

**QUILLBOT'S ROLE IN ENHANCING PARAPHRASING
SKILLS OF UNIVERSITY STUDENTS**

THESIS

Submitted in Partial Fulfillment of the Requirement for Bachelor
Degree of English Education Department



BY:

MUAMANAH TRI WIYANTO

2103046015

**ENGLISH EDUCATION DEPARTMENT
EDUCATION AND TEACHER TRAINING FACULTY
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
2025**

THESIS STATEMENT

THESIS STATEMENT

I am the student of following identity:

Name : Muamanah Tri Wiyanto
Student Number : 2103046015
Department : English Language Education

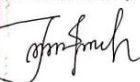
Certify that the thesis entitled:

“QUILLBOT’S ROLE IN ENHANCING PARAPHRASING SKILLS OF UNIVERSITY STUDENTS”

It is definitely my own work. I am completely responsible for the content of this thesis. Other researcher’s opinions or findings included in this thesis are quoted or cited in accordance ethical standards.

Semarang, 26th February 2025

The researcher,



Muamanah Tri Wiyanto
NIM. 2103046015

THESIS APPROVAL



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Telp. 024-7601295 Fax. 024-7615387 Semarang 50185

THESIS APPROVAL

To:

The dean of Education and Teacher Training Faculty
Walisongo State Islamic University
Semarang

Assalamu'alaikum, wr.wb.

After correcting it to whatever extent necessary, we statute that the final project belongs to the student as below:

Name of Student : Muamanah Tri Wiyanto
Student Number : 2103046015
Department : English Language Education
Title : **Quillbot's Role in Enhancing Paraphrasing Skills of University Students**

I state that the thesis is ready to be submitted to the Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at the Munagasyah session.
Wassalamu'alaikum, wr. wb.

Semarang, 26th February 2025

Advisor,


Savvidatul Fadlilah, M.Pd.
NIP. 198109082007102001

RATIFICATION



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Telp. 024-7601295 Fax. 024-7615387 Semarang 50185

RATIFICATION

Thesis with the following identity:

Title : **Quillbot's Role in Enhancing Paraphrasing Skills of University Students**
Name of Student : Muamanah Tri Wiyanto
Student Number : 2103046015
Department : English Language Education


Had been ratified by the board of examine of the Education and Teacher Training Faculty of Walisongo State Islamic University and can be received as one of any requirements for gaining a Bachelor's Degree in English Language Education.


Semarang, 13th March 2025

THE BOARDS OF EXAMINERS

Chairperson,

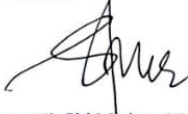
Secretary,


Dr. Siti Tarwiyah, S.S., M.Hum.
NIP. 197211081999032001



Sayyidatul Fadlilah, M.Pd.
NIP. 198109082007102001

Examiner 1


Examiner 2


Dr. Hj. Siti Mariam, M.Pd.
NIP. 196507271992032002




Nadiyah Ma'mun, M.Pd.
NIP. 197811032007012016

Advisor,


Sayyidatul Fadlilah, M.Pd.
NIP. 198109082007102001

ADVISOR NOTE



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Telp. 024-7601295 Fax. 024-7615387 Semarang 50185

To:

The dean of Education and Teacher Training Faculty
Walisongo State Islamic University
Semarang

Assalamu'alaikum, wr.wb.

I inform you that I have given guidance, briefing, and correction to whatever extent necessary for the following thesis:

Title	: Quillbot's Role in Enhancing Paraphrasing Skills of University Students
Name of Student	: Muamanah Tri Wiyanto
Student Number	: 2103046015
Department	: English Language Education

I state that the thesis is ready to be submitted to the Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at the Munaqosyah session.

Wassalamu'alaikum, wr. wb.

Semarang, 26th February 2025

Advisor,


Sayyidatul Fadlilah, M.Pd.
NIP. 198109082007102001

ABSTRACT

Title : QUILLBOT'S ROLE IN ENHANCING
PARAPHRASING SKILLS OF UNIVERSITY
STUDENTS
Name : Muamanah Tri Wiyanto
Student Number : 2103046015

Paraphrasing is an important thing that must be mastered in academic writing. This research aims to explain the role of Quillbot in the paraphrasing process, describe the benefits and challenges faced when using Quillbot. This research uses a qualitative research method with a case study design. Participants in this research were 20 English Language Education students at one of the state Islamic university in Central Java who had used Quillbot for paraphrasing. Data collection was carried out by distributing questionnaires and reinforced by interviews. Based on the research results found by researcher, it shows that Quillbot has a role in paraphrasing skills in the form of changing synonyms, word order, and active sentence into passive once. Students feel that quillbot has several benefits such as make paraphrase faster, reduce students' anxiety, and increase students' self confidence in paraphrasing. However, there are several challenges faced by students when using Quillbot, such as the paraphrasing results are not accurate so they have to be checked again and sometimes find synonyms that are rarely used in academic writing.

Keywords: *Academic Writing, Paraphrasing Skill, Quillbot, University Students.*

DEDICATION

Praise is given to Allah SWT who has bestowed His grace so that I can complete this thesis.

This thesis is dedicated to:

1. My beloved parents, Mr. Sugiyanto and Mrs. Sewi Fatimah.
Thank you for motivating me so that I was able to complete my studies until my bachelor's degree. I dedicate this thesis and my title to my father and my mother.
2. My beloved older brothers and older sisters who always provide support to me.
3. All lecturers in the English Education Department.

ACKNOWLEDGEMENT

Praise be to Allah SWT who has given me the greatest mercy and blessings to be able to complete this thesis. Peace and salutation are always conveyed to our Prophet Muhammad SAW, who has guided us from the darkness to this bright situation.

During the preparation of this thesis, I would like to express the deepest gratitude to all parties who have provided support, enthusiasm and motivation as well as contributions to this research. Therefore, I would like to express my heartfelt appreciation to:

1. Prof. Dr. Fatah Syukur, M.Ag., as the Dean of the Education and Teacher Training Faculty of UIN Walisongo Semarang.
2. Dra. Nuna Mustikawati Dewi, M.Pd., as the Head of English Language Education Department.
3. Sayyidatul Fadlilah, M.Pd., as the advisor who always guided me with sincerity and patience so that I can complete this thesis.
4. All lecturers of the English language Education Department who have provided knowledge and motivation.
5. My beloved parents, Mr. Sugiyanto and Mrs. Sewi Fatimah, my best support system who always educates, provides support and tries the best for me.
6. My beloved older sisters, Mba Nadiya Putri Utami and Mba Maria Ulfa Dwi Pangesti, S.Pd., who always prayed and provided support.

7. My best friends, Lutfiatunisa Aulia Mahfiroh, S.M., Rossi Itsnaul Haq, and Mohammad Yoga Apriyanto who always provided support, helped, and to be someone who always listened to my complains in completing this thesis.
8. All the members of PLP 2 SMP N 30 Semarang 2024.
9. All of the participants in this research.
10. I, Muamanah Tri Wiyanto, thank you for always being strong and not giving up to finish this thesis.

MOTTO

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّى يُغَيِّرُوا مَا بِأَنْفُسِهِمْ

“Allah will not change the condition of a people until they change that is in themselves.” (Qs. Ar-Ra’du: 11)

“You don’t have to be extraordinary to start, but you have to start to be extraordinary ”

(Zig Ziglar)

“Every result requires a process and every process requires sacrifice.”

(Myself)

TABLE OF CONTENT

THESIS STATEMENT	ii
THESIS APPROVAL	iii
RATIFICATION	iv
ADVISOR NOTE	v
ABSTRACT	vi
DEDICATION	vii
ACKNOWLEDGEMENT	viii
MOTTO.....	x
TABLE OF CONTENT	xi
LIST OF APPENDIXES	xiv
CHAPTER I	1
INTRODUCTION.....	1
A. Background	1
B. Research Questions	4
C. Research Objectives	4
D. Pedagogical Significance	5
E. Research Method	6
CHAPTER II	7
REVIEW OF RELATED LITERATURE	7
A. Previous Research	7
1. Quillbot in Higher Education	7
2. Quillbot in Academic Writing.....	9
3. Students' Perceptions in Using Quillbot	12

B. Literature Review	16
1. Paraphrasing Skills in Academic Writing	16
2. Quillbot and Paraphrasing Skill	19
C. Theoretical Framework	22
D. Conceptual Framework	24
CHAPTER III.....	27
RESEARCH METHOD.....	27
A. Research Design.....	27
B. Participant of the Research.....	28
C. Research Instrument.....	28
D. Data Collection.....	30
E. Data Analysis	31
CHAPTER IV	34
RESEARCH FINDINGS AND DISCUSSION	34
A. Research Findings	34
1. Quillbots' Role to Enhance Paraphrasing Skill.....	34
2. Benefits and challenges faced in using Quillbot	45
B. Discussion	50
CHAPTER V.....	58
CONCLUSION, PEDAGOGICAL IMPLICATION, AND	
SUGGESTION.....	58
A. Conclusion.....	58
B. Pedagogical Implication.....	59
C. Suggestion	60

REFERENCES.....	61
APPENDIX	66

LIST OF APPENDIXES

- Appendix I : Close Ended Questions Questionnaire
- Appendix II : Interview Transcript
- Appendix III : Documentation
- Appendix IV : Curriculum Vitae

CHAPTER I

INTRODUCTION

In this chapter, researcher will discuss about background of the research, research questions, research objectives, pedagogical significance, and research method.

A. Background

Technological developments in the world of education are increasingly growing. Information technology (IT) played a significant role in ushering in a new era in education (Mohammad et al., 2024). One of the skills that students must have in writing an academic writing is paraphrasing. According to Parra & Calero, (2019), in the process of learning English as a foreign language, the development of writing skills with the use of contemporary computer programs has drawn a lot of attention. This is because it has improved comprehension about the technological programs' contributions are required in the field of education. Mufida Syahnaz (2023) also say that the important factor to carefully consider is the language used in academic writing, as it has an impact on the article's quality. When language is used correctly, it can convey the meaning of what the writer or speaker is trying to say, and when it is not, miscommunication will happen. As a result, care must be taken in the language used when paraphrasing.

Paraphrasing is still something that is often difficult for students to do. This is related to the statement from Shi (2012) that

the students have difficulty to comprehend the need of paraphrasing in order to prevent plagiarism. A sentence or paraphrase can be rewritten in a variety of ways. Writers can properly paraphrase lines or paragraphs by following these basic strategies (Fitria, 2021). These strategies include the use of word synonyms or equations, rearranging words in sentences, altering word forms, and converting active phrases into passive sentences or vice versa (Fitria, 2022).

There are several difficulties experienced by students when paraphrasing. Sulistyaningrum in her research stated that the most challenging aspects of content, structure, language, and paraphrasing technique include employing proper grammar and vocabulary, paraphrasing oneself, and using redundant or unvariative words (Sulistyaningrum, 2021).

EFL students struggled with language, cognition, and psychological skills. In terms of linguistics, the majority of pupils struggled with grammatical, structural, and formatting issues, word classes, word usage errors, and the use of articles. Cognitive issues include difficulty arranging paragraphs, staying within word classes, navigating generic structures, reaching conclusions, and punctuation (Rahmatunisa, 2014).

Paraphrasing is an important part of academic writing, including theses. Paraphrasing can be done with the help of both free and paid online paraphrasing tools. There are two primary

methods for paraphrasing, at the very least. First, alter the phrase structure. To begin paraphrasing, move the words around in the sentence. Second, switch up the vocabulary by using synonyms or finding other phrases that convey the same idea. However, comprehending the language that needs to be paraphrased is the most crucial step (Fitria, 2022).

AI or artificial intelligence is beginning to be widely known and used including Indonesia. The challenges connected to academic writing can be lessened with the use of Quillbot, a digital tool driven by artificial intelligence (AI). With the development of technology, Quillbot can help reduce the difficulties associated with academic writing. Quillbot is an AI tool system that helps with paraphrasing writing, preventing plagiarism, condensing lengthy sentences, and improving language to sound more formal and accurate (Kurniati & Fithriani, 2022).

Some previous studies were carried up regarding the use of Quillbot. The first study was written by Kurniati & Fithriani (2022) aimed to investigate how post-graduate students view Quillbot as a digital tool for English academic writing, used a qualitative case study design, inviting 20 post-graduate English education majors who were previously acquainted with Quillbot to participate in the part. The second study was written by Mohammad et al., (2024), the study aims to evaluate the effectiveness of Quillbot in improving students' paraphrasing skills from their EFL teachers'

perspective, with randomly stratified sample of (40) teachers in Saudi Arabia.

From the previous studies above, as far as researchers know, there is still little that discusses the use of Quillbots for university students. For this reason, this study explain the role of quillbot for university students and describe the benefits and challenges faced when using Quillbot. In line with these discussion, the aims of this study is for discuss about Quillbot's role in enhancing paraphrasing skills of university students.

B. Research Questions

In line of the research background that the researcher described, the researcher developed a research question, which is as follow:

1. What is the role of Quillbot in helping students' paraphrasing skills?
2. What are the benefits and challenges faced when using Quillbot for paraphrasing?

