

**EFL STUDENTS' BELIEF IN QUILLBOT AS A
GRAMMAR CHECKER FOR THEIR
ACADEMIC WRITING
THESIS**

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



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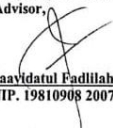
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ABSTRACT

Title : EFL Students' Belief in Quillbot as a Grammar
Checker for Their Academic Writing

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This research aims to investigate how EFL students' experiences with QuillBot influence their beliefs about its effectiveness as a grammar checker. Using a qualitative exploratory study, in this research I interviewed 5 participants. The participants are fifth-semester students of the English Education Department at a university in Semarang, Indonesia. The criteria for the participants were: 1) using Quillbot for at least 6 months, and 2) using Quillbot to check grammar. Data were collected through Google form questionnaires and interviews through Google Meet, then analyzed using thematic analysis based on the aspects of TAM. The results showed that EFL students had a significant belief in the effectiveness of using QuillBot in identifying grammar errors. This research gives us an overview that QuillBot is effective in identifying and reducing grammatical errors in students' academic writing. Future researchers can explore further research on the use of QuillBot such as the effectiveness of the AI detector feature, whether the feature is really able to detect AI writing or not reliable.

Keyword: *Belief, EFL Students, Grammar Checker, QuillBot*

DEDICATION

I dedicate this thesis to my parents, family, lecturers, friends, and all who have prayed, supported, and encouraged me to complete my studies. Thank you.

ACKNOWLEDGMENT

I sincerely thanks to Allah SWT for His mercies, blessings, and the whole things to finish my research. Salawat and salam always be given to the Prophet Muhammad SAW, who teaches humanity, love, good morals and leads us from darkness to the lightness era.

Furthermore, I expressed my gratitude to the parties who helped me, parents, supervisors, friends, and participants. I realized that this thesis would not be finished without advice, motivation, guidance, help, and encouragement from people around me. This is not just a formality but a form of respect for their invaluable contribution. Therefore, I would like to express my wholeheartedly gratitude and appreciation to:

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2. Dra. Nuna Mustikawati Dewi, M.Pd., the head of the English Education Department of Walisongo State Islamic University Semarang.
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6. My beloved and supportive friends “ Cah Rajin”, “Partner Tugas”, “Warga Jupan”, Yasifa, and Siti who always give emotional support, motivation, love, and happiness.

7. All of my friends that can not be mentioned one by one, thank you for the support, motivation, love, and happiness that always be given to me.
8. All of my research participants, who helped me in this research.
9. Me, my self, Mustika, thank you for being strong, never give up, and always do your best.

Finally, the researcher welcomes constructive feedback to improve this thesis. The researcher believes that this research will be beneficial to anyone seeking further information on the topic of this study.

MOTTO

"And indeed, Allah is with those who are patient and steadfast."

(QS. Al-Anfal: 46)

"Do not give up, because giving up is a sign of weakness."

(HR. Abu Dawud)

"It does not matter how slowly you go as long as you do not
stop."

(Confucius)

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CHAPTER I

INTRODUCTION

This chapter consists of the background of the research, the research questions, the research objective, and the study's significance.

A. Background of the Research

The research about writing tools has been interesting for over 42 years. Cherry, (1982) as one of the researchers who conducted the earliest studies about writing tools. She explains the many tools and strategies available to improve written documents' quality, readability, and general effectiveness. Such as sentence structure, word usage, passive voice, length of phrase variation, and the importance of varying sentence length and structure in effective writing. The use of computer applications can make it easier for students, because they have tools that can facilitate students' tasks such as the grammar checker which is sophisticated and gives appropriate feedback (Long, 2022). Fitria, (2021) conducted that Quillbot helped students to improve their academic writing. Because of the benefits of the features of Quillbot, research about Quillbot has been conducted on many continents.

In Asia, researchers have focused on investigating the effectiveness of using Quillbot to paraphrase (Alzubi et al.,

2024; Fitria, 2022a; Nurmayanti & Suryadi, 2023; Mohammad et al., 2024 and Xuyen, 2023), and assist students' writing (Duncanson, 2024; Laras Amyatun & Kholis, 2023; and Muliani Sukma et al., 2023). In addition, researchers in America and Australia such as Cavaleri & Dianati, (2016) and O'Neill & Russell, (2019) also explain students' perceptions of online grammar checkers. However, there are certain limitations on these tools' ability to identify and fix every mistake and element of writing. Consequently, when using these resources, teachers and students need to be aware of their limitations (Perdana et al., 2019).

Even though the research about Quillbot has been studied by many researchers, as far as I know, research about students' belief in Quillbot as a grammar checker has not been widely studied. To my best knowledge, the study of Quillbot is to know about its features that can improve students' academic writing skills (Duncanson, 2024; Fitria, 2021; Kurniati & Fithriani, 2022; Latifah et al., 2024; Rahmani, 2023; and Rakhmanina et al., 2022). To fill the gap, this study tries to investigate EFL students' belief in Quillbot as a grammar checker for their academic writing.

The reason for choosing this problem is because Quillbot, as an artificial intelligence (AI) tool, can assist students in producing their academic research papers and

students see the Quillbot app favorably as a digital tool for creating excellent academic writing (Kurniati & Fithriani, 2022). This tool has many features that students can use to help their writing, and can be an alternative for students when they don't have the right idea to paraphrase, check grammar, or summarize text in English (Fitria, 2021a).

However, this research uses the Technology Acceptance Model (TAM) theory proposed by Davis, (1989) that underlines the variables of TAM, like perceived usefulness, perceived ease of use, attitudes of individuals affect the behavior of using information technology, behavioral intentions of use, and actual use of QuillBot to facilitate a grammar checker. In this case, it accordance with this research. Knowing how EFL students' belief about the use of Quillbot as a grammar checker, can provide valuable insights on how to use grammar correctly and reduce grammatical errors in academic writing.

B. Research Questions

Based on the concise background of the research that has been described above, the research questions of this research can be formulated in the following:

How are EFL students' beliefs about QuillBot as a grammar checker in their academic writing?

C. Objectives of the Research

In line with the research question, the objectives of the research can be started as follow:

To investigate how EFL students' experiences with QuillBot influence their beliefs about its effectiveness as a grammar checker.

D. Significance of the Study

By using this research, there are some significances of the study as follows:

1. Theoretically: This research is proposed to be utilized as a reference for other researchers and additional information for the readers about the students' belief in Quillbot as a grammar checker in academic writing. In addition, this research can provide empirical evidence supporting TAM in an educational context.
2. Practically:
 - a. Contribution to Higher Education
This study provides insight into college students' beliefs about using Quillbot in academic writing in a higher education setting. By understanding EFL students' beliefs about Quillbot, we can optimize its use in the learning process.
 - b. Development Educational Technology

This research highlights the role of AI technologies such as Quillbot in helping college students to improve their academic writing. By understanding the benefits and limitations of Quillbot, we can direct the development of similar tools for education.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, I discuss some previous research that is relevant to this research and literature review that has contributed to this research.

A. Previous Research

1. Quillbot to facilitate grammar checker

Discipline is needed when learning grammar and English. For example, watch English movies without subtitles to increase vocabulary, read English novels or short stories, and then try to translate them into Bahasa. The same goes for reading Indonesian short stories, and translating them into English. After that, check the grammar using the QuillBot application to check the right one of grammar. In this way, students will find it easier to memorize English structures and enhance their grammar skills (Sepúlveda et al., 2013).

Online grammar checkers like QuillBot can assist students to make more appropriate choices in writing and at the same time they study grammar (Jayavalan & Razali, 2018). With the existence of technology such as QuillBot with its grammar checker feature, learning grammar is easier now than it was previously. This is because students can easily access online grammar checkers. By using the QuillBot application, it can

help students to further improve their grammar skills (Baron et al., 2023).

The development of technology can affect students' writing learning process. Chui, (2022), explains that QuillBot can detect grammar errors better than other popular grammar checker tools. Quillbot can help students by providing personal feedback so they can save time and be more effective. The use of QuillBot as a tool that can provide real-time grammar feedback is a very useful feature for writers who are learning English as a second language. QuillBot is also superior in detecting and correcting grammatical errors compared to other tools such as Grammarly and Ginger. The great potential shown by QuillBot in improving the quality of student writing through quick and relevant feedback.

Even though QuillBot provides many benefits for students, students still have to manually double-check suggestions to find errors that Quillbot doesn't detect. Teachers can give more detailed feedback related to the content and structure of the writing, which cannot be totally replaced by technological tools. The use of QuillBot is hoped to save teachers' time in checking for grammatical errors so that they can focus more on giving feedback related to other aspects of students' writing, such as content and organization. However, teachers and students may still overlook the ability

of these tools to improve grammar in a relevant and engaging way. Typically, grammar checkers work by scanning text and providing immediate feedback on grammar, spelling, and punctuation errors (Cavaleri & Dianati, 2016)

As stated by Baron et al., (2023), students have responded positively to the use of Quillbot to check written grammar and make it easier for students to check grammar so they are free from grammatical errors. Quillbot can help students in checking grammar and is very easy to use and easy to access. Therefore, quillbot is useful for improving students' grammar skills.

2. Quillbot for academic writing

The development of AI writing assistants such as QuillBot has come a long way in machine learning and natural language processing techniques. In this technology, advanced algorithms for reading and analyzing text, giving suggestions, paraphrasing, and making alternative sentences to enhance writing readability, coherence, and fluency of information have been utilized.

QuillBot has specific advantages for academic writing. First, QuillBot enhances writing fluency by supporting students in producing coherent and well-structured texts. QuillBot assists students in articulating their ideas with greater clarity and efficacy by giving suggestions for sentence

structure, vocabulary choices, and synonyms. Second, QuillBot helps increase writing efficiency by giving alternative sentence choices and paraphrasing suggestions. This tool allows students to quickly finish the editing and modification of their work, so minimizing having to for extensive manual revisions. Third, QuillBot supports students in solving paraphrasing, grammar, and synthesis challenges. It gives an alternative sentence structure to avoid plagiarism and keep originality, besides offering grammar and punctuation recommendations for error correction and improvement of writing quality.

Additionally, QuillBot's text summarization feature is also helpful for academic writing, helping students summarize important information from long paragraphs and put it easily into their writing by summarizing it succinctly (Latifah et al., 2024). Moreover, Quillbot assists students in several ways, such as by summarizing complex sentences, reducing plagiarism, and improving language to seem more professional and clear (Fitria, 2021; Fitria, 2022; Inayah & Sulistyaningrum, 2021; Kurniati & Fithriani, 2022; and Rakhmanina et al., 2022).

