The dog eagerly chased the ball in the park."
  Paraphrased sentence: "In the park, the ball was eagerly chased by the dog."
- Original sentence: "He confidently delivered the presentation to the audience."
  Paraphrased sentence: "The presentation was confidently delivered to the audience by him."

The following examples are from Stephen Bailey's book.

Original sentence: "At the same time, trades unions became increasingly militant in defense of their members' jobs."

Paraphrased sentence: "At the same time increasingly militant trades unions defended their members' jobs."

2.1.3 Online paraphrasing tools

Internet is one of the most helpful technology for human life. It can help humans in their daily life for search information, communication, or just for entertainment. In this phase, internet is used as a paraphrasing tool. There are so many online paraphrasing tools on the internet that can help students to finish their

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tasks. The research took 3 of the most hype online paraphrasing tools in academic areas namely, QuillBot, Paraphrase.io and ChatGPT.

2.1.3.1 QuillBot

Quillbot is one of the famous online paraphrasing tools used. QuillBot can change the paragraph that you put in without taking a long time. Like Alammar and Amin (2023), QuillBot offered students constructive feedback, consequently minimizing the amount of time and energy they needed to invest. QuillBot provides a product that utilizes artificial intelligence to propose alternative phrasings, perform grammar checks, summarize text, and even detect instances of plagiarism (Dale 2020 in Kurniati and Fithriani 2022). It is in the same line with Fitria (2021), its function involves automatically removing, inserting, or modifying words in order to generate a completely fresh sentence.

2.1.3.2 Paraphrase.io

Like QuillBot, Paraphrase.io is also a popular website used for paraphrasing. These tools have the potential to address a variety of challenges in academic writing, including preserving original information, recognizing parts of speech, managing punctuation, and cleverly rephrasing content. Paraphrase.io stands out by ensuring the production of well-articulated and grammatically correct sentences, providing an invaluable resource for writers, students, and professionals seeking to enhance the originality and clarity of their text. It was suitable for creating appropriate expressions and grammatically accurate sentences, as well as generating new sentences by employing synonyms and varied syntax (Alammar and Amin 2023).

2.2.3.3 ChatGPT

Although relatively new, ChatGPT has also become a famous paraphrasing tool like the other two paraphrasing tools. ChatGPT has the ability to do many things in assisting students in their learning, including making essays, translations, summaries, answering questions, performing grammar checks, and paraphrasing.ChatGPT possesses the capacity to produce text resembling human

language, rendering it valuable for numerous natural language processing tasks such as language translation, summarization, paraphrasing, and answering questions. (lund & Wang, 2023). Lund & Wang (2023) add more, it can even write comprehensive scholarly essays by dividing a central topic into subtopics and allowing GPT to compose each section, thus enabling the creation of complete articles using the tool.

2.2 ChatGPT

ChatGPT is an artificial intelligence model created by OpenAI that is designed to construct conversational AI applications that can comprehend and provide meaningful responses to human language inputs in an effective way (Aljanabi et.al., 2023). Nowadays, ChatGPT has been growing rapidly. With this chatbot users can interact with the AI through inputting prompts (Haleem et.al., 2022). Haleem et.al., 2022 add further while ChatGPT is an exceptional tool that generates captivating outcomes for crafting narratives, poetry, songs, essays, and various other forms of writing, it does have some limitations.

2.2.1 The Origin of ChatGPT

ChatGPT was born at the end of November 2022. The creator and publisher of ChatGPT was Open Artificial Intelligence (AI). CatGPT serves as a language model designed to construct conversational AI systems skilled in comprehending and providing meaningful responses to human language input (Cao et.al., 2023) .The underlying structure of ChatGPT is rooted in the GPT (Generative Pre-trained Transformer) architecture, which was initially designed for language generation purposes such as machine translation and summarization. The first version of the model is GPT-1, a more advanced and potent iteration called GPT-2 was introduced in 2019. GPT-2 surpassed its predecessor in size and capability, demonstrating the capacity to generate complete articles and perform diverse language tasks, including translation and summarization. In 2020 GPT-3 was unveiled, setting new benchmarks in the realm of AI language generation. GPT-3 has achieved exceptional results in various benchmark tests and is recognized as the largest publicly accessible language model to date. On November 30, 2022 OpenAI

granted public access to ChatGPT, an advanced artificial intelligence (AI) tailored for conversational and interactive dialogue (Hopkins et.al., 2023).