C. Research Objectives

Based on the reseach questions above, the research objective of this study will be about:

1. To explain the role of Quillbot in helping students' paraphrasing skills

2. To describe the benefits and challenges faced when using quillbot for paraphrasing

D. Pedagogical Significance

1. Theoretical Benefit

The researcher hopes this research's findings will provide readers with further insight. They will learn more about the role of Quillbot to paraphrasing in academic writing especially in writing thesis.

2. Practical Benefit

- a. The English Students

The researcher expects that this research can be encouraged university students to be able to take advantage of AI developments in the world of education, especially in writing through Quillbot in order to improve their paraphrasing skills, thereby minimizing the level of plagiarism in their writing.

- b. The Writer

The researcher can gain valuable experience for the future career in research. Additionally, the results can help to increase the researcher's knowledge and skills in writing.

- c. To Further Researcher

The researcher hopes that the findings will serve as a reference for future research.

E. Research Method

This research uses a qualitative method with narrative study approach. The focus of the research is on individual students' stories regarding their experiences in using Quillbot to enhancing paraphrasing skills. This method aims to understand how students tell their experiences, express the challenges they face, and provide insight into how these tools play a role in their learning process. The data collection method use questionnaire and interview based on participants story and experience about the use of Quillbot to paraphrasing.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

In this previous research, researcher will discuss Quillbot in higher education, Quillbot in academic writing, and students' perceptions in using Quillbot.

1. Quillbot in Higher Education

Quillbot is an AI online writing tools that have been used by students in higher education. Hieu argues that the objective of achieving technological literacy in education is appealing due to its multifunctional nature. This can refer to an individual's reading level and personal pleasure with it. Additionally, it addresses social responsibility and democracy in a technological society (Hiếu et al., 2022). Students discovered that it greatly improved their ability to paraphrase in their scholarly work. Students believe that it helps them become more proficient in vocabulary, enhance their grammatical skills, and possibly employ appropriate language in their academic writing to build their confidence in generating academic writing (Mufida Syahnaz, 2023).

Several previous studies have examined the use of AI in education. The research on using AI to academic essay writing in higher education shows how popular AI powered writing

tools are becoming and how they may affect students' academic achievement, productivity, and writing abilities. Although the advantages of AI tools are obvious, responsible and successful integration of AI in higher education settings requires careful consideration of ethical issues, appropriate instruction, and improving the use of AI generated content (Malik et al., 2023).

There some research about quillbot in higher education. A research conducted by Xuyen (2023), his study shows that utilizing Quillbot has a favorable impact on EFL learners' anxiety levels and increases their confidence in their ability to paraphrase. To put it briefly, this research indicates that Quillbot has the potential to be a helpful tool for EFL learners who want to get better at writing and get past psychological obstacles. Quillbot paraphrasing tools employ multiple approaches to paraphrase the text: 1) utilizing synonyms or equations to paraphrase, 2) rephrasing the word in a different way, 3) employing active voice or 4) paraphrase, which involves rearranging the words in sentences, and passive sentences (Fitria, 2022).

Using Quillbot AI in the writing class considerably improved students' writing skills (Amyatun & Kholis 2023). Since the thesis is a scientific work and should not be plagiarized, citation is crucial when producing a scientific work. For this reason, students needed to learn proper citation

techniques so that, in the future, students can correctly and understandably quote from other sources, such as literature reviews (Fitria, 2021).

Online resources for paraphrasing could assist students in overcoming such challenges with vocabulary, grammar, structure, and paraphrasing technique (Inayah A. M & Sulistyaningrum, 2021). Quillbot can paraphrase in a number of ways, such as by rearranging words, phrases, or clauses, employing synonyms, switching from active to passive voice in sentences, and vice versa, as well as by dividing the text into distinct phrases (Fitria 2022).

2. Quillbot in Academic Writing

Writing is the most important means of formal communication in the academic world. For this reason, mastering strong and good academic writing skills is one of the most important abilities that students must acquire. Students should be able to come up with ideas and structure their writing into coherent, well developed paragraphs at the university level (Fundi et al., 2024). Academic writing skills are not only used as a medium to articulate knowledge and understanding in a student's field of study, but also as a framework for constructing and presenting sophisticated arguments and assumption. The capacity to search through possible sources, find relevant

references, and evaluate a variety of concepts and possibilities in order to construct one's own arguments is one of the foundations of academic writing abilities (Sulaiman & Muhajir, 2019).

Academic writing is difficult for EFL students for a variety of reasons. Al Fadda said that An EFL learner's capacity to write in academic English may be impacted by a variety of emotional elements, including writing style, motivation, anxiety overexpression, writer's block, and others. Furthermore, EFL students' native language literacy experiences and backgrounds play a significant role in the development of their academic writing (Fadda, 2012). Al-Samadani in his research stated that Academic writing presents hurdles beyond linguistic and grammatical issues, including formulating a strong thesis statement, organizing, revising, and editing for effective and error free writing (Al-Samadani, 2010). The research's conclusions showed that, from the participants' perspective, selecting the right academic vocabulary is the most challenging portion of academic writing (Aldabbus & Almansouri, 2022).

Since academic writing is a creation of the mind, Fadda (2012) describes it as a mental and cognitive activity. The picture of a lone worker in a peaceful. The idea that writing is a mental and cognitive activity has been influenced by the surroundings. As a result, many people find it challenging to

write an academic essay in a foreign language, in this case English, especially EFL students. In academic writing, they usually encounter greater obstacles and limitations, such as the struggle of crafting coherent and understandable paragraphs, recognizing the writing skills necessary for success and avoiding clear of less impactful words and phrases (Sulaiman & Muhajir, 2019).

Quillbot is a useful tool for academic writing because of the advantages this online paraphrasing tool offers, including lowering the amount of plagiarism in students' academic writing and enhancing the vocabulary and grammar quality of their writing. Quillbot is also regarded as an easily navigable tool (Asmara & Kastuhandani, 2024). Most graduate students believed that using Quillbot to improve their academic writing was beneficial (Kurniati & Fithriani, 2022).

Quillbot has become an online paraphrasing tool that students often rely on to paraphrase and produce originality in their academic writing products. Previous research conducted by Kurniati & Fithriani (2022) showed that the majority of graduate students frequently utilize Quillbot, when compared to other digital tools such as Grammarly, Turnitin, and Mendeley, to help them with their academic writing assignments, among the many now-accessible digital resources.

In addition, Fitria (2021) reported that Quillbot is an online tool that helps writers paraphrase their writing, prevent plagiarism, summarize lengthy sentences, and enhance their grammar for more clarity and a more polished appearance. Quillbot is a user-friendly online paraphrasing tool that can be accessed both for free or paid with features that make it easy for students to enhance their paraphrasing skills (Fitria, 2021; Syahnaz & Fithriani, 2023).

Apart from that, Malik et al., (2023) in their research also showed that Quillbot was considered useful by most responders for a number of writing-related tasks. They valued Quillbot's capacity to help them write in multiple languages and the time-saving capability that enables people to work on several projects at once and generate material fast. A lot of students also valued Quillbot's contributions to data-driven writing, useful data extraction from massive databases, and essay idea suggestion. Additionally, a sizable portion of respondents recognized Quillbot's role in guaranteeing originality and preventing unintentional plagiarism, enriching language with phrase suggestions, and boosting article quality by identifying errors.

3. Students' Perceptions in Using Quillbot

Based on students' perceptions of the use of Quillbot as digital tools in academic writing, it can identified that there are

three significant themes related to the benefits of using Quillbot in academic writing for students, namely: improving students' positive attitude in writing, providing a variety of user friendly writing features and assisting the students' language development (Kurniati & Fithriani, 2022). Using the paraphrasing strategy when writing in English is an option that conveys the same message using the students' own words. In addition to simplifying concepts, paraphrase can help writers keep their writing coherent and consistent in its flow (Fitria, 2022).

Students' challenges with paraphrasing, such as switching synonyms, parts of speech, word order, active to passive or vice versa, and stating the original text from the source, can be solved by using online tools like Quillbot (Inayah A. M & Sulistyaningrum, 2021). Students' perceptions of Quillbot's use were examined, and the qualitative analysis showed that they recognize the tool's ability to make paraphrasing easier and more manageable. The tool's quick responses resulted in significant time savings, which was another outstanding aspect that motivated students (Mohammad et al., 2023).

Quillbot can assist students in more successfully communicating their ideas, making sure that their answers and thought processes are clearly stated for the benefit of peers and

teachers (Amyatun & Kholis, 2023). Preparatory year students showed a great deal of passion and understanding over using Quillbot to enhance their paraphrasing abilities in English as a foreign language. This outcome indicates that participants have a high level of enthusiasm and advice on how to use Quillbot to strengthen their paraphrasing abilities (Mohammad et al., 2023).

Students' writing abilities could be greatly improved by Quillbot, especially when it comes to hortatory exposition texts. Quillbot can assist students in improving their writing skills by providing better word suggestions, altering sentences, and improving sentence structure. Numerous writing improvement tools are available from Quillbot to help students at different phases of the writing process (Amyatun & Kholis, 2023).

In general, students have a very positive attitude regarding the use of Quillbot in the classroom to help them become better paraphrasers. It is evident from the articles that learners' paraphrasing abilities have greatly improved in terms of parallel construction, word order, and sentence structure (Hiếu et al., 2022). Additionally, Quillbot has demonstrated that it is a tool that may significantly enhance students' writing abilities and offers some helpful language learning aspects.

Students acknowledged the tool's contribution to vocabulary growth and stated that it may help them learn complex and varied language structures, which would improve

their language proficiency. The students also thought that utilizing Quillbot helped them become more confident because they felt like they were better at paraphrasing texts than they had been before (Mohammad et al., 2023).

Quillbot has a positive impact on students in terms of paraphrasing, this is reinforced by statements from Mohammad et al., (2023) he perceptions of students on Quillbot's use made it clear that they had positive opinions of the tool as a means of improving their paraphrasing abilities. They appreciated the tool's contribution to their vocabulary growth and said it may help them learn a variety of sophisticated linguistic structures, strengthening their linguistic proficiency.

Additionally, the students believed that utilizing Quillbot increased their confidence since they felt more skilled at paraphrasing texts than they had in before. One possible explanation for this could be that students were very motivated and interested in using AI mediated tools. The application helped the pupils understand one of the most challenging paraphrase issues. The pupils had already received instruction in a workshop, so they had no trouble utilizing the tool. The Quillbot gave students numerous synonyms for the same word, which greatly increased their command of synonyms (Mohammad et al., 2023).

B. Literature Review

In this literature review, researcher will discuss paraphrasing skills in academic writing, Quillbot and paraphrasing skills.

1. Paraphrasing Skills in Academic Writing

An integral part of research is academic writing, which is defined by the methodical articulation of concepts, evidence based arguments, and coherent reasoning. Writing an academic writing requires skills that can help the writer convey information to the reader. In order to rethink the original text in a way that is consistent with their own authorial aims, academic writers must paraphrase. By incorporating one's own writing purpose and persuasive ability (Shi et al., 2018). According to Coffin, Curry, Hewings,et al. (2002) to assessed writing, academic writing skills are very important for teaching and learning to learners. The aforementioned elements might make academic writing more difficult for students since it necessitates not just an understanding of syntax, lexis, and topic matter, but also more demanding knowledge of the genres that studenets are writing in competent to choose suitable rhetorical rules (Piamsai, 2020).

Participants assessed difficulty in selecting acceptable academic terminology as the most challenging aspect of academic writing. Several researchers have mentioned the

same issue in various situations (Ali Al-Khairi, 2013). This could be attributed to a lack of academic vocabulary among students. Students reported difficulty establishing a thesis statement and structuring their ideas as the second most challenging aspect. This could be attributed to students' lack of background information and practice producing a concise outline prior to developing the thesis statement.

One of the biggest problems undergraduate students have with academic writing is coming up with a strong thesis statement and determining where to begin. However, the results showed that both graduate and undergraduate students struggle little or not at all with grammar and writing mechanics including capitalization, punctuation, and spelling (Aldabbus & Almansouri, 2022). One of the most important writing strategies is paraphrasing. Paraphrasing is the process of modifying a text so that it keeps all of its meaning while differing significantly from the original. According to the theory of knowledge transformation, the purpose of paraphrasing is to produce fresh insights in order to reframe the original material in the new text (Shi et al., 2018).

Effective paraphrasing is essential in academic writing to prevent plagiarism. Paraphrasing involves utilizing one's own words to reiterate and rephrase ideas from the original text (Benzigar, 2013). Paraphrasing offers an insight into how

authors integrate or mediate their own and other voices by restating and combining their own with the source text. Novice writers should be aware of the distinctions between scientific or factual facts and their own thoughts that may not be supported by literature or evidence, as well as between details, interpretations, and evaluative statements (Shi et al., 2018). According to Miranda (2021) paraphrasing is rewording a sentence or passage while preserving its original meaning. Bhagat & Hovy (2013) also say that sentences or phrases that have the same idea but are worded differently are called paraphrasing.

Based on Fitria's research, there are several ways to manually paraphrasing, including:

- a. Rephrasing equations or synonyms. Words that mean the same idea or something close are called synonyms. A phrase's meaning can be altered by adding or removing a few words. This is the most basic paraphrase method. Selecting the right synonyms is crucial because, despite their apparent similarity, two words might have very distinct meanings. Some terminology needs to be altered when paraphrasing, but not all of it.
- b. Rephrasing sentences by rearranging the words. Rearranging the clauses is the easiest way to change a complex phrase's word order. Furthermore, paraphrasing

can involve mixing synonyms or word equations with rearranging the words in a message.