Fitria, (2021); Kurniati & Fithriani, (2022); and Laras Amyatun & Kholis, (2023), explained that Quillbot can be an alternative tool to help students overcome difficulties in

writing, such as generating new ideas, giving enhanced word suggestions, and changing words to improve sentence structure. The ability to paraphrase well is essential to avoid plagiarism and to present ideas in a new and original way. When students lack the motivation to manually paraphrase English writing, this tool can be an alternative that offers a solution. Therefore, students will benefit by having an accurate vocabulary and understanding of English grammar. QuillBot can make it easier for students to produce variations in their writing, thus improving the quality and originality of academic work. In addition, by using QuillBot, they feel that their level of confidence in themselves when creating academic writing has increased, as they feel more capable of producing better writing

Based on Muliani Sukma et al., (2023); and Nurmayanti & Suryadi, (2023), the use of QuillBot as an AI-powered English writing assistant can assist students in significantly enhancing their academic writing skills. QuillBot can assist students in creating better academic writing by giving real-time feedback on grammar, paraphrasing, and plagiarism checking. Quillbot can save teachers time in correcting grammar, allowing them to focus on providing feedback on more substantial aspects of students' writing, such as content and structure. However, even though QuillBot can provide

quick and relevant automated feedback, the role of educators in giving more detailed feedback on the content, organization, and logic of writing remains irreplaceable. The combination of using technological tools and direct guidance from educators is the key to achieving optimal results in writing learning.

3. Online grammar checker

As technology develops, the utilization of online tools is crucial to facilitate self-directed language learning. One of these tools is an online grammar checker that provides a lot of benefits for English as a Foreign Language (EFL) learners. There are a lot of online grammar checkers that can be used and accessible, like Grammarly, Ginger, Hemingway, Quillbot, ProWritingAid, and many others. These tools give EFL students ease of use and easy access to enhance their grammar skills by themselves. They can detect grammar, spelling, and punctuation errors that can help EFL learners enhance their academic writing skills and provide immediate feedback. This can help students to produce more accurate, refined writing, make improvements to their writing independently, which will increase their confidence in writing. (Anggita & Sulistyaningrum, 2023).

Fitria, (2022); Park, (2020); and Stefanus Soegiyarto et al., (2022) explain the effectiveness of online grammar

checkers in identifying grammatical errors in student writing such as confusing words, misspellings, determiner use, mixed dialects, incorrect noun numbers, pronoun use, incorrect verb forms, and comma misuse. It can help correct sentence structure, remove clutter, suggest alternative words to expand vocabulary, and boost students' confidence in writing.

This indicates that the online grammar checker can work as an automatic feedback tool for students, helping them to identify and correct grammatical errors in their writing. However, it is also important for students not to completely trust the technology and still improve their self-editing skills. Although AI can provide quick feedback, human checkers are better able to identify more complex grammatical errors. Online grammar checkers can be helpful in identifying grammatical errors, but they do not necessarily guarantee an improvement in the overall quality of writing.

In a similar study, Perdana et al., (2019) explains that online grammar checkers are useful for improving writing. These studies indicate that an online grammar checker has many advantages for students. However, EFL learners have to be careful about the disadvantages of online grammar checkers, including the less ability to detect word forms completely and accurately, resulting in unclear and inaccurate feedback. Some online grammar checkers provide both free

and paid features, leading to differences in the results provided between the premium and free features. With these two features, EFL learners need to double-check whether the results of the online grammar checker are appropriate and correct or still need to be improved, and they also need to be able to choose an online grammar checker that has the right features for them (Anggita & Sulistyanningrum, 2023).

B. Literature Review

1. EFL students' belief

Belief is defined as the mental acceptance or conviction in the truth or reality of some idea (Connors & Halligan, 2015). It indicates that when students have confidence in something, they are more likely to believe it is real and true. Beliefs in language learning can be defined as thoughts or assumptions that students have regarding how language is learned and how effective certain methods are in helping them achieve proficiency. Students' beliefs about language learning can affect their motivation, learning strategies, as well as their success in developing language skills (Horwitz, 1988).

Preconceived belief may directly impact or even dictate a learner's attitude or motivation, thus precondition the learner's success or lack of success (Kuntz, 1996). Supportive and optimistic beliefs help to solve obstacles and hence retain

motivation, while negative or unrealistic beliefs can lead to decreased motivation, frustration and anxiety (Kern, 1995). Many successful learners develop insightful attitudes about language learning processes, their own skills, and the utilization of good learning practices, which have a facilitative effect on learning.

a. Numerous factors have been reported to determine or influence learner beliefs, including (Bernat & Gvozdenko, 2005):

1. Family and Domestic Background.
2. Backgrounds of culture.
3. The learning environment or social classmates.
4. Perspectives of previous repeating occurrences.
5. Individual distinctions, including gender and personality.

b. The Six steps to address students' beliefs (Bernat & Gvozdenko, 2005):

1. Being aware of students' past experiences in the classroom and their assumptions about language learning.
2. Building students' self-confidence.
3. Start from where students are and work up slowly.
4. Highlight achievements to them.
5. Give freedom of choice as much as possible.
6. Be aware of students' passions and concerns, as well as their purpose and goals.

The relationship between EFL students' beliefs and this research is that this research will look into how EFL students believe in using QuillBot as a grammar checker tool based on their previous experiences.

2. Quillbot as a grammar checker

Artificial intelligence is a system added to a technology-based tool that can carry out predetermined commands and is almost similar to what humans do. QuillBot, as one of the AI-based applications, utilizes advanced algorithms to analyze text and provide corrective suggestions aimed at improving the quality of users' writing. AI in education has a positive impact, which includes innovations in teaching and learning methods. QuillBot can work as a tool that supports students in understanding grammar, correcting grammatical errors, and improving their general writing skills (Nawi, 2019).

However, there is a risk of addiction to be aware of, where students will become overly dependent on the tool and be unwilling to improve their writing skills because they think it is a waste of time and will be easier with AI. While writing tools can give quick and accurate feedback, they should not replace an active and critical learning process. Therefore, it is important to integrate the use of QuillBot in the curriculum with a balanced approach, where students are pushed to stay actively involved in the self-editing process. (Nawi, 2019).

Chui, (2022) said that QuillBot can help improve writing skills by detecting errors, providing accurate paraphrasing and grammar checkers. QuillBot can detect grammar errors well compared to other popular grammar checker tools. Quillbot can help students by providing personal feedback so they can save time and be more effective.

Teachers are able to provide feedback on grammar issues, however they often may not have the time to give extensive grammar feedback. As a result, a lot of students, whether native or non-native English speakers, still need better grammar editing and correcting help than their educational institutions can provide. With the grammar checker feature of QuillBot, it is expected to help students in learning and reducing grammatical errors. However, because QuillBot's grammar checker is new, there is limited literature on its quality. In addition to giving immediate feedback, this tool is a comprehensive and effective tool for identifying and correcting spelling, grammar, and punctuation errors (Baron et al., 2023).

Students have responded positively to the use of Quillbot to check written grammar and make it easier for students to check grammar so they are free from grammatical errors. Quillbot is able to help students in checking grammar and is very easy to use and easy to access (Baron et al., 2023).

3. QuillBot

QuillBot is an online writing tool that improves academic writing with the main features of summarizing, paraphrasing, translating, and detecting plagiarism in a text (Abdelli, 2023; Nurmayanti & Suryadi, 2023; and Xuyen, 2023). Students find QuillBot very useful because of the language it uses to paraphrase their writing, such as changing active sentences to passive or changing words to synonyms, which is very useful in avoiding plagiarism. The use of QuillBot can help students overcome the difficulties of paraphrasing in the academic field. However, ensuring proper use of grammar is a significant outcome of using QuillBot in academic writing (Syahnaz & Fithriani, 2023). This tool can be an alternative for students when students don't have the right idea to paraphrase, check grammar, or summarize text in English. This tool has many features that students can utilize to help with their writing (Fitria, 2021).

Although QuillBot gives a lot of advantages for students in their academic writing process, Quillbot also has weaknesses. This can happen due to the inability of the features in QuillBot to provide effective feedback. Sometimes the paraphrased sentences generated by QuillBot do not make sense and have to be rechecked. However, this is normal for some online tools. Although QuillBot is one of the most widely used AI tools because it has provided good feedback,

it still has limitations in doing things. Therefore, students still have to double-check the results given by QuillBot.

QuillBot really helps students in their academic writing, but not all features in QuillBot can be used by students for free. QuillBot makes paid or premium features that give more access to its users regarding grammar checking, paraphrasing, and several other features so sometimes students' access to QuillBot is limited (Muliani Sukma et al., 2023). QuillBot is available in two versions: free and premium. The free version brings a character restriction of 125 characters per simultaneous paraphrasing. The premium version enables users to extend the maximum character limit to 10,000. A further advantage of being a premium QuillBot user is the capability to paraphrase in many modes, including standard, fluent, formal, simple, creative, expand, and shorten.

The free version of QuillBot just provides standard and fluency modes. QuillBot comprises three tools:

1. Word Rephraser: This tool restructures students' sentences and offers alternatives for synonyms and reordering.
2. Summarizer: This tool condenses the student's content through reorganization. This tool assists students in removing the extraneous elements of the message.

3. Grammar Checker: This instrument confirms that students' submissions have no of grammatical mistakes (Syahnaz & Fithriani, 2023).

4. Academic writing

Writing is an activity that has a high degree of difficulty, and even for experienced writers this can happen (Wijaya et al., 2020). Writing is a platform to express ideas and messages both clearly and instantly to the audience (Aladini, 2022; Thornbury, 2018). Students and academics enhance their writing skills to be academics who help readers understand and interact with the texts they write. (Lynch & Anderson, 2013) stated that academic writing focuses on grammar, spelling, cohesion, organization of ideas, and punctuation.

Academic writing plays a vital role in higher education as it influences the creation, transmission, and use of knowledge (Latifah et al., 2024). Academic writing is one of the hardest and most complex types of writing since it calls for students to think critically and to be proficient writers. Writing is an activity that has a high degree of difficulty, and even for experienced writers this can happen (Wijaya et al., 2020).

a. Five Competencies in Academic Writing

There are five competencies that students should develop in Academic Writing according to (Kilgarriff,

2012; Learning hup, 2023; Thaiss Terry Myers Zawacki, 2006):

1. Students must have strong organizational skills to clarify their written ideas.
2. Precision in writing is essential, with attention to technical terms to avoid misinterpretation.
3. Students, as writers, need to demonstrate control over the use of grammar to convey information effectively.
4. Writers must have discipline-specific vocabulary knowledge for students to play the role of writers.
5. Writers must have the ability to combine these competencies harmoniously to produce a writing style that meets the expectations of the reader and the specific context.

b. The sub-skills of writing

The sub-skills of writing based on Bengoa, (2008) are as follows:

1. Manipulating the script of the language, like handwriting, spelling, and punctuation.
2. Expressing grammatical relationships at the sentence level.
3. Expressing relationships between parts of a written text through cohesive devices.

4. Using markers in written discourse.
5. Expressing the communicative function of written sentences.
6. Expressing information or knowledge in writing.
7. Expressing conceptual meaning.
8. Planning and organizing written information in expository language

c. Student challenges in academic writing

Students often have challenges in academic writing that can disrupt them. The following are the challenges that students face in academic writing based on their experiences (Jimenez et al., 2024):

1. Struggles with grammar and language utilization.

Writing academic writing is a challenge for EFL students, especially if they are required to master grammar and language usage. The complexities inherent in grammar rules pose difficulties for students in expressing their ideas effectively and simply. Students often encounter problems such as subject-verb agreement, verb tense, and punctuation. Several strategies have been implemented by teachers to overcome students' difficulties in grammar when make academic writing. Giving students a lot of examples of

opportunities to continue practicing, such as including writing exercises and assignments, provides them with the opportunity to apply grammar rules and get feedback. Therefore, integrating numerous learning tools can assist students in improving their grammar and language use in academic writing.