2.2.2 The Strengths and Weaknesses

As an application that used internet base, ChatGPT must have the strengths and weaknesses of their things.

2.2.2.1 Strengths

Strengths are internal factors that contribute positively to achieving something. They serve to support opportunities and mitigate threats by providing advantages and capabilities that can be leveraged effectively. In the context of analysis or evaluation, strengths refer to the internal factors or qualities that provide advantages, capabilities, or support towards achieving objectives. They are the areas where the subject excels or has an advantage over others. There are several strengths of ChatGPT that explained by some experts as cited in Farrokhnia et.al., 2023, which are explain below:

1. Providing personalized response

    ChatGPT possesses the remarkable capability to learn from its interactions with humans, enabling it to adapt as a conversational agent (Shen et al., 2023). By remembering and integrating previous conversations, ChatGPT can maintain context and engage in more natural and coherent discussions with users over time. Leveraging its extensive training on vast amounts of data, ChatGPT has the potential to offer personalized responses that align with the specific context of a given prompt (Haque et al., 2022). Furthermore, ChatGPT can generate responses in various tones and structures, catering to the preferences and requirements of the user (Aljanabi et.al., 2023). This feature allows users to create unique texts that simulate a genuine dialogue, continually evolving and becoming more personalized with each interaction.

2. Providing real-time responses

The processing speed of ChatGPT may vary depending on factors such as the complexity and volume of queries. Nonetheless, thanks to its advanced natural language processing model, ChatGPT is capable of comprehending intricate inquiries and providing relevant real-time responses (Deng & Lin, 2022). In a study examining ChatGPT's potential for academic writing, it was found that the response rate was exceptionally quick, with ChatGPT generating a text output of 300-500 words in less than 2 minutes (Kumar, 2023). This capability greatly simplifies the process of obtaining information, eliminating the need for users to manually search through multiple sources and search engines. In a fast-paced world where obtaining accurate answers, sometimes under time constraints or the pressure of quick decision-making, is crucial, this feature offers significant advantages.

2.2.2.2 Weaknesses

Weaknesses, in the context of SWOT objectives, are internal factors that have a detrimental impact. Weaknesses can be characterized by limitations or shortcomings that prevent optimal utilization of opportunities or pose challenges when confronted with potential threats. weaknesses represent internal factors or aspects that hinder progress, present limitations, or make the subject vulnerable to challenges or threats. They are the areas where improvement, development, or mitigation is required to enhance performance or overcome obstacles. There are also several weaknesses of ChatGPT examined by some experts as cited in Farrokhnia et.al., 2023 that the researcher explains below:

1. Lack of deep understanding

    ChatGPT has limitations when it comes to grasping the true meaning of the words it processes. While it excels at recognizing patterns and generating plausible responses, it lacks a comprehensive understanding of the underlying concepts behind the words. As a result, its responses may sometimes lack depth and insight and there is a possibility of veering

off-topic particularly in tasks requiring a nuanced understanding of specific domains (Dimitrov, 2023). In a study focused on Pathology, ChatGPT was able to generate acceptable responses to complex problems, but its understanding of the theoretical concepts was limited (Sinha et al., 2023). While this weakness can be mitigated with processes that foster a deeper and more meaningful understanding, the absence of such processes may lead to a potential "dumbing down" effect, diminishing the users' overall experience.

2. Lack of higher-order Thinking Skills

While ChatGPT has the capability to facilitate the advancement of complex learning outcomes, it falls short in handling content that demands higher-order thinking skills, such as critical and analytical thinking (Rudolph et al., 2023). This limitation primarily stems from the reliance of AI tools on training data that lacks a deep understanding of the context, common sense and emotions which are vital for higher-order thinking. For example, ChatGPT's capacity to generate higher-level critical thinking questions is limited, as these types of questions necessitate a profound comprehension of the subject matter (Sun & Hoelscher, 2023).

2.2.3 The Use of ChatGPT

ChatGPT holds considerable importance in both learning and teaching contexts. in the use of ChatGPT for learning purposes, ChatGPT offers an enriching and interactive learning experience. ChatGPT proves to be a valuable resource for formal English language education, encompassing aspects such as conversation, writing, grammar, and vocabulary (Shaikh et.al., 2023).