- c. Rephrasing by altering the word's form. The word's kind, such as verb, adjective, or adverb, is indicated by the form of the word that is discussed in this section. To continue the meaning of the sentence More words could need to be changed, added, or removed while still sticking to grammatical rules.
- d. Rephrasing by using active or passive sentences. It is possible to transform sentences including subjects, verbs, and objects into active or passive sentences, and vice versa.

2. Quillbot and Paraphrasing Skill

Writing is not just how to express an idea or argument in writing, but also have to pay attention to the conventions that must be applied in writing. According to Al Khasawneh and Maher (2010), Outlining, summarizing, and paraphrasing are the three main writing conventions. Rewording is among the elements of academic writing that many students struggle with (Inayah & Sulistyaningrum, 2021). They can improve their ability to paraphrase by reading widely, expanding their academic and general vocabulary, and writing regularly (Dung, 2010).

Quillbot is an online paraphrasing tool that can paraphrase any text using state of the artificial intelligence. Compared to other AI software, Quillbot is more accurate (Khabib, 2022). Online paraphrasing tools can improve students' paraphrasing ability. Online paraphrasing tools can help with a number of activities, including identifying plagiarism (Ansorge et al., 2021). Quillbot's paraphrase feature modifies the original sentences, allowing writers to easily edit and rearrange the material from the source (Xuyen, 2023). Quillbot has advantages such as 1) saving time during writing, 2) finding the appropriate synonym, 3) increasing meaning and clarity. Quillbot's writing styles enable users to express themselves freely, 4) enhancing vocabulary, 5) embedding in our workflow, and 6) having millions of users' trust. It will also provide us other paraphrasing suggestions that can be incorporated with a button click but are not automatically included. This tool's ability to paraphrase both the words and the sentence structure is its strongest feature. Avoiding plagiarism is a benefit of paraphrasing content in writing (Fitria, 2022).

Students say they believe Quillbot can be used to solve paraphrasing problems and see it as a useful tool for overcoming paraphrasing difficulties. Furthermore, the enthusiasm for Quillbot's other features suggests a favorable

attitude about the tool's increased capacity. Furthermore, the claim that Quillbot eliminates the fear of making mistakes emphasizes how it helps to create a safe and encouraging learning environment. The main focus of the theme is how Quillbot and associated educational support systems improve students' paraphrasing abilities and educational experiences (Mohammad et al., 2023).

The previous study found that utilizing Quillbot effectively improves English paraphrase skills, vocabulary acquisition, and language mastery. Improve text structure, eliminate grammar and usage problems, and increase clarity and precision. Quillbot can quickly improve our writing by eliminating unnecessary words and helping people convey ideas clearly, identifying the proper synonym with a built in thesaurus capability that makes it simple to substitute certain words, Quillbot helps users discover the right word every time, improving clarity and purpose (Fitria, 2022). Quillbot, an AI tool, simplifies hard topics for pupils, lowering writing time by more than half and facilitating text editing, revision, and editing. This reduces human error and saves time. AI technologies offer many opportunities to practice various language components, including syntax and semantics, which may explain the observed outcomes (Mohammad et al., 2024).

C. Theoretical Framework

This research uses the Technology Acceptance Model (TAM) theory which was first introduced by Davis (1989). This theory is a theory that explains individual acceptance of the use of information technology. To develop a theoretical framework for Quillbot's role in enhancing paraphrasing skills of university students, researcher using the Technology Acceptance Model (TAM).

The widely used Technology Acceptance Model (TAM) has shown promise in determining customers' inclination to use information and communication technology (ICT). According to the theory, individual attitudes are genuinely determined by perceived usefulness (PU) and ease of use (PEOU), but behavioral intention (BI) is determined by attitude, and usage is influenced by BI. Understanding the application and changes made to the Technology Acceptance Model (TAM) is essential since user confidence and acceptance are crucial for the advancement and successful deployment of any new technology (Malatji et al., 2020).

TAM is known for understanding the relationship between humans and technology through perceived usefulness and perceived ease of use. According to TAM, behavior users in using technology determined by their behavioral intention, which influenced by perceived ease of use and perceived usefulness of

technology. Perceived usefulness and perceived ease of use in TAM is a construct most important for predicting system acceptance information. There are some components of TAM:

1. Perceived Usefulness (PU)

Perceived Usefulness is the degree to which a user believes that using the technology will improve their job performance. It is also characterized as a significant element that promotes the use of the new technology. It is a fairly frequent concept that consumers will adopt a new technology that will undoubtedly benefit more than the prior technology (Alam, 2024). Students perceive Quillbot as useful because it helps them improve their writing skills, particularly in paraphrasing, which is essential for academic success. The tool's ability to rephrase text in various styles and formats enhances the clarity and readability of their work, making it more effective in conveying their ideas.

2. Perceived Ease of Use (PEU)

Perceived Ease of Use is the degree to which a user believes that using the technology will be free from effort. Perceived ease of use so influences users' intention to use and embrace such technology, and hence this element should be taken into account when analyzing users' intention to utilize technology. Quillbot is designed to be user-friendly, with an intuitive interface that allows students to easily input their

text and choose from various paraphrasing modes. The tool's simplicity and ease of use make it accessible even to those who are not tech-savvy, reducing the effort required to use it.

3. Attitude toward Using the Technology (ATU)

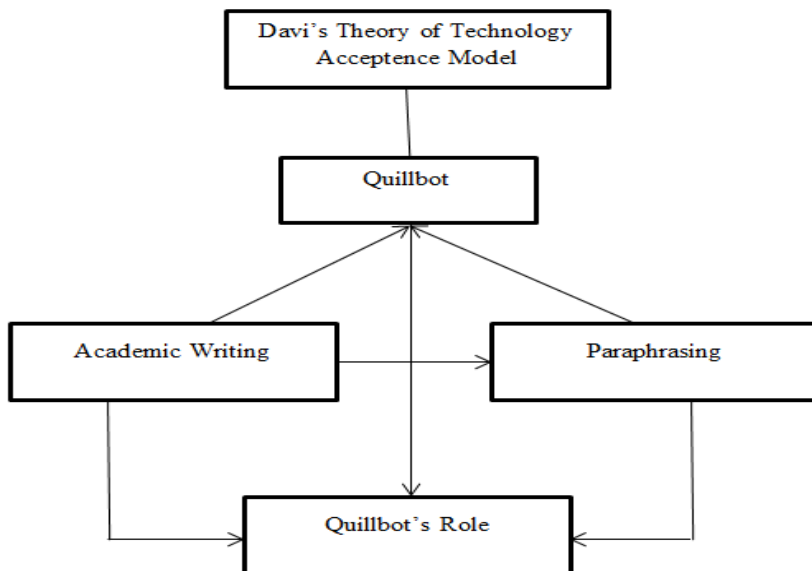
Attitude Toward Using the Technology means that the user's positive or negative feelings about using the technology. Positive attitudes toward Quillbot arise from its effectiveness in enhancing writing skills. Students appreciate how the tool helps them avoid plagiarism and improves the overall quality of their work. This positive attitude encourages them to use Quillbot regularly.

4. Behavioral Intention to Use the Technology (BIU)

Behavioral Intention to Use the Technology means that the user's intention to use the technology. With a positive attitude toward Quillbot, students are more likely to intend to use it for their writing tasks. The perceived usefulness and ease of use of Quillbot contribute to this intention, as students see it as a valuable tool for improving their academic performance.

D. Conceptual Framework

This study will examine Quillbot's Role in Enhancing the Paraphrasing Skills of University Students, with the following conceptual framework:



Picture 1 Conceptual Framework

Quillbot as an online paraphrasing tool is used to help students paraphrasing more easily. Using the conceptual framework described above, the researcher plans to investigate Quillbot's Role in Enhancing the Paraphrasing Skills of University Students. In this conceptual framework, illustrated of how to identify Quillbot as an online paraphrasing tool in academic writing. Quillbot has relation with academic writing and paraphrasing. Because in academic writing, paraphrasing skill is important to be mastered by students and Quillbot can help students to paraphrase their writing and to avoid plagiarism.

Apart from that, this research also discuss the role of quillbot in paraphrasing and how quillbot can play a role in helping students paraphrase their academic writing.

Based on previous research conducted by Fitria (2021), students can paraphrase by: 1) Rephrasing synonym, 2) Rephrasing by rearranging the words, 3) Rephrasing by altering word's form, and 4) Rephrasing by using active or passive sentence. Paraphrasing also has a relation with plagiarism, but in this case, researcher does not discuss it.

CHAPTER III

RESEARCH METHOD

The research method emphasized in this study is the main topic of this section. This chapter discusses about research design, participant of the research, research instrument, data analysis, and data collection are a few of the subchapters.

A. Research Design

This study used qualitative method with narrative study approach. The focus of the research is on individual students' stories regarding their experiences in using Quillbot to enhancing paraphrasing skills. This method aims to understand how students tell their experiences, express the challenges they face, and provide insight into how these tools play a role in their learning process. Transcripts of interviews, newspaper articles, questionnaire answers, diaries, films, photographs, and field observations are examples of qualitative data (Castleberry & Nolen, 2018). In this research, researcher will distribute questionnaire to participants. To support participants' answer, researcher will also conduct interview with participants to strengthen the data obtained.

B. Participant of the Research

This research involved 20 English language education students class of 2021 from one of the state Islamic university in Central Java who actively used Quillbot in their academic writing, especially in their paraphrasing process. Researcher previously distributed questionnaire to 174 English language education students, which were distributed online. Participants will be selected using purposive sampling, where the selected students have experience in using Quillbot and using Quillbot to help with their thesis assignments. Of the 174 English language education students, there were 20 students who were willing to fill out the questionnaire. At the end of the questions provided in the distributed questionnaire, the researcher asked the participant's willingness to be interviewed. From the results of these questions, the answers obtained were 15 students willing to be interviewed by researchers. However, after the researcher reconfirmed the availability of students to be interviewed, only 4 students were willing to be interviewed by the researcher. The aim of this sampling was to get information of individual experience to help researcher answer the research questions.

C. Research Instrument

1. Questionnaire

The questionnaire was conducted to answer the first research question about what role Quillbot plays in helping improve

students' paraphrasing abilities. Questionnaires were distributed online to participants via WhatsApp. The questionnaire is presented in multiple choice form which is available in Google Form. From the questions given in the questionnaire, it will show what role Quillbot plays in improving paraphrasing abilities.

2. Interview

After obtaining data from the questionnaire results, the researcher conducted interviews with participants who were willing to be interviewed. Interviews were conducted to answer the second research question about what students' experiences in using Quillbot to help their academic writing. The interview was conducted online according to the agreement and willingness of the participants. The interview questions are in the form of:

- a. Students' experience in using Quillbot
- b. The role of Quillbot in helping paraphrasing students' academic writing
- c. The benefits and challenges encountered in using Quillbot to paraphrasing.

3. Documentation

Documentation is carried out as a method of collecting written data. Documentation is carried out when researchers interview participants via Google Meet.

D. Data Collection

This research gathered data through a closed-ended questionnaire and a semi-structured interview. Cohen (2007) describe a questionnaire as a research instrument consisting of a series of questions for the purpose of gathering information from respondents. The questionnaires were adopted from Hiều et al., (2022) and Xuyen, (2023) to investigate the students' perceptions of Quillbot's role in enhancing paraphrasing skills of their academic writing. The questionnaire demands participants to respond as Strongly Agree (5), Agree (4), Disagree (3), Neither agree nor disagree (2), or Strongly Disagree (1). The study employed a semi-structured interview to gather further information from students about the use of Quillbot in academic writing.

Interviews were conducted online, according to participant consent. All online interviews use Google forms so that participants are more flexible in filling in interview questions and are transcribed in participant's original language, with minor edits to be removed repetition, slips of the tongue, and unnecessary details. The selected quote is translated into English, while retaining the original the meaning is as complete as possible and translated Quotes are then checked for accuracy by researcher.

Data from interviews analyzed using thematic analysis, where researchers identify important themes that emerge from participants' stories. Analysis began with familiarization with interview transcripts, followed by coding, identifying themes, and interpreting data. To ensure the validity of the data, researcher used a triangulation strategy, where researchers combined data from questionnaires and interviews to get a more comprehensive perspective.

E. Data Analysis

In this research, the researcher used Braun & Clarke's thematic analysis. Braun & Clarke (2006) explain that thematic analysis is a way of analyzing data with the aim of identifying patterns of finding theme through data that was collected. Data from interview and narrative analyzed using thematic analysis, where researcher identify important themes that emerge from participants' stories. Analysis began with familiarization with interview transcript, followed by coding, identifying themes, and interpreting data. Researcher focused on the structure of the stories told by participants, as well as how they frame their experiences related to using Quillbot.

In their research, Braun & Clarke explained that there are several stages that must be carried out to determine the theme of the research results obtained. We discuss the six steps of analysis

and provide examples to illustrate the process (Braun & Clarke, 2006). These steps are:

1. Familiarizing yourself with your data

In this case, researchers carry out their own data collection. Researchers conducted interviews and then the results were transcribed in written form to carry out thematic analysis.