2. Struggles in arranging information.

Effective organization of information presents a great difficulty for students completing their academic writings. Students must utilize a variety of connecting words and cohesive aspects in their academic writing to help readers avoid misinterpretation or getting into confusing ideas. Low proficiency might be a real cause in producing thoughts which can be a barrier avoiding students from keeping on their writing. Students will consequently find it challenging to effectively express their ideas. Effective communication of the desired message depends on well-organized writing, which also promotes understanding. Before beginning their work, teachers ought to highlight to their students the need of planning and organizing their writing. This means identifying the major

concepts, accompanying information, and logical sequence.

3. Insufficient amount of trustable information.

Often students utilize online and internet resources to find information to add to their academic writing. Instead of using sources from books or traditional sources, students prefer to use websites, online articles, and other digital resources to gather the needed information. However, it is sometimes difficult for them to find good sources that are accessible. Therefore, students are advised to access academic database websites to get reliable and good sources.

4. Facing vocabulary struggles.

Expressing the ideas effectively in academic writing is often considered a difficult thing for students, this is because students are not used to using and writing with many or various words. Therefore, they will have difficulty in finding the appropriate words so that their thoughts or ideas can be conveyed accurately.

5. Facing time limitations.

Students often experience time limitations in completing assignments or academic writing. This

can happen because of limited time, or strict deadlines for submitting the academic writing. These time limitations can make students feel pressured, reduce the quality of their writing, or cause stress that affects their ability to focus and produce their best work.

Many factors influence EFL students identifying academic writing as a challenging and difficult activity. Fadda, (2012) argues that writing style, motivation, anxiety about over expressiveness, and other emotional factors may influence EFL learners' proficiency in English writing. Furthermore, the literacy background and experience of EFL students in their native language are crucial for the enhancement of their academic writing abilities. Students usually face challenges in academic writing, including difficulties in constructing consistent and logical paragraphs, proper word peace, article usage, limited vocabulary, formal language implementation, accurate spelling of English words, grammatical structures, comma usage, starting writing, translating ideas from their native language into English, creating references and bibliographies, and evading ineffective words and phrases (Sulaiman & Muhajir, 2019).

5. Exploratory Research Methodology

Exploratory research is research on a problem that is slightly known or even unknown by the researcher (Swaraj, 1990). Exploratory research is necessary, therefore, to get an early insight into a problem with the goal of formulating it for more appropriate investigation. Therefore, it is also popularly known as formulative research. This method is normally in a qualitative form that explains the reasons for a phenomenon which is identified in the form of a research question. The application of exploratory research can be found in overviews, case studies, field observations, focus group discussions, and interviews to collect relevant information (Aithal & Aithal, 2023).

a. The goal of Exploratory Research

Swaraj, (1990), explains the goals of exploratory research are:

1. To produce fresh ideas
2. To produce new thoughts
3. To enhance the researcher's knowledge of the issue
4. To create a precise issue formulation
5. To collect information to understand the concept
6. To decide whether or not the study is possible. To determine if the study is worth conducting

b. The process of Exploratory Research

As stated by Selltitz, (1959), There are 3 processes or steps in Exploratory Research, which are:

1. A review of pertinent literature
2. An experience survey
3. An analysis of “insight stimulating” cases

c. The procedure to conduct exploratory Research

As stated by Aithal & Aithal, (2023), the procedur to conduct exploratory research are:

1. Identify a problem, or an issue, or a system which has to be researched using an exploratory method.
2. Develop the objectives and type of methods under exploratory research method to analyse, compare, evaluate, and interpret it in a new way.
3. Fullfil the objectives by collecting the information, and analysing them using one or more suitable analysing, or comparing, or evaluating frameworks.
4. Suggest the optimum solution related to the considered issue or recommend improvements in the considered system as a new interpretation in the form of postulates using an inductive approach.

6. The Technology Acceptance Model (TAM)

The Technology Acceptance Model (TAM) theory proposed by Davis, (1989) that emphasizes how beliefs

(perceived usefulness and perceived ease of use) and attitudes of individuals affect the behavior of using information technology. The main variable framework of TAM is perceived usefulness (PU), ease of use (PEU), and behavioral intention (BI) (Rahmani, 2023). I applied TAM in this research so that I could explore how students assess the usefulness and ease of use of Quillbot in students' academic writing. Perceived Usefulness refers to a person's belief that utilizing a specific technology would improve their performance. Meanwhile, Perceived Ease of Use refers to a person's belief that utilizing the technology would be effortless (Davis, 1989).

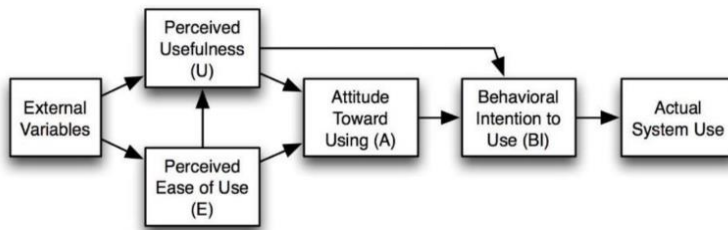


Figure 2.1 Technology Acceptance Model (Davis, 1989)

The relationship between TAM and students' beliefs in this research is that TAM's PU and PEU contribute to the formation of students' attitudes toward using. Attitude toward using will have a positive or negative impact that can influence students' behavior and intention to use the feature grammar checker in QuillBot regularly. Then, this intention

will be realized in actual use, which indicates the frequency and intensity of using QuillBot to check grammatical errors.

C. Conceptual Framework

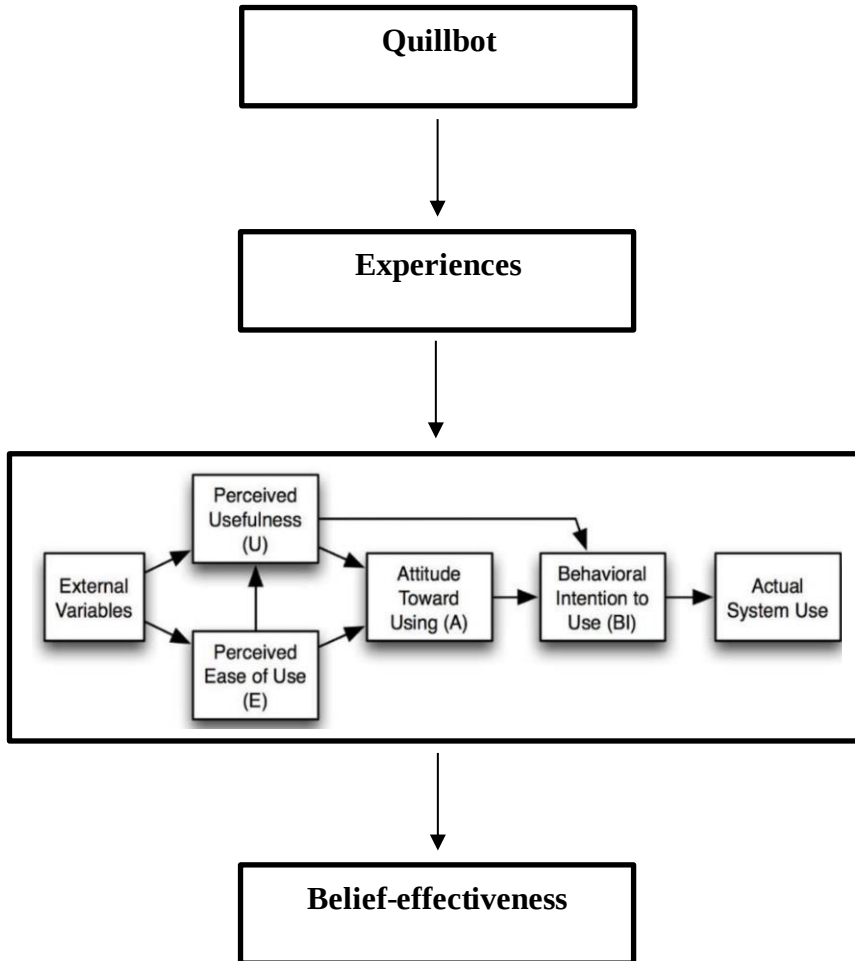


Figure 2.2 Conceptual Framework of the Study

The figure shows the study's conceptual framework and the concept is based on the TAM proposed by Davis, (1989)

In this research, I used QuillBot, especially the grammar checker feature. Because I want to find out students' beliefs in the effectiveness of the grammar checker feature in QuillBot, I use the TAM theory proposed by Davis, (1989) to find out how students' early perceptions can influence the use of the grammar checker feature in QuillBot. Based on TAM, technology acceptance is determined by two main factors: perceived usefulness and perceived ease of use.

In the research about QuillBot as a grammar checker for students' academic writing, students who has used QuillBot especially to check their grammatical error will get the general experiences. After that, their general experiences will range used TAM to know the belief-effectiveness when used QuillBot as a grammar checker. Perceived usefulness refers to the student's belief that using Quillbot will improve their academic writing to check the grammatical errors, meanwhile, perceived ease of use refers to the extent to which students find that grammar checker feature is QuillBot is easy to use and effortless. After students use the grammar checker feature in QuillBot directly, they will gain experience which will influence their belief in its effectiveness. Experience can determine whether they will

continue to believe and find QuillBot effective in the long term. If students have a positive experience when using the grammar checker feature in QuillBot, then students' belief in the grammar checker feature in QuillBot will increase, and vice versa.

EFL students' belief in using the grammar checker feature of Quillbot to improve their academic writing is from their learning experience when they were using Quillbot to check and reduce their grammatical errors. By using this framework, the research question and research objective can be answered correctly.

CHAPTER III

RESEARCH METHODOLOGY

This chapter consists of the research design, time and setting of the research, participants, research focus, data collection technique, and data analysis.

A. Research Design

This research was conducted using an exploratory research methodology (Qualitative approach). Which focuses on exploring and understanding students' beliefs and experiences regarding the use of QuillBot to improve their writing skills through the grammar checker feature. I chose this design because exploratory research allows for exploring areas that are not widely known or to investigate the possibility of conducting a particular research (Swaraj, 1990). Therefore, exploratory qualitative research is appropriate to find out and examine students' beliefs and experiences regarding the use of QuillBot to improve their writing skills through the grammar checker feature.

B. Research Time and Setting

This research was conducted at an educational unit with a Higher education level in Semarang City, Central Java. The research was conducted for three weeks, starting from the last week of

November 2024 and the first two weeks of December 2024. The first phase of the research elaborates on designing and distributing a questionnaire, that had been distributed online to participants.

The reason why I chose to distribute the questionnaire online is because it is cheap, fast, and easy. This means that by distributed the questionnaire online, I did not need to print a lot of questionnaires so it will save me more. In addition, distributing the questionnaire online made it easy to access and fill in by participants, namely participants only need to click a button to access and send. In addition to being easy to access, distributing the questionnaire online also makes it easier for me to see and process the responses given by participants (Hunter, 2012).

After the questionnaire step, participants were asked to join the interviews to get deeper insight about their experiences and beliefs.

C. Research Participants

The participants of this research were 5th semester students of English Education at the University in Semarang who ever used the Quillbot to check the grammatical errors in their writing. They were selected from a total of 172 populations. To got the participants, I shared the questionnaire link to the leader of each class via WhatsApp (See appendix 1). After I shared the link of the questionnaire and got feedback from them, I asked them to do an interview based on the predetermined criteria.