In the previous research conduct by (Hidayat, Munir & Anam 2022) They organized the three sequence of paraphrasing, which are at the beginning (before-writing), middle (while-writing), and end (afterwriting). According to (Lin, 2017) the Three sequence has the potential to be customized for language learners in

various environments through proactive adjustment. In this contex, the three sequence can be adapted in the use of ChatGPT of the term to improve the consistency of the collected data and to monitor any changes that occurred in students' use of ChatGPT. The three phase sequence will be as follows:

1. Pre-using

   Pre-using refers to using a product or service before adopting the new product. In the pre-using activities is designed to present understanding, such as identifying cause and effect, drawing comparisons, and various additional comprehension techniques.

2. While-using

   While using refers to the action of using something or engaging in an activity at the present moment or during a specified time frame. This will indicate whether someone has issues while actively using something.

3. Post-using

   Post-using refers to the activity or evaluation conducted after using a product, service, or system. It involves assessing its performance, durability, and any potential issues that may arise during or after the initial use. Post-using activities often include gathering feedback from users, analyzing data collected during the usage phase, and implementing improvements or updates based on the findings.

2.3 Thesis writing

Thesis writing class holds a significant place in any college education. Passing grades in a course on thesis writing is a prerequisite for students to obtain any degree in a university (Malimas et.al., 2017). This class provides a comprehensive overview of the research process, including topic selection, literature review, data collection, analysis, and interpretation, as well as the organization and presentation of the final research paper. Students also learn how to identify and avoid plagiarism, use appropriate citation styles, and follow ethical guidelines in their research. Successful completion of a thesis writing class is

typically a prerequisite for obtaining any degree in a university, underscoring its importance in preparing students for academic and professional success.

2.3.1 The Objective Of The Writing Class

Students at the University of Muhammadiyah Malang can take thesis writing class in the 6th semester. This class only exists for students in English Language and Education Department. Students can take this class after they finished the writing class before, that is grammar class, sentence building, paragraph writing, essay writing, and the last is thesis writing. This is a connected series of learning components, progressing from fundamental concepts to increasingly advanced ones. Within this course, students will be responsible for creating their thesis, spanning from the first chapter to the third chapter.

2.3.2 Credit For Thesis Writing Class

In a class, "credits" refer to the units of academic value assigned to a particular course or subject. Each course is typically assigned a specific number of credits, which reflects the amount of time and effort required to successfully complete the course. Credits serve as a measure of the workload and are often used to determine a student's progress towards degree completion. They play a crucial role in determining academic standing, graduation requirements, and eligibility for certain programs or honors. The number of credits assigned to a class is typically based on factors such as the number of instructional hours, class meetings per week, assignments, and assessments. Beside that, credit for thesis writing class at the University of Muhammadiyah Malang is 4.

2.4 Previous Related Research Findings

In this research, the researcher present several opinions related to the use of ChatGPT in learning. First, (Athanassopoulos et.al, 2023) in his research he explain his purpose of the study was to find out whether the use of ChatGPT can enhance foreign language writing skills for socially vulnerable populations, such as refugees/migrants who face extra language difficulties, especially vocabulary and

grammar. The type of study used is a pre-experimental study using classes. The results of the study were promising, ChatGPT could serve as a valuable language learning tool and assist in the teaching process, particularly beneficial for students with a refungee or migrant banckground.

Second, (Mohammed, Al-ghazali & Alqohfa, 2023) This study aims is to investigated Arab postgraduate students' uses of ChatGPT in their higher studies. The subjects of this study were 40 Arab postgraduates attending five universities in Kerala, India. The findings show that the participants perceived benefits of ChatGPT and effects on their academic writing, language competency, and achievment.

Third, (Bok & Cho, 2023) the purpose of the study was to investigates the experiences and perceptions of Korean College students regarding the use of ChatGPT as a tool for revising paragraphs. This study used descriptive statistics and thematic analysis method. The data were collected by filling out questionnaire by 71 students. In this study, the researcher discovered that the students were satisfied with the use of ChatGPT for their paragraph revision.

Based on the findings of the study above, several aspects align with the current research, which focuses on technology based learning methods utilizing ChatGPT as a supplementary tool accessible to students anytime. In contrast to three related studies, this research explores how ChatGPT used for paraphrasing. This research differs from the previous studies in terms of scope, research objectives, subjects, methodologies, leading to potentially distinct findings. Nonetheless, a common thread among these studies is the use of ChatGPT as a helping tools.