2. Generating initial codes

In this phase, the researcher familiarizes with the data obtained so that he produces ideas about what is interesting about the data for coding the data.

3. Searching for themes

From all the data that has been collected, the data is coded and compiled which will then be identified in all data collections. In this case, the researcher focuses the results of the analysis on a broader scale, namely themes, no longer codes.

4. Reviewing themes

In this phase, researchers review and refine these themes. An initial review was carried out on the data code extract, where consideration was made as to whether the themes formed a continuous pattern. The next review considered the validity of individual themes with the data set as a whole.

5. Defining and naming themes

In this case, the researcher defines and refines the themes that will be presented in the analysis. The researcher identifies

each theme and determines the aspects in the data to be included in the theme.

6. Producing the report

After carrying out the previous steps, the last thing the researcher did was produce the report. Researchers provide a concise, coherent, logical and interesting description of the data that has been obtained.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

The data to answer the first research question was composed through the questionnaire's closed-ended section, the respondents were required to answer the questionnaire to provide their views on the role of Quillbot in paraphrasing their academic writing. All 20 students completed the section on views on Quillbot. The findings indicate that Quillbot is one of the paraphrasing tools which have a role in helping in changing synonyms, word order, and active sentences into passive sentences. They find very useful for paraphrasing their academic writing, with high replies that strongly agree or agree with each statement.

The first question in the questionnaire distributed to respondents was gender. In the questionnaire that was distributed, the researchers received 20 respondents where all respondents were English language education students, consisting of 3 men and 17 women.

A. Research Findings

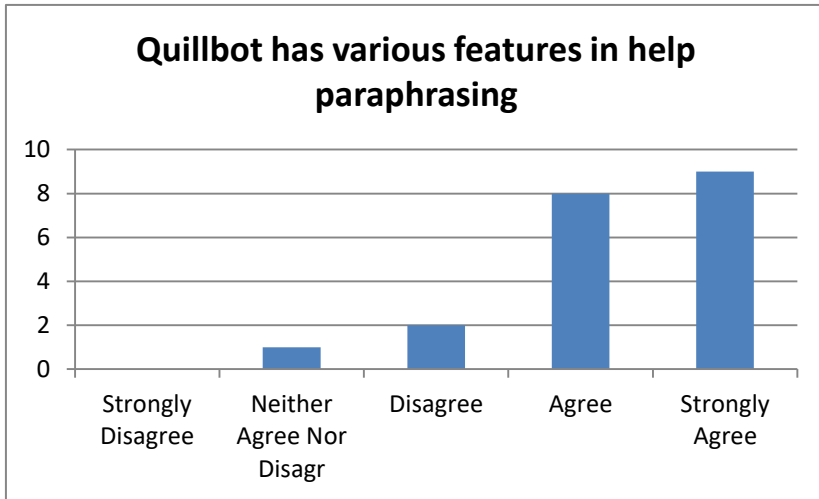
1. Quillbots' Role to Enhance Paraphrasing Skill

The first research question was answered and collected through a closed-ended questionnaire. Respondents were asked to answer the questionnaire and provide their views on the use of Quillbot in academic writing. All 20 students gave their

views on the use of Quillbot. With many responses highly agreeing or agreeing with each point, the results demonstrated that Quillbot was one of the paraphrasing tools that students considered to be very helpful for paraphrasing their academic writing.

a. Perceived of Usefulness

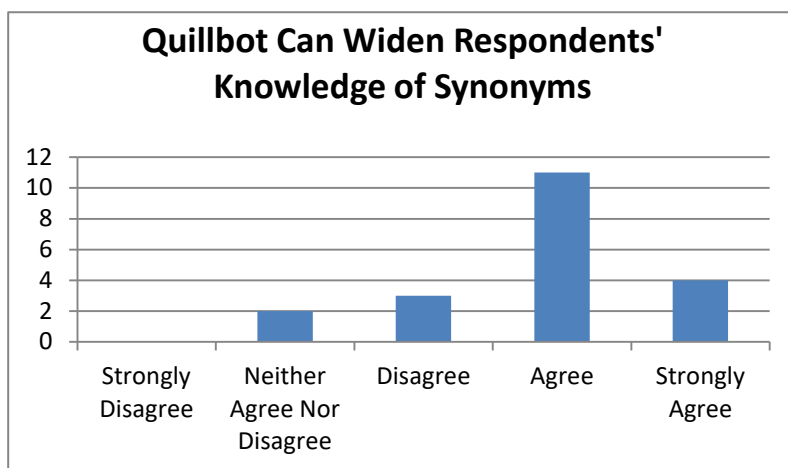
The main focus in this question is the perceived usefulness of the respondent, the extent to which the respondent believes that using Quillbot will improve their task performance.



Picture 2.1 Quillbot has various features in help paraphrasing

From the results given by all respondents regarding their opinion about Quillbot having several features that can help them in

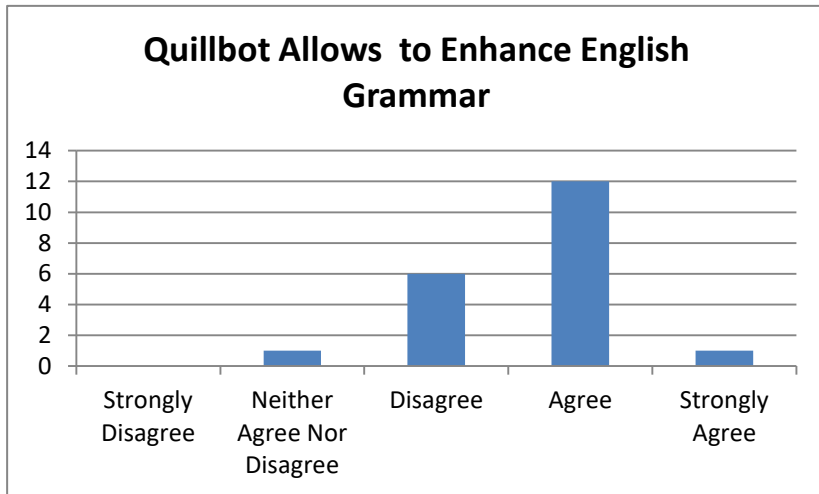
paraphrasing, it shows that the features of Quillbot are considered capable of helping them in paraphrasing. The results showed that 9 students chose strongly agree, 8 students chose agree, 2 disagree, and 1 student chose neither agree nor disagree.



Picture 2.2 Quillbot can widen respondents' knowledge of synonyms

The second question in the concept of perceived usefulness is Quillbot can widen respondents' knowledge of synonyms. From the results of the questionnaire that have been distributed, it shows that 4 students answered strongly agree, 11 students chose agree, 3 students chose disagree, and the remaining 2 people chose neither agree nor disagree.

This shows that students believe that Quillbot can broaden their understanding of synonyms.

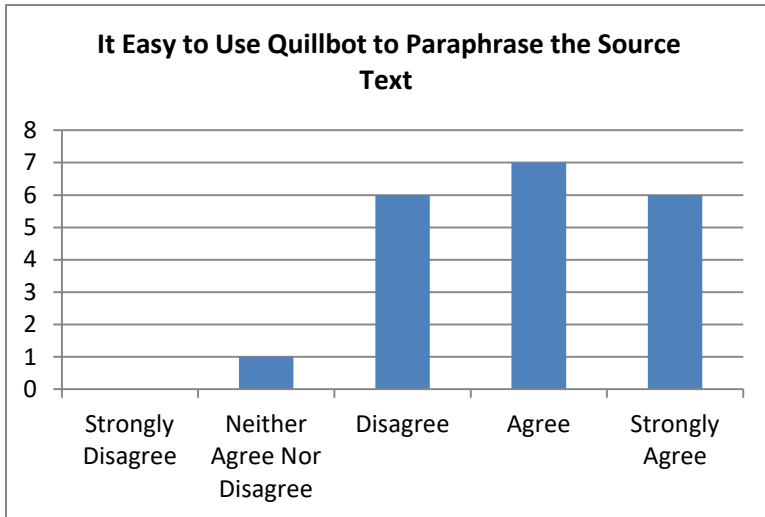


Picture 2.3 Quillbot allows to enhance English grammar

In the question regarding Quillbot allows to enhance English grammar, the results showed that 1 student chose the answer strongly agree, 12 students chose agree, 6 students chose the answer disagree, and 1 student chose the answer neither agree nor disagree. This shows that students feel that using Quillbot can improve their English grammar.

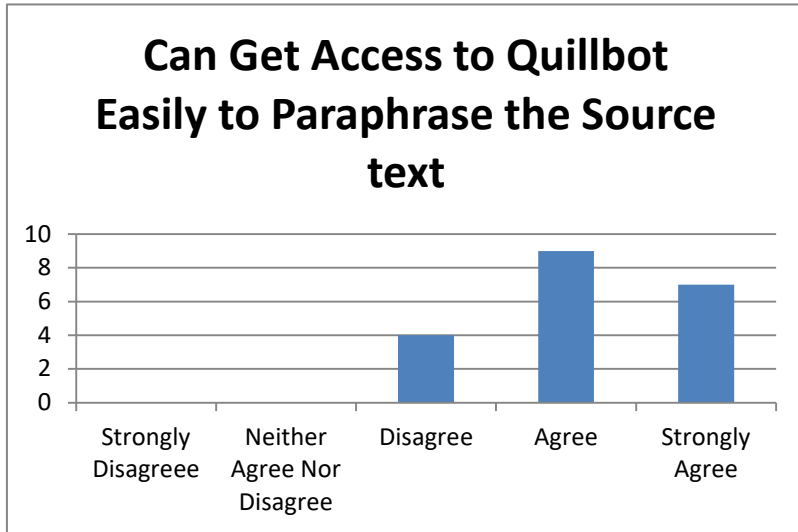
b. Perceived Ease of Use

Perceived ease of use is the degree to which a user feels that utilizing the technology would be effortless.



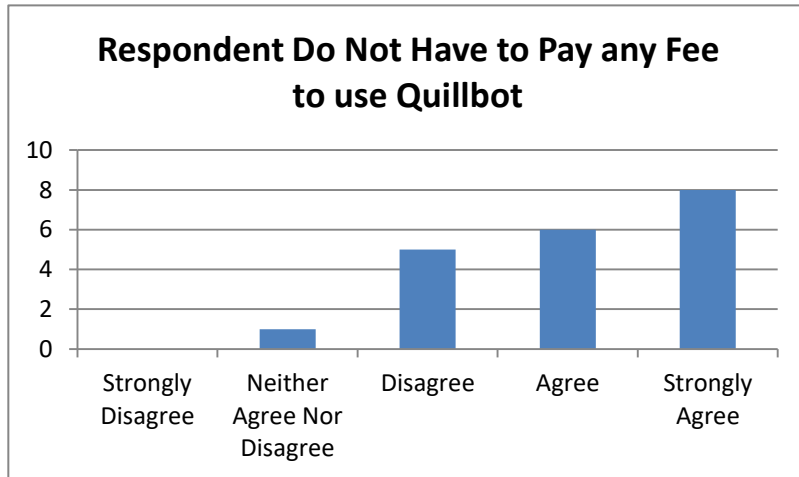
Picture 3.1 It easy to use Quillbot to paraphrase the source text

From the results provided by 20 respondents regarding Quillbot easy to use to paraphrase the source text, it shows that 6 students chose the answer strongly agree, 7 students chose the answer agree, 6 students chose the answer disagree, and the remaining 1 person chose the answer neither agree nor disagree. These results show that students find Quillbot easy to use to paraphrase their reference sources.



Picture 3.2 Can get access to Quillbot easily to paraphrase the source text

The second question related to the concept of perceived ease of use is being able to access Quillbot easily to paraphrase the source text. From this question, the results obtained were that 7 students chose the answer strongly agree, 9 students chose agree, and the remaining 4 students chose disagree, while for the answers neither agree nor disagree and strongly disagree no one chose. From the results obtained, it shows that respondents can easily gain access to Quillbot to paraphrase the source text.

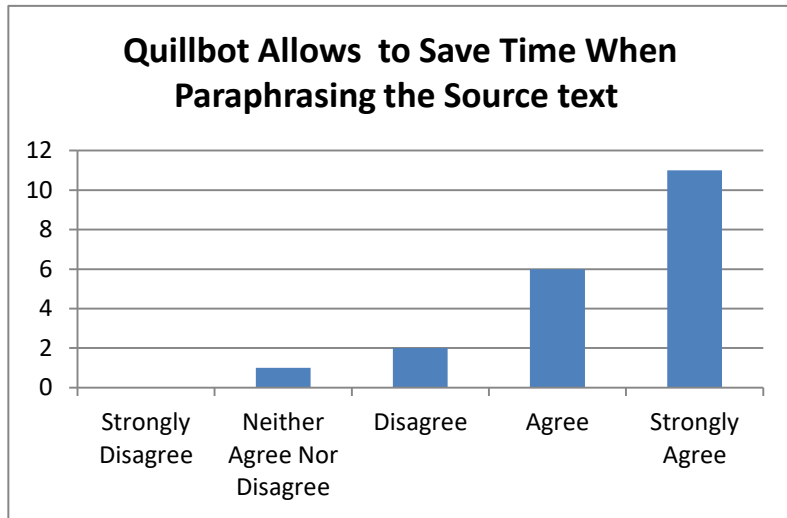


Picture 3.3 Respondent do not have to pay any fee to use Quillbot

From the question regarding respondents do not have to pay any fee to use Quillbot, researchers received answers from 20 students who chose answers including, 8 students chose strongly agree, 6 students chose agree, 5 students chose disagree, and 1 student chose neither agree nor disagree. From these results, it can be stated that students feel there is no need to pay to use Quillbot. Quillbot has a free feature that allows users to paraphrase for free, although there is still a word limit imposed by Quillbot if you don't use the premium feature.