From the 172 populations, only 11 participants who represented the criteria and agreed to the consent were able to fill out the questionnaire as complete. The criteria for the participants were: 1) using Quillbot for at least 6 months, and 2) using Quillbot to check grammar. It was intended that the participants could provide relevant and informed insights into their belief on the use of Quillbot for checking grammar based on their experiences.

Table 3.1 Participants' Profile

No.	Name	Experience using QuillBot
1.	Participant 1	More than a year
2.	Participant 2	More than a year
3.	Participant 3	More than a year
4.	Participant 4	More than a year
5.	Participant 5	More than a year
6.	Participant 6	More than a year
7.	Participant 7	More than a year
8.	Participant 8	More than 6 months
9.	Participant 9	More than 6 months
10.	Participant 10	More than 6 months
11.	Participant 11	More than 6 months

D. Research Focus

This research focuses on investigating students' beliefs related to their experience in using Quillbot to check and reduce their grammatical errors.

E. The Techniques of Collecting Data

In the process of collecting data, I used a questionnaire and interview instrument. An instrument is a tool that can facilitate to collection, looking for the findings and results. In the questionnaire session, I used to get their personal information that related to my research. In the interview session with the participants, I asked several questions. The interview is an important data-gathering technique involving verbal communication between the researcher and the subject (Fox, 2006).

1. Questionnaire

The content of the questionnaire was designed to provide personal information about the participants. This questionnaire aims to understand the background of the subject. The questionnaire determined the indicators related to the research under the TAM concept, such as perceived ease of use, usefulness, attitude towards use, behavioral intention to use, and actual use. The instrument of the questionnaire was modified from Baron et al., (2023); Davis, (1989); Liu et al., (2022); and Rahmani, (2023).

2. Interview

An interview was conducted to complement the questionnaire data with qualitative insight. The interview allowed them to explain their experiences, satisfaction, and challenges of using QuillBot as a grammar checker. The total number of participants who participated in this interview were 5 of 11 who filled out the questionnaire. 5 participants were willing to conduct interviews as a continuous from the questionnaire. The interview was conducted via Google Meet (online). These interview sessions were audio-recorded and transcribed. The instrument of the interview was modified from Baron et al., (2023) and Liu et al., (2022) and linked with TAM (Davis, 1989).

F. Data Analysis Technique

The data analysis technique for this study used thematic analysis. This model gives a framework to explain the findings, and focuses on perceived ease of use, perceived usefulness, attitude towards using, behavioral intention to use, and actual use. These constructs were instrumental in exploring and understanding students' beliefs regarding the use of QuillBot to facilitate grammar checkers.

Steps of thematic analysis (Braun & Clarke, 2006)

1. Familiarizing data

Describing the data, re-read the transcript of the data.

2. Generating initial codes

Highlight the important parts of the relevant data

3. Searching for themes

Categorize the codes into themes.

4. Reviewing themes

Double-check that the data collected really supports the theme.

5. Defining and naming themes

Develop clear descriptions for each theme and give them appropriate names.

6. Producing the report

Prepare a final report that presents the findings of the thematic analysis, such as an explanation of the themes, quotes from the data to support the findings, and a discussion of the implications of the analysis.

CHAPTER IV

FINDING AND DISCUSSION

The finding and discussion section directly answered the research question: “How do EFL students belief about the effectiveness of QuillBot as a grammar checker in their academic writing?”

A. Findings

In the findings of the research, using Thematic Analysis was employed in this study to systematically analyze qualitative data from the questionnaire and interviews with EFL students. The data was analyzed using the framework of the TAM. The aspects of TAM include perceived ease of use, perceived usefulness, attitude towards usage, and behavioral intention are an explanation of EFL Students’ belief:

1. Perceived Ease of Use

The Perceived Ease of Use aspect in this research is used to know that the participants believe that QuillBot is easy to use and does not require a lot of effort when using or learning it.

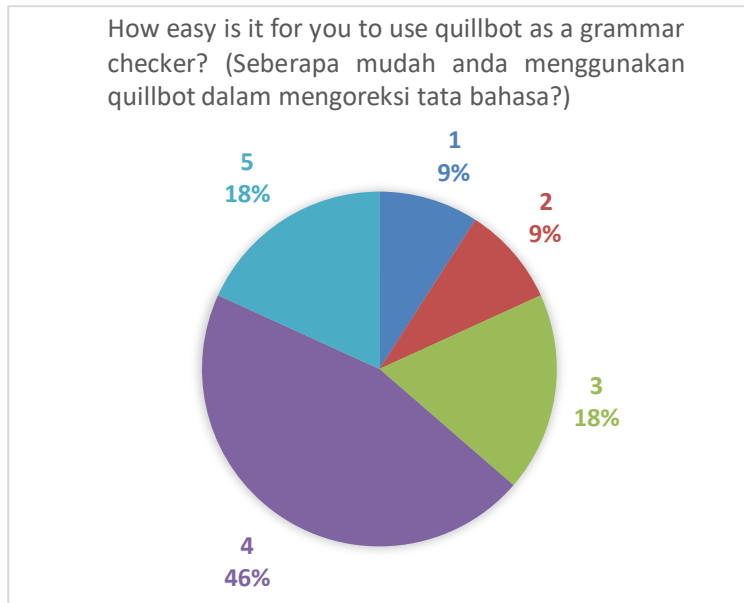


Figure 2.1 The ease of use of QuillBot as a grammar checker

Based on the result from the questionnaire showing the ease of use of QuillBot to facilitate grammar checkers, participants were instructed to evaluate their experience on a linear scale ranging from 1 (very difficult) to 5 (very easy).

From the table it can be seen that 9% or 1 respondent answered 1, which indicates that respondents find it very difficult to use QuillBot. Then, 9% or 1 respondent answered 2, which indicated that respondents found it difficult to use QuillBot. 18% or 2 respondents answered 3, which indicated that respondents found it quite easy to use QuillBot. 46% or 5 respondents answered

4, which indicated that respondents found it easy to use QuillBot, and 18% or 2 respondents answered 5, which indicated that respondents found it very easy to use QuillBot. 5 of 11 participants answered 4, indicating that the majority found it relatively easy to use QuillBot as a grammar checker.

After find the result from the questionnaire, I asked the participants to do an interview. This interview is to get deeper information about the perceived ease of use aspect of QuillBot.

“QuillBot is very easy to use, because it is easy to access, easy to use, and does not require a lot of instructions so even for beginners it is very easy to use it and get immediate feedback”(Participant 1)

“For people who want to learn English, they still have to be guided or directed, but not for long, at most 1-2 hours to introduce what QuillBot is like, what features, and how to use it. But overall the use of QuillBot is easy to use and easy to understand” (Participant 4)

Participant 1 and participant 4 argue that QuillBot is easy to use, easy to understand, and does not need a lot of instruction. Nevertheless, participant 5 argued that she was satisfied using QuillBot as a grammar checker but she explained that she has experience using QuillBot as a grammar checker is not effective.

“QuillBot is very easy to use, but it is less effective for those who are just learning because there is no information or

explanation of where we are wrong and why but only directly given the appropriate grammar correction” (Participant 5)

Besides that, the interview also found out that QuillBot is easy to use and beginner-friendly. Participant 2 and participant 3 agreed that QuillBot is considered very easy to use due to its accessible features, even for beginners.

“Based on my experience with QuillBot, it is user-friendly, because its features are easily accessible to beginners, allowing for ease of use and immediate feedback” (Participant 2)

“In my point of view utilizing QuillBot is straightforward and accessible. For people who begin to learn English, it is quite accessible and not challenging” (Participant 2)

As a result of the interview, all of the participants agreed with the ease of using QuillBot to check grammatical errors, but there was 1 participant who argued that using QuillBot is easy to use but not effective for people who are just learning English.

2. Perceived Usefulness

The Perceived Usefulness aspect in this research was used to identify whether Quillbot is able to improve grammatical skills in EFL students’ writing.

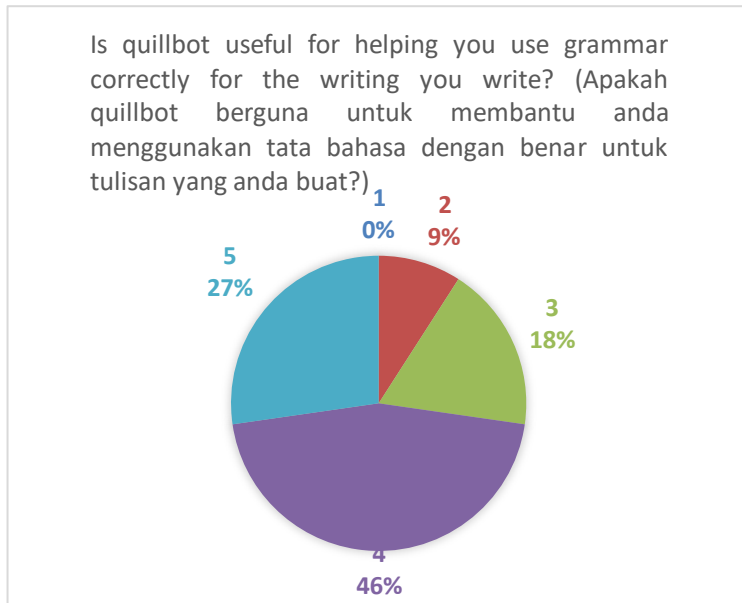


Figure 4.2 The use of QuillBot as a grammar checker

According to the results, participants were asked to rate the perceived usefulness of QuillBot on a scale of 1 (not useful at all) to 5 (very useful). From the table, it can be seen that 0% or not respondents answered 1, which indicated that there were no respondents who find QuillBot not useful at all. Then, 9% or 1 respondent answered 2, which indicated that respondents found QuillBot is not useful. 18% or 2 respondents answered 3, which indicated that respondents found QuillBot quite useful. 46% or 5 respondents answered 4, which indicated that respondents found

QuillBot useful, and 27% or 3 respondents answered 5, which indicated that respondents found QuillBot very useful.

The findings found an average score of 4, indicating that the students believed that QuillBot was extremely useful for improving grammar abilities in their writing. After find the result from the questionnaire, I asked the participants to do an interview. This interview is to get deeper information about the perceived usefulness aspect of QuillBot.

“Quillbot is one of the online grammar checkers that can be trusted, because there are many reviews from its users and many lecturers have also recommended it so it is quite reliable”
(Participant 2)

“I thought the existence of AI, such as QuillBot has helped my academic writing. When I don't know how to use proper language, QuillBot can help me correct my writing. So I believe QuillBot can help me enhance my grammar skills in writing”
(Participant 3)

“I'm not too sure can make good academic writing. Sometimes I'm still confused about how to apply the right tenses in sentences. Therefore, the grammar checker feature in Quillbot really helps me improve my grammar skills in writing academic writing” (Participant 5)

Participant 2, 3, and 5 explained that QuillBot helped them to improve their grammar skill in their writing. Although 4 of 5 participants answered that Quillbot was able to improve the quality

of grammar in their writing, there was 1 participant who thought that Quillbot was less effective in enhancing grammar quality.