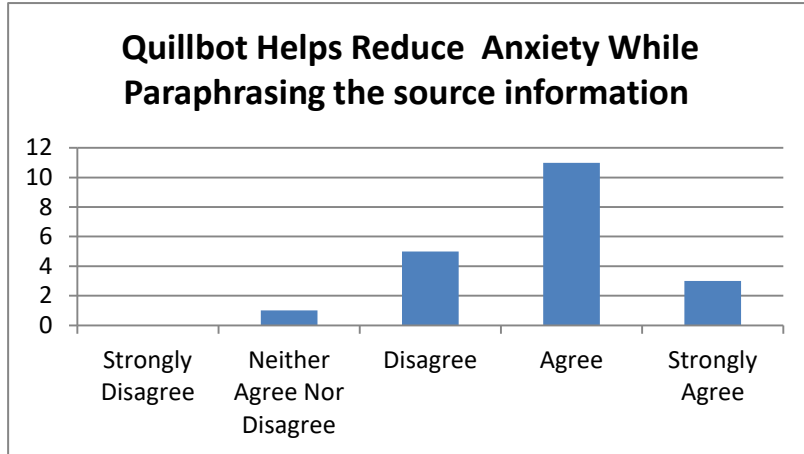
c. Attitude toward Using the Technology

The term attitude toward using technology refers to a person's feelings, whether positive or negative, regarding using technology.



Picture 4.1 Quillbot allows to save time when paraphrasing the source text

The first question related to the concept of attitude toward using the technology, namely Quillbot, gave results that 11 students chose strongly agree, 6 students chose agree, 2 students chose disagree, and 1 student chose neither agree nor disagree. From the results obtained by researchers, it shows that students agree that Quillbot allows to save time when paraphrasing the source text.

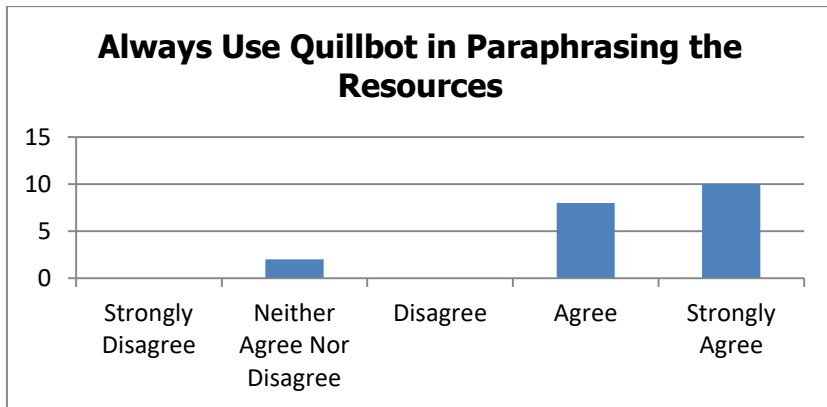


Picture 4.2 Quillbot helps reduce anxiety while paraphrasing

The next question related to the concept of attitude toward using the technology is Quillbot helps reduce my anxiety while paraphrasing. In this question, 3 students chose strongly agree, 11 students chose agree, 5 students chose disagree, and 1 student chose neither agree nor disagree. These results show that students feel that using Quillbot is able to reduce students' anxiety in paraphrasing their reference sources.

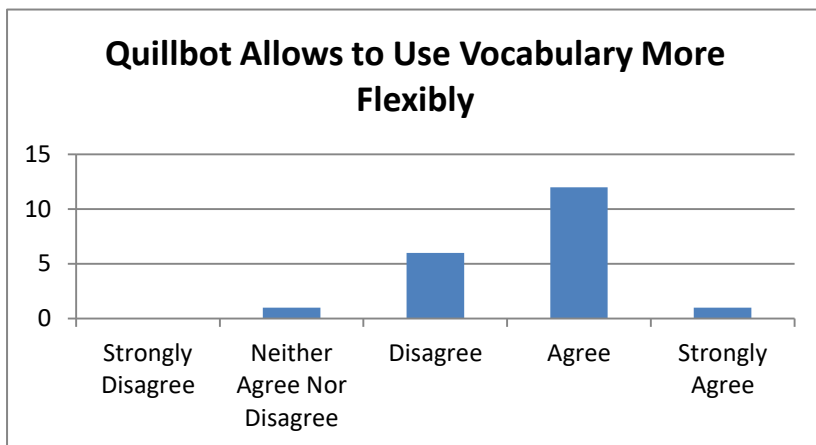
d. Behavioral Intention to Use the Technology

The term behavioral intention to use the technology refers to the user's intention to do so.



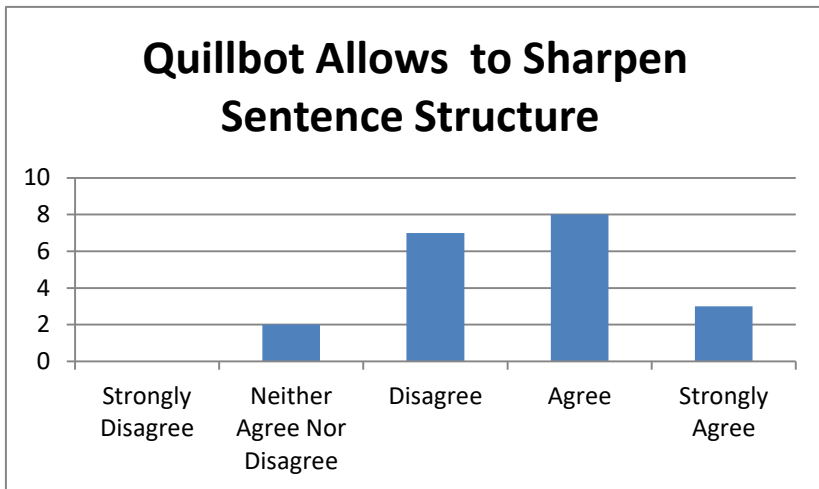
Picture 5.1 Always use Quillbot in paraphrasing

In this question about the intensity of using Quillbot in paraphrasing, students strongly agree that they always use Quillbot in paraphrasing their resources. The result showed that 10 students chose strongly agree, 8 students chose agree, and 2 students chose neither agree nor disagree.



Picture 5.2 Quillbot allows to use vocabulary more flexibly

From questions related to Quillbot allows to use vocabulary more flexibly, the results showed that 1 student chose strongly agree, 12 students chose agree, 6 students chose disagree, and 1 student chose neither agree nor disagree. These results provide an answer that students feel that Quillbot allows to use vocabulary more flexibly.



Picture 5.3 Quillbot allows to sharpen sentence structure

From the results of research conducted by researchers related to Quillbot allows to sharpen sentence structure, it was found that 3 students chose strongly agree, 8 students chose agree, 7 students chose disagree, and the remaining 2 students chose neither agree nor disagree. From

these results, it shows that students feel that Quillbot allows to sharpen sentence structure.

2. Benefits and challenges faced in using Quillbot

In order to answer to the second research question regarding benefits and challenges of using Quillbot as an online tool for paraphrasing academic writing, an analysis of the information obtained from the interview portiont two main themes that were discovered and are listed below:

a. Benefits of using Quillbot for paraphrasing

From the results of the interviews conducted, it shows that quillbot has benefits in paraphrasing. These benefits are classified into 2 themes, namely:

Theme 1: Improve Students' Confidence in Paraphrasing

This theme is the result of interview answers to questions related to student perceptions regarding the use of Quillbot in helping increase students' sense of confidence in paraphrasing references for writing their thesis.

“...with so many choices of synonyms and ways of arranging sentences, the results are more varied and neat, so I am more confident in the results...”
(Participant 1, interview)

It is felt that Quillbot helps students in paraphrasing because it provides many choices of synonyms and ways to

structure sentences so that students feel more confident in their paraphrasing.

“Quillbot really helped me increase my confidence in paraphrasing. The thing is, it gives several choices of words that can be used, so we don't get stuck with the same words.” (Participant 2, interview)

It is felt that Quillbot can increase students' confidence in paraphrasing. Students feel that Quillbot is quite good to use because it can provide several word choices in paraphrasing. However, Quillbot still has shortcomings such as producing less natural sentences and limiting the words that will be paraphrased when using the free version.

“...Quillbot can increase my confidence in paraphrasing because it really helps me in paraphrasing...” (Participant 3, interview)

It is felt that Quillbot can help increase students' self-confidence and assist in paraphrasing. Students believe that the paraphrases produced by Quillbot will always provide different results in each paraphrase.

“I feel that Quillbot is able to increase my confidence in paraphrasing because the results of the plagiarism checks I have done show that my plagiarism level is low.” (Participant 4, interview)

Quillbot is quite helpful in paraphrasing. Students feel that using Quillbot can help students increase their confidence when paraphrasing. Apart from that, Quillbot is also felt to be able to reduce the risk of plagiarism based on checks carried out by students. However, Quillbot sometimes provides synonyms that are rarely used so they have to replace them and look for other synonyms that are easier to understand.

Theme 2: Help Students in Paraphrasing Their Thesis

In this theme, students answer questions based on their perception of Quillbot's role in helping students paraphrase their thesis reference sources.

“Quillbot helps in many aspects. There are also lots of synonyms to make sentences more varied.”
(Participant 1, interview)

Quillbot can help in many aspects. Quillbot makes paraphrasing easier and faster by providing a variety of synonyms. Not only that, Quillbot also helps make sentences more natural, change sentence structure, and change active sentences to passive.

“Quillbot makes the thesis writing process easier. With Quillbot, the process is faster because it has been given various alternative sentences.”
(Participant 2, interview)

It is felt that Quillbot can paraphrase more quickly and make the thesis process easier. Quillbot can help in finding synonyms, changing sentence structure without changing the meaning, and changing active sentences into passive sentences.

“Quillbot helps me in paraphrasing my thesis reference sources because Quillbot's features make it easier for me to paraphrase.” (Participant 3, interview)

It is felt that Quillbot can make paraphrasing easier, thereby helping students paraphrase reference sources for their thesis. Quillbot helps in changing synonyms and changing sentence structures so it is very helpful in paraphrasing.

“Quillbot really helped me in writing my thesis. I can paraphrase more easily and reduce my plagiarism level.” (Participant 4, interview)

It is felt that Quillbot can help students in writing their theses. Students feel that using Quillbot can make paraphrasing easier and reduce their plagiarism level. Quillbot helps in changing synonyms, changing sentence structure, and changing active sentences into passive sentences.

- b. Challenges faced in using Quillbot for paraphrasing
These challenges are classified into 2 themes, namely:

Theme 1: The Results Given are not Always Accurate

In this theme, students share their experiences regarding the challenges they faced when they use Quillbot to paraphrase.

“Sometimes the results given by Quillbot don't always match what I want, so I have to double check.”.
(Participant 1, interview)

Students felt that the paraphrased results provided by Quillbot were not always correct. Sometimes students have to check again and replace it with a more appropriate word.

“The difficulty is that sometimes the paraphrasing results are a bit stiff and unnatural.” (Participant 2, interview).

Quillbot sometimes provides paraphrasing results that are less natural, especially if using the free version, students have to paraphrase without exceeding the specified limits.

Theme 2: The Given Synonyms are Rarely Used

In this theme, students say that the Quillbot's given synonyms are rarely used.

“...Sometimes the results given are less accurate because the synonyms given are rarely used in academic writing...” (Participant 3, interview)

One of the challenges faced by students in using Quillbot is the results given are less accurate because the synonyms given are rarely used.

“... sometimes I find synonyms that are rarely used so I have to look for other, more appropriate synonyms...” (Participantn 4, interview)

It is felt that Quillbot sometimes provides synonyms that are rarely used, so students have to change them to more appropriate synonyms.

B. Discussion

Students use Quillbot to paraphrase their writing. They discovered that this improved their ability to paraphrase the findings in their academic writing. Students assume it boosts their vocabulary, helps them become more proficient in grammar, and can help them utilize language appropriately in their academic writing, which will boost their confidence when writing academically. According to Na & Nhat Chi Mai (2017), online writing resources like Quillbot as an paraphrasing tools can help students improve their grammar and vocabulary. Inayah & Sulistyaningrum in their research also said that online paraphrase tools can assist students in improving their academic writing skills, including content, structure, language, and paraphrasing strategies. Online paraphrasing tools can assist students in utilizing appropriate discourse markers, modifying parts of speech, using suitable tense, rewriting the source material, and changing vocabulary (Inayah A. M & Sulistyaningrum, 2021).

The results of this research are in line with the Technology Acceptance Model (TAM) Theory by Davis which discusses how a technology or tool can be accepted and used by its users (Davis, 1989). In this theory, there are 4 important sections about how technology can be accepted by users, namely perception of usefulness, perceived ease of use, attitude toward using the technology, behavioral intention of use the technology.