“The grammar checker feature in QuillBot to improve grammatical skills is lacking because the feedback that QuillBot gives is not accompanied by a reason so those who do not understand grammar may be a little confused” (Participant 1)

Based on the interview results, I found that 4 of the participants believe that QuillBot is very useful to improve their grammatical skills in their writing. They feel comfortable when using QuillBot to improve their grammatical skill in their writing abilities and QuillBot is enough effective to correct grammatical errors. But there 1 participant stated that Quillbot was less effective in improving grammar quality.

3. Attitude Toward Using

The attitude toward using aspect in this research was used to identify participants' attitudes toward using QuillBot. Considering QuillBot's ease of use and the benefits it provides, is there a positive attitude from the participants toward using the grammar checker feature from QuillBot?

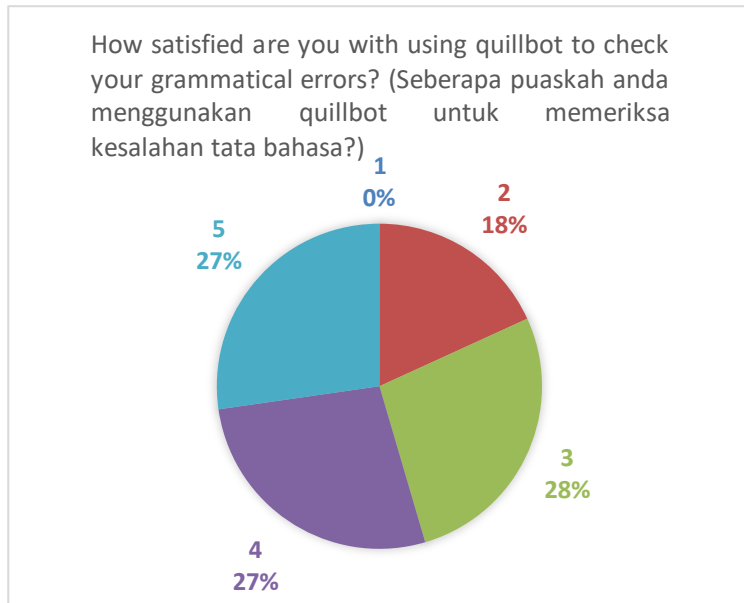


Figure 4.3 Attitude toward using QuillBot as a grammar checker (satisfied)

Based on the result from the questionnaire showing the satisfied students using QuillBot to check the grammatical errors, participants were instructed to evaluate their experience on a linear scale ranging from 1 (Not satisfied at all) to 5 (very satisfied).

From the table, it can be seen that 0% or no respondents answered 1, which indicated that there were no respondents who find QuillBot not satisfied at all. Then, 18% or 2 respondents answered 2, which indicated that respondents found QuillBot not satisfied. 28% or 3 respondents answered 3, which indicated that respondents found QuillBot quite satisfied. 27% or 3 respondents

answered 4, which indicated that respondents found QuillBot satisfied, and 27% or 3 respondents answered 5, which indicated that respondents found QuillBot very satisfied.

On average, most of the participants expressed moderate to high satisfaction with Quillbot's proficiency at identifying grammatical problems. 9 participants rated Quillbot's grammar checker tool with scores of 3, 4, and 5, signifying its effectiveness and use, particularly in enhancing their grammar abilities for academic writing.

This effectiveness was an important factor contributing to user satisfaction, especially for individuals looking for assistance in enhancing the quality of formal or academic writing. Nevertheless, two participants exhibited diminished satisfaction, as shown by their low score of 2. This indicated that their requirements or anticipations regarding Quillbot have not been entirely fulfilled. Overall, Quillbot was favorably regarded by most users, indicating that the program offers substantial advantages.

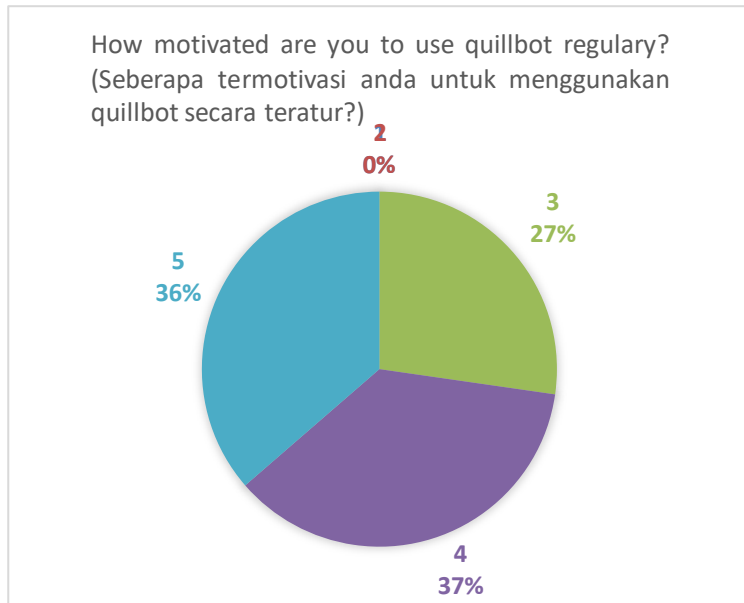


Figure 4.4 Attitude toward using QuillBot continuously

For the question about how motivated participants use QuillBot regularly on a linear scale from 1 (not motivated at all) to 5 (highly motivated), 4 of 11 participants answered 4, and 4 of 11 participants answered 5. It indicated that they were motivated to use QuillBot regularly.

From the table, it can be seen that 0% or no respondents answered 1, which indicated that there were no respondents who find QuillBot not motivated at all. Then, 0% or no respondents answered 2, which indicated that there were no respondents who find QuillBot not motivated. 27% or 3 respondents answered 3, which indicated that respondents found QuillBot quite motivated.

37% or 4 respondents answered 4, which indicated that respondents found QuillBot motivated, and 36% or 4 respondents answered 5, which indicated that respondents found QuillBot highly motivated.

After I found the results from the questionnaire, I asked the participants to do an interview. This interview was to get deeper information about their attitude toward using an aspect of QuillBot.

“When I use Quillbot I find it fun, convenient, easy to access and use” (Participant 1)

“I find it helpful Because sometimes there are some things that I don't know, so I ask QuillBot to help and make it easier, such as to find out and correcting grammatical errors in my writing” (Participant 3)

The emotion while the participants used QuillBot as a grammar checker they felt happy, fun, and intrigued.

4. Behavioral Intention

The behavioral intention aspect in this research was used to identify participants' behavioral intention using QuillBot as a grammar checker, and indicate the probability of their continued using this tool in the future.

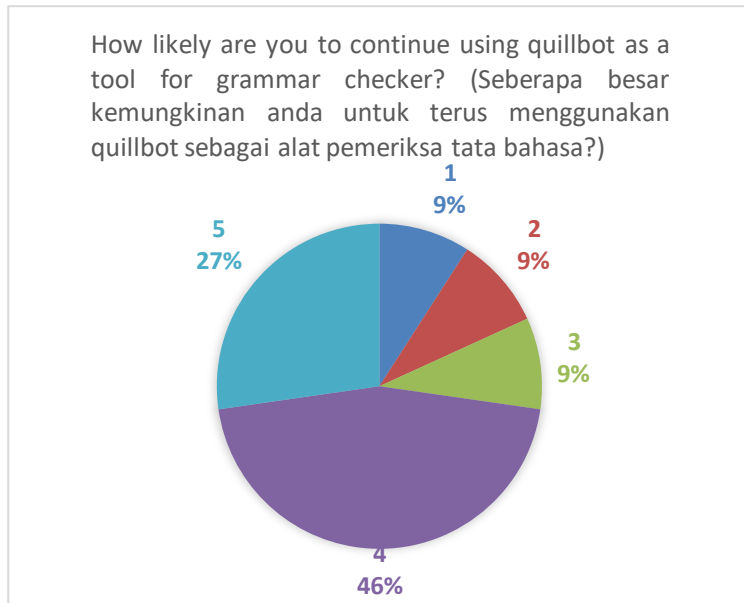


Figure 4.5 Behavioral intention in using QuillBot as a grammar checker

The participants were instructed to evaluate their intention on a linear scale ranging from 1 (extremely improbable) to 5 (very likely). As the results of the questionnaire, 5 of 11 participants answered 4, and 3 of 11 participants answered 5. It indicated that there was strong behavior by students to continue using QuillBot as an online grammar checker in their academic writing activities.

From the table, it can be seen that 9% or 1 respondent answered 1, which indicated that respondents had a very low intention to continue using QuillBot. Then, 9% or 1 respondent answered 2, which indicated that respondents had a low intention

to continue using QuillBot. 9% or 1 respondent answered 3, which indicated that respondents neutral or less certain intention to continue using QuillBot. 46% or 5 respondents answered 4, which indicated that respondents had a fairly high intention to continue using QuillBot, and 27% or 3 respondents answered 5, which indicated that respondents had a very high intention to continue using QuillBot.

However, there were 1 participant answered 1, and also 1 participant answered 2 which indicated that there were students who did not intend to continue using Quillbot as their online grammar checker in assisting their academic writing. The perceived ease of use and usefulness of the tool, as well as their attitude towards using it as a learning tool. All of the participants also agreed to recommend QuillBot to their friends as an online tool.

After find the result from the questionnaire, I asked the participants to do an interview. This interview is to get deeper information about the behavioral intention aspect of QuillBot.

“Of course, I would like to investigate alternative online grammar checkers outside Quillbot due to given the abundance of artificial intelligence and technology is clearly expanding and we should routinely check, if there is a better and more accurate one, why not we try it?” (Participant 4)

“I still want to find another online grammar checker that is more accurate and better than QuillBot. Because with the times, there must be other online grammar checkers that are better” (Participant 5)

From the interview results show that participant 4 and participant 5 had plans to explore other online grammar checkers apart from Quillbot, but still intend to continue using Quillbot in their academic writing. Meanwhile, participant 2 opined that she had no plans to explore other online grammar checkers besides Quillbot, she felt that using Quillbot was good enough.

“I have no plans to look for another inline grammar checker other than Quillbot, because I think using QuillBot is enough to help me with academic writing” (Participant 2)

In addition, for this time, participant 1 and participant 3 didn't have plans to explore another online grammar checker besides QuillBot, but if in the future they found another online grammar checker that is better than QuillBot, they will try it.

“For now there are no plans, but for the future, if there are more important needs related to grammar checkers or deliberately want to look for better ones, maybe there are. But for the near future, there is nothing because I feel that QuillBot is good enough and suitable” (Participant 1)

“For now, there are no plans to explore other online grammar checkers besides QuillBot, I feel that I have enough with QuillBot. But if in the future I find another online grammar checker that is better, maybe I will try it” (Participant 3)

From the result of the interview, we can conclude that 4 of 5 participants want to explore and try another online grammar checker, but there was 1 participant did not want to do it because he feels that using QuillBot is enough.

5. Actual Use

The aspect in this study was used to identify the actual use of QuillBot by participants. In ratings of the use of Quillbot as a grammar checker, participants were requested to rate the frequency of how often they visit Quillbot, especially for the grammar checker feature on a linear scale from 1 (never) to 5 (very frequently).