In the section of perceived usefulness, based on the results of the questionnaire questions related to Quillbot having several features to help the paraphrasing process, it shows that students agree that Quillbot has features that can help them in the paraphrasing process. This is in accordance with the Fitria's statement related to previous research which discussed about QuillBot as an Online Tool: Students' Alternative in Paraphrasing and Rewriting of English Writing. Fitria (2021) say that Quillbot has seven important features: 1) Standard Mode, 2) Fluency Mode, 3) Creativity Mode, 4) Creative Mode, 5) Formal Mode, 6) Shorten Mode, and 7) Expand Mode.

Apart from that, students also felt that quillbot could expand their understanding of synonyms. By using Quillbot in paraphrasing, students can determine the synonyms that will be used for their paraphrasing results. Furthermore, this is supported by Mufida's statement which states that students find Quillbot to be very beneficial because of the language it uses to paraphrase their

writing, such as changing words to synonyms or switching active sentences to passive ones, which is very useful to avoid plagiarism (Mufida Syahnaz, 2023).

The second section in TAM theory is perceived ease of use. The research results show that students agree with the statement that Quillbot can be accessed easily and can be used without having to pay a fee. The free paraphrasing feature makes students feel helped because they don't have to pay money for their paraphrasing process (Fitria, 2021). However, this free feature has a limit on the sentences that can be paraphrased in each process so students have to chop up the sentences they want to paraphrase.

Furthermore, regarding attitudes toward using the technology, the results showed that students agreed that Quillbot could save time and reduce their anxiety when paraphrasing. Based on the results obtained, it shows that students feel helped by using Quillbot in their paraphrasing process. Quillbot not only helps speed up the paraphrasing process, but also helps reduce the level of plagiarism in their academic writing (Asmara & Kastuhandani, 2024).

In research conducted by Xuyen regarding student perceptions in using Quillbot to paraphrase reference sources, the research results show that students feel that using Quillbot can reduce anxiety in their paraphrasing process. This study also shows that, from the perspective of EFL learners, employing Quillbot

improves their confidence in their ability to paraphrase and lowers their anxiety, which is a novel finding. To put it briefly, this research shows that Quillbot can be a helpful tool for EFL students to enhance their writing skills and get past their psychological obstacles (Xuyen, 2023).

Regarding behavioral intention to use the technology, it shows that students often use Quillbot for paraphrasing, especially in the process of writing their thesis. Students also agreed with the statement that Quillbot allows students to use flexible vocabulary and sharpen their sentence structures. Quillbot helped students improve their writing skills, especially in academic essays, by expanding their vocabulary, refining sentence patterns, and improving grammatical correction (Hiếu et al., 2022). Quillbot is a time saving application that helps locate synonyms and improves writing clarity.

According to the findings of the study from Mohammad, Quillbot is useful for enhancing English paraphrasing abilities, learning new vocabulary, grasping different linguistic structures, removing grammatical and usage problems, and making messages more accurate and concrete (Mohammad et al., 2024). QuillBot is popular with millions of users throughout the world, including students, authors, bloggers, and businesses, because to its extensive vocabulary and ease of use (Fitria, 2022).

From the results of interviews conducted regarding Quillbot being able to help students in writing their thesis, 4 students have answered with their own answers. From the results obtained, Quillbot can make the paraphrasing process faster and can reduce plagiarism rates by providing many synonym options. This is reinforced by the statement of Fitria (2022) which states that QuillBot is a time-saving tool that can improve text clarity and assist in locating relevant synonyms. Apart from that, Quillbot can also change sentence structure and change active sentences to passive sentences. However, Quillbot still has shortcomings because it sometimes produces paraphrasing results that are less suitable so students have to change several words to make them more precise when reading. Occasionally, surprising phrases are generated that don't even follow correct spelling, grammar, or punctuation rules. Therefore, we need to correct the grammar, punctuation, and spelling in the paraphrased output ourselves (Rakhmanina & Serasi, 2021).

From questions regarding students' opinions about Quillbot can increase students' self confidence when paraphrasing and Quillbot can help students paraphrase their thesis, the results show that students feel Quillbot can increase their self confidence when paraphrasing. Students felt that Quillbot made the paraphrasing process faster and easier. Apart from that, Quillbot can also reduce their plagiarism rate. The ease of access provided by Quillbot can

make students feel involved and more enthusiastic, thereby generating motivation that can increase student self-confidence (Kurniati & Fithriani, 2022).

However, based on the findings of the study apart from the benefits that Quillbot provides in paraphrasing, students also feel that Quillbot still has challenges. Students discovered the difficulties they faced while using Quillbot. Students feel that the paraphrase results provided by Quillbot sometimes seem unnatural and the synonyms provided are rarely used in writing, so students have to check the paraphrase results again. Sometimes the phrases created are surprising and lack proper language, punctuation, and spelling. So, we must modify the paraphrased result's grammar, punctuation, and spelling (Rakhmanina & Serasi, 2021).

Inayah & Sulistyaningrum has also conveyed the same thing in their research, according to respondents, paraphrasing tools were nonetheless useful and good enough to use, even while they couldn't produce a paraphrased version of a particular source text that was 100% accurate. This was especially true for people with weak English language proficiency. Consequently, because online paraphrase technologies are unable to read or understand the content effectively (Inayah A. M & Sulistyaningrum, 2021).

Quillbot's knowledge were not always correct, thus users got more selective when adopting them. Participants used rereading the paraphrase results from Quillbot to be more selective in adopting

ideas. This ensured that the intended meaning was clearly conveyed. After rereading Quillbot's suggestions, participants did not totally rely on the results to paraphrase their work. Instead, they relied on their own writing abilities (Asmara & Kastuhandani, 2024). According to Asmara & Kastuhandani's research, students are concerned that using Quillbot will replace their own writing skills. They recognize that Quillbot is a tool to support their academic writing process, not a replacement for their own English proficiency (Asmara & Kastuhandani, 2024).

Apart from that, when using the free version of Quillbot, students have to chop up the sentences to be paraphrased because of the word limit in one paraphrase. The free version of Quillbot allows for up to 400 characters to be paraphrased. meanwhile The premium edition of this utility allows for a maximum character limit of 10,000 (Fitria, 2021). In addition, not all features in Quillbot can be used in the free version, there are only two features that can be used in this case, namely standard and fluency mode. Paraphrasing accuracy may have limitations, leading to meaningless or difficult to understand statements.

To rewrite effectively, it's important to thoroughly study and comprehend the writing before rewriting it. Manual paraphrasing can be done by learners or with aid from others (Fitria, 2022). This is in line with previous research conducted by Mufida Syahnaz (2023) which stated that Premium users can access all modes,

including formal, basic, creative, expand, and shorten. Quillbot users without a paid edition prefer fluency mode for writing, which stresses natural text and proper English grammar. This mode alters the text somewhat, but retains the original meaning (Mufida Syahnaz, 2023).

CHAPTER V

CONCLUSION, PEDAGOGICAL IMPLICATION, AND SUGGESTION

A. Conclusion

Paraphrasing skill is one of the skills that students must master when writing academic writing. However, there are still many students who experience difficulties in paraphrasing. In the paraphrasing process, students find it difficult to determine the correct synonym and change the sentence structure so that it is not the same as the reference source in their writing. Quillbot is an online paraphrasing tool that is believed to be able to help students in the paraphrasing process.

Quillbot has several roles that can help in several aspects in paraphrasing, such as changing synonyms by providing many synonym choices, changing sentence structure without changing the meaning, and changing active sentences into passive sentences. It is felt that Quillbot can help students look for synonyms and rearrange paraphrased sentences so that they are not the same as their reference source.

Students feel that Quillbot can make the paraphrasing process faster because it is an Artificial Intelligence that can provide results without a long time, this is different from the manual paraphrasing process which takes a long time. Apart from

that, the easy access to using Quillbot makes students more confident in the paraphrasing process. Quillbot is believed to be able to reduce their anxiety during the paraphrasing process because the results of their experience while using Quillbot can reduce the level of plagiarism in their writing. Based on their experience while using Quillbot, they feel that the paraphrases produced by Quillbot are quite satisfying because they can help reduce the level of plagiarism in their academic writing.

However, Quillbot still has several disadvantages compared to paraphrasing manually. Quillbot still has shortcomings in paraphrasing because some of the sentences produced sometimes seem less natural and the synonyms provided are rarely used in writing so students have to double check the paraphrase results provided by quillbot and look for other synonyms to replace words that are less appropriate. Apart from that, in the free version Quillbot also provides limits on the sentences that will be paraphrased when using the free version so that students have to chop up the paragraphs that will be paraphrased. Therefore, quillbot is just a tool created to help make human work easier, which of course has shortcomings.

B. Pedagogical Implication

Based on research findings conducted by researchers, the pedagogical implications of this research is to provide readers with insight regarding Quillbot as an online paraphrasing tool that can

help in their writing process. Where Quillbot is an application based on Artificial Intelligence (AI) which does not have to be feared about its appearance in the world of education, but instead must be used as well as possible so that it can help students in writing their academic writing.

C. Suggestion

There are several weaknesses in this research. To improve further research, the researcher suggests that future researchers explore the same topic, especially in finding the role of quillbot for paraphrasing using TAM theory, both with free and paid features.

REFERENCES

- Al-Khasawneh, F. M. S., & Maher, S. (2010). Writing for academic purposes: Problems faced by Arab postgraduate students of the college of business, UUM. *ESP World*, 9(2), 1-23.
- Alam, S. M. A. (2024). Exploring public university undergraduate students' experiencing intention to use ChatGPT in academic purpose: Application of TAM theory. *Journal of Information Systems and Informatics*, 6(3), 1413–1434. <https://doi.org/10.51519/journalisi.v6i3.789>
- Aldabbus, S., & Almansouri, E. (2022). Academic writing difficulties encountered by university EFL learners. *British Journal of English Language Linguistics*, 10(3), 1–11. <https://doi.org/10.37745/bjel.2013/vol10n3111>
- Ali Al-Khairi, M. (2013). Saudi English Major undergraduates' academic writing problems: A Taif university perspective. *English Language Teaching*, 6(6), 1–12. <https://doi.org/10.5539/elt.v6n6p1>
- Amyatun, R. L., & Kholis, A. (2023). Can Artificial Intelligence (AI) like QuillBot AI assist students' writing skills? Assisting learning to write texts using AI. *ELE Reviews: English Language Education Reviews*, 3(2), 135–154. <https://doi.org/10.22515/elereviews.v3i2.7533>
- Ansorge, L., Ansorgeová, K., & Sixsmith, M. (2021). Plagiarism through paraphrasing tools the story of one plagiarized text. *Publications*, 9(4), 1–10. <https://doi.org/10.3390/publications9040048>
- Asmara, Y. V., & Kastuhandani, F. C. (2024). Students' lived experience in utilizing Quillbot as an online paraphrasing tool in academic writing. *Globish: An English-Indonesian Journal for English, Education, and Culture*, 13(1), 56.

<https://doi.org/10.31000/globish.v13i1.10088>

Benzigar, M. (2013). *Paraphrasing techniques to develop academic writing in an ESL contextan exprimental study*. 1(4), 102–107.

Bhagat, R., & Hovy, E. (2013). What is a paraphrase? *Computational Linguistics*, 39(3), 463–472.
https://doi.org/10.1162/COLI_a_00166

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101.
<https://doi.org/10.1191/1478088706qp063oa>

Castleberry, A., & Nolen, A. (2018). Thematic analysis of qualitative research data: Is it as easy as it sounds? *Currents in Pharmacy Teaching and Learning*, 10(6), 807–815.
<https://doi.org/10.1016/j.cptl.2018.03.019>

Cohen, L. (2007). Research methods in *education and training* (Vol. 7, Issue August). <https://doi.org/10.4324/9780203720967>

Davis, F. D. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information technology. *MIS Quarterly: Management Information Systems*, 13(3), 319–339.
<https://doi.org/10.2307/249008>

Fadda, H. Al. (2012). Difficulties in academic wwriting: From the perspective of King Saud University postgraduate students. *English Language Teaching*, 5(3), 123–130.
<https://doi.org/10.5539/elt.v5n3p123>

Fitria, T. N. (2021). QuillBot as an online tool: Students' alternative in paraphrasing and rewriting of English writing. *Englisia: Journal of Language, Education, and Humanities*, 9(1), 183.
<https://doi.org/10.22373/ej.v9i1.10233>

Fitria, T. N. (2022). Avoiding plagiarism of students' scientific writing by using the Quillbot paraphraser. *Elsya : Journal of*

English Language Studies, 4(3), 252–262.
<https://doi.org/10.31849/elsya.v4i3.9917>

- Fundi, M., Sanusi, I. T., Oyelere, S. S., & Ayere, M. (2024). Advancing AI education: Assessing Kenyan in service teachers' preparedness for integrating Artificial Intelligence in competence based curriculum. *Computers in Human Behavior Reports*, 14(January), 100412. <https://doi.org/10.1016/j.chbr.2024.100412>
- Hiếu, B. V., Huy, H. M., & Hằng, C. T. T. (2022). Employing the Quillbot application in order to sharpen paraphrasing skills in writing academic essays for English majored students at the school of foreign languages Thai Nguyen University. *TNU Journal of Science and Technology*, 227(13), 116–124. <https://doi.org/10.34238/tnu-jst.6717>
- Inayah A. M, N., & Sulistyaningrum, S. D. (2021). Employing online paraphrasing tools to overcome students' difficulties in paraphrasing. *Stairs*, 2(1), 52–59. <https://doi.org/10.21009/stairs.2.1.7>
- Khabib, S. (2022). Introducing Artificial Intelligence (AI) based digital writing assistants for teachers in writing scientific articles. *Teaching English as a Foreign Language Journal*, 1(2), 114–124. <https://doi.org/10.12928/tefl.v1i2.249>
- Kurniati, E. Y., & Fithriani, R. (2022). Post graduate students' perceptions of Quillbot Utilization in English academic writing Class. *Journal of English Language Teaching and Linguistics*, 7(3), 437. <https://doi.org/10.21462/jeltl.v7i3.852>
- Malatji, W. R., van Eck, R., & Zuva, T. (2020). Understanding the usage, modifications, limitations and criticisms of Technology Acceptance Model (TAM). *Advances in Science, Technology and Engineering Systems*, 5(6), 113–117. <https://doi.org/10.25046/aj050612>
- Malik, A. R., Pratiwi, Y., Andajani, K., Numertayasa, I. W., Suharti,

- S., Darwis, A., & Marzuki. (2023). Exploring Artificial Intelligence in academic essay: Higher education student's perspective. *International Journal of Educational Research Open*, 5(October), 100296. <https://doi.org/10.1016/j.ijedro.2023.100296>
- Miranda, D. (2021). *The impact of paraphrasing tools on students paraphrasing skills*. 1–46.
- Mohammad, T., Alzubi, A. A. F., Nazim, M., & Khan, S. I. (2023). EFL paraphrasing skills with QuillBot: Unveiling students' enthusiasm and insights. *Journal of Pedagogical Research*, 7(5), 359–373. <https://doi.org/10.33902/JPR.202324645>
- Mohammad, T., Falah Alzubi, A. A., Nazim, M., & Khan, S. I. (2024). Evaluating the effectiveness of Quillbot in improving students' paraphrasing skills: Teachers' voices. *Journal of Theoretical and Applied Information Technology*, 102(6), 2556–2567.
- Mufida Syahnaz, R. F. (2023). Utilizing Artificial Intelligence-based paraphrasing tool in EFL writing class: A focus on Indonesian University students' perceptions. *Scope Journal of English Language Teaching*, 7(2), 210. <https://doi.org/10.30998/scope.v7i2.14882>
- Na, C. Do, & Nhat Chi Mai, N. X. (2017). Paraphrasing in academic writing: a case study of Vietnamese learners of English. *Language Education in Asia*, 8(1), 9–24. https://doi.org/10.5746/leia/17/v8/i1/a02/na_mai
- Parra, G. L., & Calero, S. X. (2019). Automated writing evaluation tools in the improvement of the writing skill. *International Journal of Instruction*, 12(2), 209–226. <https://doi.org/10.29333/iji.2019.12214a>
- Rahmatunisa, W. (2014). Problems faced by Indonesian EFL learners in writing argumentative essay. *English Review: Journal of*

English Education, 3(1), 1–9.

Rakhmanina, L., & Serasi, R. (2021). *Utilizing Quillbot paraphraser to minimize plagiarism in students' scientific writing*. 26–33. <https://doi.org/10.31849/elsya.v4i3.9917>

Shi, L. (2012). Rewriting and paraphrasing source texts in second language writing. *Journal of Second Language Writing*, 21(2), 134–148. <https://doi.org/10.1016/j.jslw.2012.03.003>

Shi, L., Fazel, I., & Kowkabi, N. (2018). Paraphrasing to transform knowledge in advanced graduate student writing. *English for Specific Purposes*, 51, 31–44. <https://doi.org/10.1016/j.esp.2018.03.001>

Sulistyaningrum, S. D. (2021). Utilizing online paraphrasing tools to overcome students' paraphrasing difficulties in literature reviews. *Journal of English Language Studies*, 6(2), 229. <https://doi.org/10.30870/jels.v6i2.11582>

Xuyen, N. T. (2023). Using the online paraphrasing tool Quillbot to assist students in paraphrasing the source information: English-major students' perceptions. *Language Teaching and Learning*, June, 21–27. <https://doi.org/10.21467/150.3>

APPENDIX

Appendix I Close Ended Questions Questionnaire

This questionnaire was created to get answers related to the research “**Quillbot’s Role in Enhancing Paraphrasing Skills of University Students**”. For this reason, please be willing to fill out the following questionnaire if you are included:

1. An English Education students class of 2021
2. Have ever used Quillbot to paraphrasing
3. Working on a thesis

Thank you for your help. May God make all your affairs easier

A. Genereal Information and respondents’ background information

E-mail	
Name	
Major	
Gender	

B. Reasons for using Quillbot in paraphrasing

1.	Quillbot has various features that help me in paraphrasing.	<div><div>- Strongly agree</div><div>- Agree</div><div>- Disagree</div><div>- Neither agree nor disagree</div></div>
----	---	--

		- Strongly disagree
2.	I can widen my knowledge of synonyms while using Quillbot	<ul style="list-style-type: none"> - Strongly agree - Agree - Disagree - Neither agree nor disagree - Strongly disagree
3.	Quillbot allows me to enhance English grammar	<ul style="list-style-type: none"> - Strongly agree - Agree - Disagree - Neither agree nor disagree - Strongly disagree
4.	I find it easy to use Quillbot to paraphrase the source text	<ul style="list-style-type: none"> - Strongly agree - Agree - Disagree - Neither agree nor disagree - Strongly disagree
5.	I can get access to Quillbot easily to paraphrase the source text	<ul style="list-style-type: none"> - Strongly agree - Agree - Disagree - Neither agree nor disagree

		- Strongly disagree
6.	I do not have to pay any fee to use Quillbot	<ul style="list-style-type: none"> - Strongly agree - Agree - Disagree - Neither agree nor disagree - Strongly disagree
7.	Quillbot allows me to save time when paraphrasing the source text	<ul style="list-style-type: none"> - Strongly agree - Agree - Disagree - Neither agree nor disagree - Strongly disagree
8.	Quillbot helps reduce my anxiety while paraphrasing the source information	<ul style="list-style-type: none"> - Strongly agree - Agree - Disagree - Neither agree nor disagree - Strongly disagree
9.	I always use Quillbot to paraphrase my sources	<ul style="list-style-type: none"> - Strongly agree - Agree - Disagree - Neither agree nor disagree

		Strongly disagree
10.	Quillbot allows me to use vocabulary more flexibly.	<ul style="list-style-type: none"> - Strongly agree - Agree - Disagree - Neither agree nor disagree - Strongly disagree
11.	Quillbot allows me to sharpen my sentence structure	<ul style="list-style-type: none"> - Strongly agree - Agree - Disagree - Neither agree nor disagree - Strongly disagree

Adopted from Hiếu et al., (2022) and Xuyen (2023)

Appendix II Interview Transcript

Students' experience in using Quillbot for paraphrasing (Interview)

No	Questions
1.	What is your experience in using Quillbot for paraphrasing? Did you encounter any difficulties while using Quillbot?
2.	In your opinion, does Quillbot boosts your confidence in paraphrasing the source information? Why?
3.	Does Quillbot make it easier for you to paraphrase your reference sources in writing your thesis? Why?
4.	In what ways is Quillbot able to help you in the paraphrasing process? are equations or synonyms, Rephrasing sentences by rearranging the words, Rephrasing by altering the word's form, or Rephrasing by using active or passive sentences?

Adapted from Xuyen (2023)

English Version

Participant 1

No	Questions	Answers
1.	What is your experience in using Quillbot for paraphrasing? Did you encounter any difficulties while using Quillbot?	Overall, the experience of using Quillbot was quite helpful. It's really helpful for finding alternative ways to rewrite sentences, especially if you're

		<p>stuck on a complicated or technical sentence. But sometimes the results don't always match what I want, so I have to double check. Then, if the sentence is a bit difficult, sometimes Quillbot likes to be inaccurate, so it has to be edited manually again.</p>
2.	<p>In your opinion, does Quillbot boost your confidence in paraphrasing the source information? Why?</p>	<p>Not bad, it feels better to have inspiration to change words, so you don't think too hard yourself. Then, with so many choices of synonyms and ways of arranging sentences, the results are more varied and neat, so you are more confident in the results.</p>
3.	<p>Does Quillbot make it easier for you to paraphrase your reference sources in writing your thesis? Why?</p>	<p>Yes, Quillbot makes paraphrasing easier and saves time. So I can focus on understanding the content of the source without worrying that the writing is very similar to the</p>

		original, so it's safe from plagiarism too. Very helpful for reducing work.
4.	In what ways is Quillbot able to help you in the paraphrasing process? are equations or synonyms, Rephrasing sentences by rearranging the words, Rephrasing by altering the word's form, or Rephrasing by using active or passive sentences?	<p>Quillbot helps in many aspects.</p> <p>There are also lots of synonyms to make sentences more varied. Then he can rearrange the sentences, so the sentence structure is different. It often also helps to change the form of words so that the sentences flow better. Sometimes Quillbot also likes to make active sentences passive, or vice versa, which makes writing have different nuances depending on needs. but sometimes the connection doesn't work, so you have to double check and edit manually.</p>

Participant 2

No	Questions	Answers
1.	What is your experience in using Quillbot for paraphrasing? Did you encounter any difficulties while using Quillbot?	The experience of using Quillbot is quite good. I've used this several times to help paraphrase writing. The difficulty is that sometimes the paraphrasing results are a bit stiff and unnatural , so you still have to edit it again to make it more readable. Then, if you use the free version, there is also a word limit, so sometimes you have to cut up the text first.
2.	In your opinion, does Quillbot boost your confidence in paraphrasing the source information? Why?	Honestly, Quillbot really helped me increase my confidence in paraphrasing. The thing is, he gives several choices of words that can be used, so we don't get stuck with the same words. Then we can also ensure that the results of our paraphrase are different from the original text.

3.	Does Quillbot make it easier for you to paraphrase your reference sources in writing your thesis? Why?	That's right! Quillbot makes the thesis writing process easier . Just imagine if you had to think for yourself how to change a sentence so it was different but the meaning remained the same, you would be tired and take a long time. Now with Quillbot, the process is faster because it has been given various alternative sentences.
4.	In what ways is Quillbot able to help you in the paraphrasing process? are equations or synonyms, Rephrasing sentences by rearranging the words, Rephrasing by altering the word's form, or Rephrasing by using active or passive sentences?	Quillbot can help with several things, starting from looking for synonyms or words with the same meaning, changing the structure of sentences without changing the meaning, changing word forms (for example from verbs to nouns), and changing active sentences to passive or vice versa. The ones I use most often are looking for synonyms and changing sentence structure, because that's the easiest and the

		<p>results are pretty good. However, the results from Quillbot still need to be reviewed so that they better fit the context we want.</p>
--	--	---

Participant 3

No	Questions	Answers
1.	What is your experience in using Quillbot for paraphrasing? Did you encounter any difficulties while using Quillbot?	My experience using Quillbot, namely Quillbot, really helped me in paraphrasing even though at that time I had difficulty when I wanted to log in to Quillbot which made Quillbot log out by itself .
2.	In your opinion, does Quillbot boosts your confidence in paraphrasing the source information? Why?	In my opinion, Quillbot can increase my confidence in paraphrasing because it really helps me in paraphrasing and I am sure that every paraphrasing result that Quillbot gives will always be different every time. However, sometimes I still change some words if they are

		not understandable
3.	Does Quillbot make it easier for you to paraphrase your reference sources in writing your thesis? Why?	Of course Quillbot helps me in paraphrasing my thesis reference sources because the features that Quillbot has make it easier for me to paraphrase , although sometimes I have to change some words that are not quite right in my opinion.
4.	In what ways is Quillbot able to help you in the paraphrasing process? are equations or synonyms, Rephrasing sentences by rearranging the words, Rephrasing by altering the word's form, or Rephrasing by using active or passive sentences?	Usually I use Quillbot to paraphrase several paragraphs. Quillbot helps with paraphrasing in terms of changing the synonyms of several sentences . Apart from that, Quillbot also helped in changing the sentence structure in the paragraph that I wanted to paraphrase. This certainly really helped me in terms of paraphrasing.

Participant 4

No	Questions	Answers
1.	What is your experience in using Quillbot for paraphrasing? Did you encounter any difficulties while using Quillbot?	My experience using Quillbot has been quite good so far. Quillbot helps me in paraphrasing even though sometimes I find synonyms that are rarely used so I have to look for other synonyms that are more appropriate so that when translated into Indonesian, the meaning of the sentence doesn't change.
2.	In your opinion, does Quillbot boosts your confidence in paraphrasing the source information? Why?	I feel that Quillbot is able to increase my confidence in paraphrasing because the results of the plagiarism check that I have done show that my plagiarism level is low.
3.	Does Quillbot make it easier for you to paraphrase your reference sources in writing your thesis? Why?	Quillbot really helped me in writing my thesis because by using Quillbot, I can paraphrase more easily and reduce my plagiarism level.