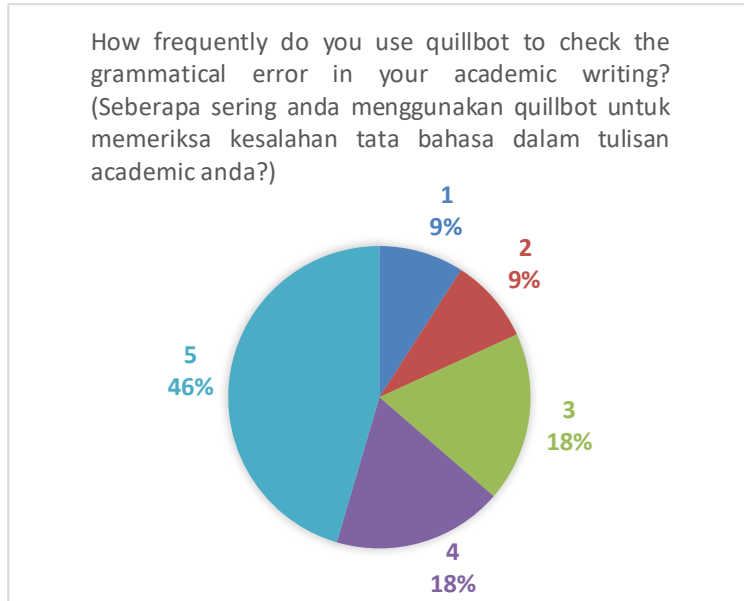


Figure 4.6 Actual use of QuillBot as a grammar checker

We can see that most of the participants gave an answer of 5, this shows that most participants very often visit and use the grammar checker feature in QuillBot. They expressed that they were very satisfied when using the grammar checker feature in QuillBot.

From the table, it can be seen that 9% or 1 respondent answered 1, which indicated that respondents never visited and used the grammar checker feature in QuillBot. Then, 9% or 1 respondent answered 2, which indicated that respondents very rarely visited and used the grammar checker feature in QuillBot. 18% or 2 respondents answered 3, which indicated that respondents are

neutral to visiting and using the grammar checker feature in QuillBot. 18% or 2 respondents answered 4, which indicated that respondents frequently visited and used the grammar checker feature in QuillBot, and 46% or 5 respondents answered 5, which indicated that respondents very frequently visited and used the grammar checker feature in QuillBot.

After find the result from the questionnaire, I asked the participants to do an interview. This interview is to get deeper information about the actual use aspect of QuillBot.

“I often use Quillbot to check grammar. I am satisfied with using the grammar checker feature because it is easy to use and access, and get immediate feedback” (Participant 1)

“I have used QuillBot very often. Very helpful with the grammar checker feature, especially with the quality of grammar skills that I am still lacking and bad. With QuillBot, I feel really helped” (Participant 2)

“I think the feedback provided by the grammar checker feature in QuillBot is still lacking in detail, such as the explanation is still lacking so sometimes I am still confused” (Participant 4)

Participant 1 and participant 2 feel satisfied and helpful when used QuillBot, especially the grammar checker feature. On the other hand, participant 4 feels dissatisfied or had problems when used Quillbot so he rarely used QuillBot to help his academic writing process, especially for grammar checkers.

After using QuillBot, participants 3, 4, and 5 felt that they found and had a positive impact of the features in QuillBot in their academic writing.

“QuillBot has a positive impact on my writing, I find it very helpful with the features offered by QuillBot” (Participant 3)

“QuillBot provides very positive impacts such as we can learn a lot using the features that QuillBot offers so that it can improve our writing skills. But QuillBot can also have negative impacts such as dependence if not limited and there is no self-awareness to learn” (Participant 4)

“It has a positive impact because it helps me in my writing process such as the grammar checker feature that QuillBot has which makes it easier for me to correct and proofread my writing” (Participant 5)

From the interviews, we can conclude that 4 of 5 participants feel satisfied and helpful when using QuillBot. All of the participants found and had a positive impact on the features of QuillBot in their academic writing

B. Discussion

The use of QuillBot as a tool to provide an online grammar checker is a common practice among students. This discussion explores the knowledge and insights about utilizing QuillBot to improve grammar learning. This research analyzed students' beliefs and experiences, this discussion was intended to understand the

effectiveness of using QuillBot as a grammar checker tool on students' academic writing.

QuillBot has been widely used by students in their writing process especially to find out grammar mistakes in their writing due to its ease of use. The data shows that the majority of students consider that QuillBot is a tool that has an important role in their writing process. Its ease of use and usefulness determine their beliefs, behavioral intentions, and attitudes toward using QuillBot.

Baron et al., (2023) investigated how students felt about using QuillBot to improve their grammar skills. This research is almost similar to the research I am currently doing, both studies investigate the use of QuillBot to check grammar, the difference between these two studies is that my research focuses on student beliefs, while the research conducted by Baron et al., (2023) focuses on student perceptions of the use of QuillBot to improve grammar. The other difference is that the research carried out by Baron et al., (2023) used quantitative method and survey design, while In the research I used Exploratory Research Methodology (Qualitative approach).

Based from the overall results, the data I have collected indicate that most of my participants believe that QuillBot as one of the effective learning tools is able to improve the quality of students' academic writing. The results were consistent with the previous study's findings on the effectiveness of Quillbot in enhancing EFL students' writing Andriani et al., (2024) on the subject. The research conducted by

Andriani et al., (2024) aims to improve students' academic writing quality, however, this study primarily uses Quillbot for paraphrasing, while my research focuses on checking students' academic writing for grammatical errors using the grammar checker feature.

In this research, I noticed that there are things that encourage students' beliefs such as ease of use, perceived usefulness, attitude towards using QuillBot as a grammar checker, the behavioral intention of QuillBot as a grammar checker, and actual use of QuillBot as a grammar checker.

In perceived ease of use, all of the participants were satisfied with the ease of use of QuillBot in their writing process, especially to correct grammatical errors in their academic writing. This result is similar to the research carried out by (Kurniati & Fithriani, 2022). Kurniati & Fithriani, (2022) stated that 17 of 20 participants agreed that Quillbot is an easily accessible digital tool. In the research I conducted, the results of the interviews were that all of my participants answered that Quillbot was very easy to use even for students who were new to learning English and used Quillbot as their learning tool. This is because it is easy to access, does not require a lot of instructions, and immediately gets feedback from what we want.

As said by participant 1, the ease of access to use the features from QuillBot and also does not require instructions makes QuillBot easy to use even for those who are just learning or using QuillBot. This was reaffirmed by participant 2 and participant 3 that, according to their

experience using QuillBot, it is user-friendly, even for beginners, it is quite easy and not difficult to use. Besides that, they can also immediately get feedback on what they want from QuillBot.

Then related to perceived usefulness, from the research I have done, most participants believe that QuillBot is very useful for improving their grammar skills in academic writing, this is because they got recommendations to use QuillBot from lecturers and also many have given reviews about the usefulness of QuillBot so they think that QuillBot is one of the online grammar checkers that can be trusted. They feel comfortable when used QuillBot to improve grammar skills in their writing skills and QuillBot was quite effective in correcting grammar errors.

As said by participant 5, she is not very confident and not able to make an academic writing, it is because she is still often confused about using the correct tenses in the writing that she made. Because of that, the grammar checker feature in QuillBot really helped her to improve her grammar skills in academic writing. This is also strongly confirmed by the opinion of participant 2 that the use of QuillBot has been widely recommended, not only from the participant's friend but also from several lectures.

There is one participant who thinks that QuillBot is less effective in improving the quality of grammar, this can be caused because the feedback given by QuillBot is not accompanied by reasons so that those who do not understand grammar will be a little confused.

According to participant 1, the feedback provided by the grammar checker feature in QuillBot is not too clear and understandable, and even because of the speed of feedback and ease of access provided by QuillBot, it is feared it can make students too lazy to learn grammar manually and make them addicted.

This description clarifies that using QuillBot's grammar checker feature positively impacts students' grammar skills. It can be found from 4 of 5 participants that I interviewed, they stated that QuillBot was able to enhance the quality of their grammar skills because QuillBot was effective in correcting grammatical errors.

Two main aspects of TAM are able to describe students' experiences, such as attitude towards using QuillBot as a grammar checker and actual use of QuillBot as a grammar checker.

In attitudes towards using QuillBot as a grammar checker, 9 of 11 the participants of questionnaire section showed a medium to high satisfaction with Quillbot's ability to detect grammatical errors, which indicates its effectiveness and use, especially in boosting their grammar skills for academic writing. This effectiveness is an important factor that contributes to user satisfaction, especially for individuals seeking help to enhance the quality of academic writing. Nevertheless, there were 2 participants who showed a lack of satisfaction in using QuillBot. This suggests that their desired outcomes from Quillbot have not been fully met.

Overall, Quillbot was perceived favorably by most of the users, which shows that this tool provides great benefits. They were motivated to use QuillBot on a regularly basis. Emotions when the participants used QuillBot as a grammar checker, most of them felt happy and interested. As said by participant 1 and participant 3, they felt comfortable and very helpful when using QuillBot. This is due to the ease of access and many features offered, so when they have doubts when writing, especially in grammar, QuillBot will help and make their writing easier.

Due to the behavioral intention of using QuillBot as an online grammar checker, from the questionnaire 9 of 11 participants answer agreed to continue using QuillBot as an online grammar checker in their academic writing process. However, there are 2 participants did not intend to continue using QuillBot as their online grammar checker to support their academic writing. From the interview, 4 of 5 participants revealed that they have plans to explore online grammar checkers other than QuillBot, but still intend to continue using QuillBot in their academic writing, but there is still 1 participant who does not want and has no plans to explore online grammar checkers other than QuillBot because he thinks that using QuillBot alone is good enough and can help him improve the quality of academic writing, especially grammar.

However, all participants agreed to recommend QuillBot to their friends as an online grammar checker because of the ease of use

and perceived usefulness of this tool, as well as their attitude towards its use as a learning tool.

Related to the actual use of QuillBot as a grammar checker, participants informed their experience of using QuillBot as a grammar checker. All of the participants stated that QuillBot had a positive impact on their academic writing, especially in the grammar checker feature. Participants can check grammar and get feedback automatically using the grammar checker feature so they may quickly correct errors in their writing and know where they are. However, if QuillBot is uncontrolled and lacks self-awareness for learning, it can potentially have negative effects including reliance.

In its use, participants experienced a few obstacles or challenges, such as differences in feedback or results given by QuillBot to premium and free accounts. QuillBot has two versions, namely the premium or subscription version where we have to pay but we will get a different experience using QuillBot because we can try the variety of features and also the feedback given. While the free version we cannot try the variety of features in QuillBot, only limited but overall there is no significant difference, both still give good and appropriate feedback.

CHAPTER V

CONCLUSION AND SUGGESTION

This is the last chapter of this research. This chapter consist of the conclusion and suggestion of the research. The content of this conclusion is based on the data analysis that was discussed in the previous chapter. The findings in the research of this chapter were presented and recommended by me for the parties involved in this study, such as teachers, students, and future researchers.

A. Conclusion

According to the findings and discussion of this study, 100% of students felt that QuillBot was easy to use, while 80% believed that QuillBot improved the quality of their writing. In addition, 100% of the students showed a positive attitude towards using QuillBot, and 100% planned to continue using it in the future. These findings show that EFL students have a strong belief in the effectiveness of QuillBot as a grammar checker tool in academic writing.

Students have a significant belief in the effectiveness of QuillBot as a grammar checker for their academic writing can be seen from the high frequency of the use of QuillBot by students, they consistently choose to use QuillBot to help their academic writing process. Students have a fairly high level of satisfaction in using

QuillBot, this can reflect their belief in QuillBot in enhancing the quality of their grammar.

The belief that they express towards QuillBot is not only based on their personal experience, but also supported by other users, like friends, and lecturers. In addition, when students feel confused or unsure about the results of their academic writing, they will choose to use QuillBot as a recommended alternative option to check the accuracy and quality of grammar in their academic writing. Therefore, QuillBot has become a highly trusted tool to help students achieve academic writing standards.

In line with the concept of TAM by Davis, (1989), the ease of use and usefulness of QuillBot to find out grammatical errors make students have a high willingness to continue using QuillBot as an online grammar checker to help their academic writing. In addition, they agreed to recommend the use of QuillBot to their friends. Although in its use students sometimes find some challenges, but this does not make their belief less in the effectiveness of Quillbot as an online grammar checker.

B. Suggestion

Based on the conclusion, I would like to give some suggestions related to this research that may be helpful for teachers, students, and future researchers. I hope that these suggestions are helpful.

1. The teachers

Teachers can utilize the use of AI such as QuillBot as a complementary tool in learning to improve students' writing and grammar skills. The use of QuillBot especially the grammar checker feature will provide a new experience in learning English using AI.

2. The students

Students can utilize the use of AI such as QuillBot in their academic writing process, the features in QuillBot will be very helpful for them especially the grammar checker feature.

3. Future researchers

Future researchers can explore further research on the use of QuillBot specifically about the features that have been provided by QuillBot in learning English such as the effectiveness of the AI detector feature, whether the feature is really able to detect AI writing or not reliable.

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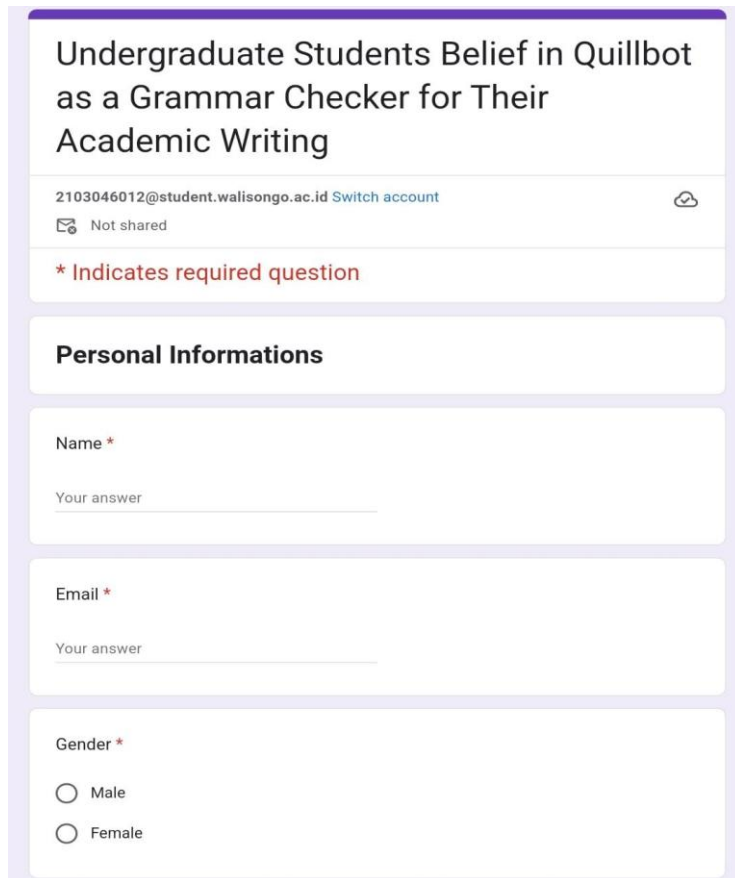
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APPENDICES

Appendix 1: Questionnaire

Link questionnaire:

<https://forms.gle/wXD34iKP9tWufxF18>



The image shows a Google Form titled "Undergraduate Students Belief in Quillbot as a Grammar Checker for Their Academic Writing". The form is displayed within a light purple border. At the top, the title is in a large, bold, black font. Below the title, the user's email address "2103046012@student.walisongo.ac.id" is shown, along with a "Switch account" link and a "Not shared" status. A red asterisk icon indicates a required question. The form is divided into sections by horizontal lines. The first section is titled "Personal Informations" in bold black text. Below this, there are three questions, each with a red asterisk indicating it is required. The first question is "Name", followed by "Email", and then "Gender". Each question has a text input field below it. The "Gender" question has two radio button options: "Male" and "Female".

Undergraduate Students Belief in Quillbot
as a Grammar Checker for Their
Academic Writing

2103046012@student.walisongo.ac.id [Switch account](#)

Not shared

* Indicates required question

Personal Informations

Name *

Your answer

Email *

Your answer

Gender *

☐ Male

☐ Female

WhatsApp Number *

Your answer

Are you using QuillBot? (Apakah Anda menggunakan QuillBot?) *

- ☐ Yes
- ☐ No

How long have you used Quillbot? (Sudah berapa lama Anda menggunakan Quillbot?) *

- ☐ More than 6 months
- ☐ Less than 6 months
- ☐ A year
- ☐ More than a year

Next



Page 1 of 2

Clear form

Consent Form

Are you willing to participate in this research? (Apakah Anda bersedia menjadi partisipan dalam penelitian saya?) *

☐ Yes

☐ No

Interaction with the account

Do you use the features in QuillBot? (Apakah Anda menggunakan fitur-fitur yang ada di QuillBot?) *

☐ Yes

☐ No

Have you ever used QuillBot to check grammar errors in academic writing? (Pernahkah Anda menggunakan QuillBot untuk memeriksa kesalahan tata bahasa dalam tulisan akademis?) *

☐ Yes

☐ No

How many times do you access and use QuillBot in a month? (Berapa kali Anda mengakses dan menggunakan QuillBot dalam sebulan?) *

Your answer _____

Technology Acceptance Model

Perceived ease of use

1. Very Difficult
2. Mostly Difficult
3. Neutral
4. Mostly Easy
5. Very Easy

How easy is it for you to use QuillBot as a grammar checker? (Seberapa mudah Anda menggunakan QuillBot dalam mengoreksi tata bahasa?) *

	1	2	3	4	5	
Very Difficult	☐	☐	☐	☐	☐	Very Easy

How easy you can get feedback the grammatical error on QuillBot? (Seberapa mudah Anda mendapatkan umpan balik mengenai kesalahan tata bahasa pada QuillBot?) *

	1	2	3	4	5	
Very Difficult	☐	☐	☐	☐	☐	Very Easy

Perceived usefulness

1. Not useful at all
2. Mostly not useful
3. Neutral
4. Mostly

useful
5. Very

useful

Is Quillbot useful for helping you use grammar correctly ^{*}
for the writing you write? (Apakah Quillbot berguna untuk
membantu Anda menggunakan tata bahasa dengan
benar untuk tulisan yang Anda buat?)

1 2 3 4 5
Not useful at all ☐ ☐ ☐ ☐ ☐ Very useful

Attitude toward using

How satisfied are you with using Quillbot to check your ^{*}
grammatical errors? (Seberapa puaskah Anda
menggunakan Quillbot untuk memeriksa kesalahan tata
bahasa?)

1 2 3 4 5
Not satisfied at all ☐ ☐ ☐ ☐ ☐ Very satisfied

How motivated are you to use QuillBot regularly? (Seberapa
termotivasi Anda untuk menggunakan QuillBot secara
teratur?)

1 2 3 4 5
Not motivated at all ☐ ☐ ☐ ☐ ☐ Very motivated

Behavioral intentions of use

How likely are you to continue using QuillBot as a tool for grammar checker? (Seberapa besar kemungkinan Anda untuk terus menggunakan QuillBot sebagai alat pemeriksa tata bahasa?) *

Very unlikely 1 2 3 4 5 Very likely

☐ ☐ ☐ ☐ ☐

Would you recommend QuillBot to your friends for their academic writing? (Apakah Anda akan merekomendasikan QuillBot kepada teman-teman Anda untuk kepenulisan akademik mereka?) *

☐ Yes
☐ No

Actual use

How frequently do you use QuillBot to check the grammatical error in your academic writing? (Seberapa sering Anda menggunakan Quillbot untuk memeriksa kesalahan tata bahasa dalam tulisan academic Anda?) *

Never 1 2 3 4 5 Very frequently

☐ ☐ ☐ ☐ ☐

The instrument of the questionnaire was modified from Baron et al., (2023); F. D. Davis, (1989); Liu et al., (2022); and Rahmani, (2023).

Appendix 2: Interview

Variable	Question	Purpose
Perceived Ease Of Use	Is Quillbot easy to use even for beginners who are just learning English? Please explain why?	Assess the accessibility and suitability of QuillBot for beginners related to ppercieved ease of use
	How satisfied are you with the ease of use of Quillbot?	Assess students' satisfaction regarding the ease of use of Quillbot
Perceived Usefulness	Are you sure you can write academic writing in English?	Assess students' belief of the usefulness of Quillbot.
	Are you sure that the features in Quillbot can help	Assess students' belief of the

	you improve your grammar skills in academic writing? give the reason!	usefulness of Quillbot
	Is the Quillbot application trusted to help you check grammar?	Identify the usefulness (make job easier) of Quillbot by students
Attitude Towards Using	How do you feel when you use QuillBot?	Identify the range of emotions students experience while interacting with QuillBot
Behavioral Intention of Use	Do you have plans to explore other online	Investigate whether students are willing to

	grammar checker tools besides QuillBot?	explore online grammar checker tools beyond QuillBot.
Actual Use	How often do you use Quillbot? and what do you usually use it for?	To know how frequently students engage Quillbot
	Have you ever used Quillbot to help check grammar in your writing? and what do you think?	Assess students' experience while using Quillbot
	Are you having trouble using Quillbot to check your	Identify any obstacles or difficulties faced by students

	grammatical errors?	during their interaction using QuillBot
	Has Quillbot had a positive impact on your academic writing process?	To know the positive impact of Quillbot

The instrument of the interview was modified from Baron et al., (2023); F. D. Davis, (1989); Liu et al., (2022); and Rahmani, (2023)

Appendix 3: Interview Transcript

Participant 1

1	Q:	Is Quillbot easy to use even for beginners who are just learning English? Please explain why?
	A:	I think QuillBot is very easy to use because it is easy to access and does not require a lot of instructions so even for beginners it is very easy to use it and immediately get feedback.
2	Q:	How satisfied are you with the ease of use of Quillbot?
	A:	I feel very satisfied using QuillBot, I first learned about QuillBot from a friend because she said it was good and then I tried it and it was as good as she said.
3	Q:	Are you sure you can write academic writing in English?
	A:	I think I'm a little bit sure, but if I write academic writing without the help of AI I can't because AI is very helpful.