4.	In what ways is Quillbot able to help you in the paraphrasing process? are equations or synonyms, Rephrasing sentences by rearranging the words, Rephrasing by altering the word's form, or Rephrasing by using active or passive sentences?	Quillbot helps me paraphrase everything , including changing synonyms, changing sentences by rearranging words, changing word forms and changing active sentences into passive sentences. This is in accordance with the advice from my lecturer. When you want to paraphrase, you can change active sentences into passive sentences, or vice versa.
----	--	--

Indonesian Version

Participant 1

No	Pertanyaan	Jawaban
1.	Apa pengalaman Anda menggunakan Quillbot untuk parafrase? Apakah Anda mengalami kesulitan saat menggunakan Quillbot?	Overall, pengalaman pake Quillbot lumayan membantu. Bantu banget buat nemuin cara-cara alternatif buat nulis ulang kalimat, apalagi kalo lagi stuck sama kalimat yang ribet atau teknis. Tapi kadang-kadang hasilnya gak selalu pas sama

		maksud yang aku mau, jadi harus dicek ulang. Terus, kalo kalimatnya agak susah, kadang Quillbot suka kurang tepat, jadi harus di edit manual lagi.
2.	Menurut Anda, apakah Quillbot meningkatkan kepercayaan diri Anda dalam memparafrasekan informasi sumber? Mengapa?	Lumayan, rasanya lebih enak punya inspirasi buat ganti kata-kata, jadi gak terlalu mikir keras sendiri. Terus dengan banyaknya pilihan sinonim dan cara menyusun kalimat, hasilnya lebih variatif dan rapi, jadi lebih percaya diri sama hasilnya.
3.	Apakah Quillbot memudahkan Anda memparafrasekan sumber referensi dalam penulisan skripsi Anda? Mengapa?	Iya, Quillbot bikin parafrase jadi lebih gampang dan ngirit waktu. Jadi aku bisa fokus ke pemahaman isi sumbernya tanpa khawatir nulisnya mirip banget sama aslinya, jadi aman dari plagiarisme juga. Ngebantu banget buat ngurangin kerjaan.
4.	Dalam hal apa Quillbot dapat membantu Anda dalam proses parafrase? apakah	Quillbot bantu di banyak aspek. Sinonimnya juga banyak banget buat bikin kalimat lebih variatif.

	<p>persamaan atau sinonimnya, Mengulang kalimat dengan menyusun ulang kata, Mengulang kata dengan mengubah bentuk kata, atau Mengulang kata dengan menggunakan kalimat aktif atau pasif?</p>	<p>Trus dia bisa nyusun ulang kalimat, jadi struktur kalimatnya beda. Sering juga ngebantu ngubah bentuk kata biar kalimatnya lebih ngalir. Kadang Quillbot juga suka bikin kalimat aktif jadi pasif, atau sebaliknya, yang bikin tulisan punya nuansa beda tergantung kebutuhan. tapi kadang juga ada nggak nyambungny si, jadi harus tetep dicek ulang dan diedit manual.</p>
--	--	---

Participant 2

No	Pertanyaan	Jawaban
1.	<p>Apa pengalaman Anda menggunakan Quillbot untuk parafrase? Apakah Anda mengalami kesulitan saat menggunakan Quillbot?</p>	<p>Pengalaman pake Quillbot itu lumayan sih. Aku udah make ini beberapa kali buat bantu parafrase tulisan. Kesulitannya kadang hasil parafrase-nya agak kaku dan nggak natural, jadi tetep harus diedit lagi biar lebih</p>

		<p>enak dibaca. Terus kalo pake versi gratisnya juga ada batasan kata, jadi kadang harus motong-motong teks dulu.</p>
2.	<p>Menurut Anda, apakah Quillbot meningkatkan kepercayaan diri Anda dalam memparafrasekan informasi sumber? Mengapa?</p>	<p>Jujur aja nih, Quillbot emang ngebantu banget buat ningkatin kepercayaan diri aku dalam parafrase. Soalnya kan dia ngasih beberapa pilihan kata yang bisa dipake, jadi kita nggak stuck sama kata-kata yang itu-itu aja. Terus juga bisa mastiin kalo hasil parafrase kita beda sama teks aslinya.</p>
3.	<p>Apakah Quillbot memudahkan Anda memparafrasekan sumber referensi dalam penulisan skripsi Anda? Mengapa?</p>	<p>Iya banget! Quillbot bikin proses nulis skripsi jadi lebih gampang. Bayangin aja kalo harus mikir sendiri gimana cara ngerubah kalimat biar beda tapi artinya tetep sama, pasti capek dan makan waktu lama. Nah dengan Quillbot, prosesnya jadi lebih cepet karena udah dikasih berbagai alternatif kalimat.</p>

4.	Dalam hal apa Quillbot dapat membantu Anda dalam proses parafrase? apakah persamaan atau sinonimnya, Mengulang kalimat dengan menyusun ulang kata, Mengulang kata dengan mengubah bentuk kata, atau Mengulang kata dengan menggunakan kalimat aktif atau pasif?	Quillbot tuh bisa bantu dalam beberapa hal mulai dari nyari sinonim atau kata yang sama artinya, ngubah susunan kalimat tanpa ngubah maknanya, ganti-ganti bentuk kata (misal dari kata kerja jadi kata benda), dan ngubah kalimat aktif jadi pasif atau sebaliknya. Yang paling sering aku pake sih yang nyari sinonim sama ngubah susunan kalimat, soalnya itu yang paling gampang dan hasilnya lumayan bagus. Tapi tetep aja sih hasil dari Quillbot perlu di-review ulang biar lebih pas sama konteks yang kita mau.
----	---	--

Participant 3

No	Pertanyaan	Jawaban
1.	Apa pengalaman Anda menggunakan Quillbot untuk parafrase? Apakah Anda	Pengalaman saya menggunakan Quillbot yaitu Quillbot sangat membantu saya dalam

	mengalami kesulitan saat menggunakan Quillbot?	memparafras meskipun saat itu saya sempat mengalami kesulitan ketika ingin login ke Quillbot yang membuat Quillbot saya logout dengan sendirinya.
2.	Menurut Anda, apakah Quillbot meningkatkan kepercayaan diri Anda dalam memparafrasekan informasi sumber? Mengapa?	Menurut saya, Quillbot dapat meningkatkan kepercayaan diri saya dalam memparafrase karena sangat membantu saya dalam memparafrase dan saya yakin setiap hasil parafrase yang diberikan Quillbot akan selalu berbeda dalam setiap waktunya. Meskipun demikian, terkadang saya tetap mengganti beberapa kata jika kata tersebut kurang dapat dipahami.
3.	Apakah Quillbot memudahkan Anda memparafrasekan sumber referensi dalam penulisan skripsi Anda? Mengapa?	Tentu Quillbot membantu saya dalam memparafrase sumber referensi skripsi saya karena fitur-fitur yang dimiliki Quillbot mempermudah saya dalam memparafrase, meskipun terkadang saya harus merubah

		beberapa kata yang kurang tepat menurut saya.
4.	Dalam hal apa Quillbot dapat membantu Anda dalam proses parafrase? apakah persamaan atau sinonimnya, Mengulang kalimat dengan menyusun ulang kata, Mengulang kata dengan mengubah bentuk kata, atau Mengulang kata dengan menggunakan kalimat aktif atau pasif?	Biasanya saya menggunakan Quillbot untuk memparafrase beberapa paragraf. Quillbot meembanttu parafrase dalam hal merubah sinonim dari beberapa kalimat tersebu. Selain itu, Quillbot juga membantu dalam merubah susunan kalimat pada paragraf yang ingin saya parafrase. Hal ini tentu sangat membantu saya dalam hal parafrase.

Participant 4

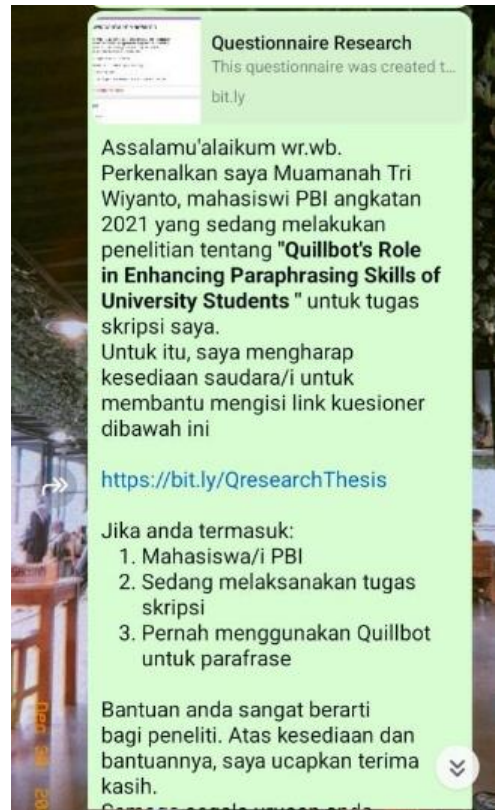
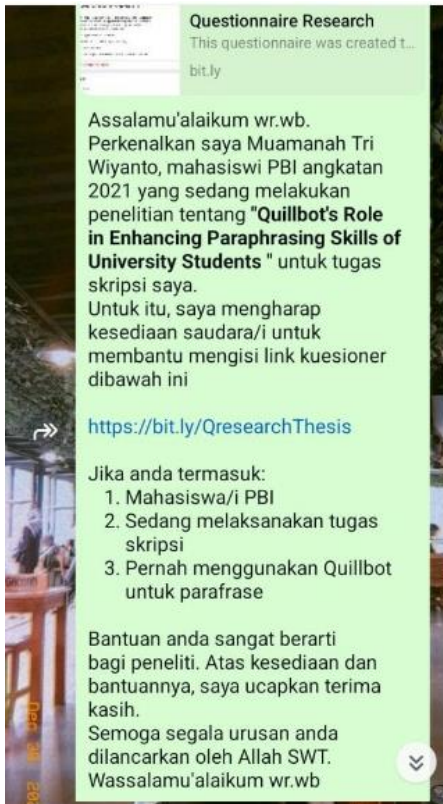
No	Pertanyaan	Jawaban
1.	Apa pengalaman Anda menggunakan Quillbot untuk parafrase? Apakah Anda mengalami kesulitan saat menggunakan Quillbot?	Pengalaman saya menggunakan Quillbot sejauh ini cukup baik. Quillbot membantu saya dalam memparafrase meskipun terkadang saya menemukan sinonim yang cukup jarang

		digunakan sehingga saya harus mencari sinonim lain yang lebih tepat agar ketika diterjemahkan kedalam bahasa Indonesia, kalimat tersebut tidak berubah arti.
2.	Menurut Anda, apakah Quillbot meningkatkan kepercayaan diri Anda dalam memparafrasekan informasi sumber? Mengapa?	Saya merasa Quillbot mampu meningkatkan kepercayaan diri saya dalam memparafrase karena hasil dari pengecekan plagiasi yang pernah saya lakukan menunjukkan bahwa tingkat plagiasi saya rendah.
3.	Apakah Quillbot memudahkan Anda memparafrasekan sumber referensi dalam penulisan skripsi Anda? Mengapa?	Quillbot sangat membantu saya dalam menulis skripsi karena dengan menggunakan Quillbot, saya dapat memparafrase dengan lebih mudah dan menurunkan tingkat plagiasi saya.
4.	Dalam hal apa Quillbot dapat membantu Anda dalam proses parafrase? apakah persamaan atau sinonimnya,	Quillbot membantu saya dalam memparafrase di semua hal, baik dalam merubah sinonim, merubah kalimat dengan

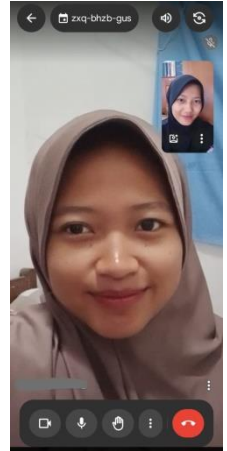
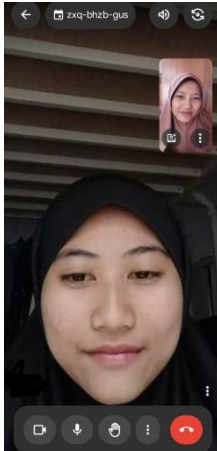
	<p>Mengulang kalimat dengan menyusun ulang kata,</p> <p>Mengulang kata dengan mengubah bentuk kata, atau</p> <p>Mengulang kata dengan menggunakan kalimat aktif atau pasif?</p>	<p>menyusun ulang kata, merubah bentuk kata dan merubah kalimat aktif menjadi kalimat pasif. Hal ini sesuai dengan saran dari dosen saya ketika ingin memparafrase bisa merubah kalimat aktif menjadi kalimat pasif, maupun sebaliknya.</p>
--	---	---

Appendix III Documentation

Questionnaire



Interview



Appendix IV Curriculum Vitae

1. Personal Details

Name : Muamanah Tri Wiyanto
Student Number : 2103046015
Place and Date of Birth : Brebes, 29th June 2002
Address : Ds. Sigentong, Wanasari,
Brebes, Central Java, Indonesia
Gender : Female
Marital Student : Single
Religion : Moslem
Phone Number : 085727062625
email : muamanahtri3@gmail.com

2. Education Details

- a. SDN Sigentong 02
- b. MTs Sunan Kalijaga Siwuluh
- c. MAN 1 Brebes
- d. English Education Department of Walisongo State Islamic University