4	Q:	Are you sure that the features in Quillbot can help you improve your grammar skills in academic writing? give the reason!
	A:	Not too sure, just average. QuillBot is a tool that has many features, especially for the grammar checker, but for improving grammatical skills, it is lacking because the feedback QuillBot gives is not accompanied by reasons so that those who do not understand grammar may be a little confused. In my opinion, the grammar checker feature on QuillBot is less effective if it is made a reference to learn grammar, maybe this feature was created so that we can get feedback directly and quickly. But this feature will also make us lazy to learn grammar or it can be called dependence because of the easy access and feedback that QuillBot provides
5	Q:	Is the Quillbot application trusted to help you check grammar?

	A:	In my opinion, QuillBot is one of the most trusted tools for grammar checking, because QuillBot is a widely recognized AI and there are very few errors produced by AI. Therefore, to minimize errors caused by AI we have to double check but overall the results given by QuillBot are appropriate. When compared to other grammar checker tools, I think QuillBot is better because there is no limit when we want to check grammar so we don't have to be premium.
6	Q:	How do you feel when you use QuillBot?
	A:	Good, convenient, easy to access and use. Many features are offered. But when using the grammar checker feature on QuillBot we are immediately told the answer or the correct one without being given a reason why it is wrong and must be replaced. But overall QuillBot is quite helpful in improving grammar skills.
7	Q:	Do you have plans to explore other online grammar checker tools besides QuillBot?
	A:	For now there is none, but for the future if there are more important needs related to grammar checker

		or kepo want to look for a better one maybe. But for the near future there is nothing because I feel QuillBot is good enough and appropriate
8	Q:	How often do you use Quillbot? and what do you usually use it for?
	A:	In a month, I often use QuillBot almost every day, but more often for the paraphrase feature.
9	Q:	Have you ever used Quillbot to help check grammar in your writing? and what do you think?
	A:	I often use Quillbot to check grammar. I feel satisfied in using the grammar checker feature because it is easy to use and access, and immediately get feedback.
10	Q:	Are you having trouble using Quillbot to check your grammatical errors?
	A:	There are no serious problems but there is a slight problem with the difference in feedback on premium and free accounts.
11	Q:	Has Quillbot had a positive impact on your academic writing process?

	A:	Of course it has a positive impact and is quite effective in helping the academic writing process, because the features offered can make it easier for us in academic writing even though it still has to be double-checked to avoid mistakes.
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Participant 2

1	Q:	Is Quillbot easy to use even for beginners who are just learning English? Please explain why?
	A:	In my experience using quillbot, quillbot is very easy to use, because the features are accessible even though we are beginners it is still quite easy to use and get feedback immediately
2	Q:	How satisfied are you with the ease of use of Quillbot?
	A:	I'm quite satisfied, maybe in the range of 8/10.
3	Q:	Are you sure you can write academic writing in English?
	A:	Not sure, because my English skills for writing are still lacking and weak, especially in the grammar section, it is difficult to string words according to the appropriate grammar rules. Therefore, I use AI assistance even though I have to double-check the results of the AI.
4	Q:	Are you sure that the features in Quillbot can help you improve your grammar skills in academic writing? give the reason!

	A:	Maybe it can and is quite helpful, because QuillBot offers many features that can help, especially the grammar checker feature so that we know where our mistakes are and we can fix them.
5	Q:	Is the Quillbot application trusted to help you check grammar?
	A:	I think QuillBot is one of the online grammars that can be trusted, because it has many testimonials and has been recommended by many lecturers so it is quite reliable. But Grammarly has better results than QuillBot.
6	Q:	How do you feel when you use QuillBot?
	A:	Very comfortable and very helpful for me because the features offered by QuillBot are very many and effectively help me in writing.
7	Q:	Do you have plans to explore other online grammar checker tools besides QuillBot?
	A:	No, I don't because I think using QuillBot is enough to help me in academic writing.
8	Q:	How often do you use Quillbot? and what do you usually use it for?
	A:	3-4 times a month but it depends on my needs.

9	Q:	Have you ever used Quillbot to help check grammar in your writing? and what do you think?
	A:	I have, very often. Very helpful with the grammar checker feature especially with the quality or grammar skills that I have are still lacking and bad. With QuillBot, I feel really helped.
10	Q:	Are you having trouble using Quillbot to check your grammatical errors?
	A:	There are no obstacles when using QuillBot because it is very easy to access and use.
11	Q:	Has Quillbot had a positive impact on your academic writing process?
	A:	Of course it has a positive impact, for example we can check grammar and get feedback directly so that we know where the mistakes are in our writing and we can immediately correct them.

Participant 3

1	Q:	Is Quillbot easy to use even for beginners who are just learning English? Please explain why?
	A:	The use of quillbot in my opinion is easy, not too difficult to use and access. so for users who are just learning English it is very easy and not difficult.
2	Q:	How satisfied are you with the ease of use of Quillbot?
	A:	Very satisfied about 9/10.
3	Q:	Are you sure you can write academic writing in English?
	A:	I'm sure I can do it, because I've tried to do academic writing and I'm quite satisfied with the results.
4	Q:	Are you sure that the features in Quillbot can help you improve your grammar skills in academic writing? give the reason!
	A:	With the existence of AI like Quillbot, I feel helped in writing. when I don't know how to write using appropriate grammar, QuillBot can help me correct the writing I made. So I think QuillBot can improve my grammar skills in writing.

5	Q:	Is the Quillbot application trusted to help you check grammar?
	A:	Yes, so far I feel that QuillBot is one of the reliable grammar checker tools.
6	Q:	How do you feel when you use QuillBot?
	A:	When using QuillBot, I feel helped. Because from myself sometimes there are some things that I don't know or hesitate about so I ask QuillBot to help and make it easier, such as to find out and correct grammatical errors in my writing.
7	Q:	Do you have plans to explore other online grammar checker tools besides QuillBot?
	A:	For now, I think no, I feel it is enough to use QuillBot. But if in the future I find another online grammar checker, maybe I will try it.
8	Q:	How often do you use Quillbot? and what do you usually use it for?
	A:	Very often, because of assignment needs too but more often use AI detector.
9	Q:	Have you ever used Quillbot to help check grammar in your writing? and what do you think?

	A:	There are some of my writings that are wrong, QuillBot can show and give correct suggestions.
10	Q:	Are you having trouble using Quillbot to check your grammatical errors?
	A:	There are no obstacles because QuillBot is easy to use and the results are appropriate.
11	Q:	Has Quillbot had a positive impact on your academic writing process?
	A:	QuillBot has a positive impact on my writing, I feel very helped by the features offered by QuillBot.

Participant 4

1	Q:	Is Quillbot easy to use even for beginners who are just learning English? Please explain why?
	A:	For people who really want to learn English, in my opinion, they still have to be guided or directed, but not for long, at most 1-2 hours to introduce what QuillBot is like, what features are in QuillBot and how to use it. But overall the use of QuillBot is easy to use and easy to understand.
2	Q:	How satisfied are you with the ease of use of Quillbot?
	A:	Quite satisfied using QuillBot, about 80%. Because sometimes after I use QuillBot there is still something that is not appropriate and must be re-checked again manually. But overall satisfied and helpful.
3	Q:	Are you sure you can write academic writing in English?
	A:	I can. I'm pretty sure but I still need time to learn more so that my writing can be better.

4	Q:	Are you sure that the features in Quillbot can help you improve your grammar skills in academic writing? give the reason!
	A:	Quillbot is very helpful and can improve our grammatical skills in writing. There are so many features in QuillBot that we can adjust to our needs and over time we remember if we find words that we usually find wrong in QuillBot then we can immediately replace them.
5	Q:	Is the Quillbot application trusted to help you check grammar?
	A:	Quite trustworthy, but sometimes it's not effective enough so you still need to proofread. For grammar checker, I trust Grammarly more because I think Grammarly is more effective.
6	Q:	How do you feel when you use QuillBot?
	A:	QuillBot is very helpful for me who is still not very aware of the structure in writing so with QuillBot it can help me to write, paraphrase or related things that can improve my writing skills.
7	Q:	Do you have plans to explore other online grammar checker tools besides QuillBot?

	A:	Yes, because there are many AIs and technology is also certainly constantly developing so we need to check regularly, if for example there is something better and more reliable, why don't we try it.
8	Q:	How often do you use Quillbot? and what do you usually use it for?
	A:	A week can be 3-4 times. So I often use QuillBot but still according to my needs.
9	Q:	Have you ever used Quillbot to help check grammar in your writing? and what do you think?
	A:	Yes, I have used QuillBot to check grammar, I feel quite satisfied but I still need to make corrections.
10	Q:	Are you having trouble using Quillbot to check your grammatical errors?
	A:	I think the feedback provided by the grammar checker feature in QuillBot is still lacking in detail, such as the explanation is still lacking so sometimes we are still confused.
11	Q:	Has Quillbot had a positive impact on your academic writing process?

	A:	QuillBot provides very positive impacts such as we can learn a lot using the features that QuillBot offers so that it can improve our writing skills. But QuillBot can also have negative impacts such as dependence if not limited and there is no self-awareness to learn.
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Participant 5

1	Q:	Is Quillbot easy to use even for beginners who are just learning English? Please explain why?
	A:	Very easy, the way to access it is also very easy, not complicated so for those who are just learning English QuillBot is very easy to use. But it is less effective for those who are just learning because there is no information such as when we check grammar there is no explanation of where we are wrong and why but only directly given the appropriate grammar correction.

2	Q:	How satisfied are you with the ease of use of Quillbot?
	A:	Very satisfied. Because QuillBot is very instant, we just copy and paste the results and the feedback that QuillBot provides is quite helpful.
3	Q:	Are you sure you can write academic writing in English?
	A:	I'm not too sure and I'm not too good at it. Sometimes I'm still confused about how to put some tenses in a sentence. Sometimes I have to check first, I have to open an online grammar checker so that I can know whether the grammar I use is appropriate or not.
4	Q:	Are you sure that the features in Quillbot can help you improve your grammar skills in academic writing? give the reason!
	A:	I think Quillbot is capable and can improve grammar skills in my academic writing. We can find out where our mistakes are so that in the future we can immediately know and can correct them.
5	Q:	Is the Quillbot application trusted to help you check grammar?

	A:	Including accurate and reliable in my opinion.
6	Q:	How do you feel when you use QuillBot?
	A:	It's really easy to use, it's free, I can immediately give feedback so it really helps me.
7	Q:	Do you have plans to explore other online grammar checker tools besides QuillBot?
	A:	Yes, I want to find another online grammar checker that is more accurate and better than QuillBot. Because of the times, there must be other online grammar checkers that are better.
8	Q:	How often do you use Quillbot? and what do you usually use it for?
	A:	I can use it 5-6 times depending on my needs, more often I use the paraphrase and grammar checker features.
9	Q:	Have you ever used Quillbot to help check grammar in your writing? and what do you think?
	A:	Yes, I have. I have ever used grammar feature in QuillBot and I think it was very easy and helpful.
10	Q:	Are you having trouble using Quillbot to check your grammatical errors?

	A:	For the most obstacles in our internet quality. If our internet quality is not good enough, then loading to get results from QuillBot is quite long. The rest is nothing.
11	Q:	Has Quillbot had a positive impact on your academic writing process?
	A:	It has a positive impact because it helps me in my writing process such as the grammar checker feature that QuillBot has, making it easier for me to correct and proofread my writing.

Appendix 4: Examples of Using Quillbot to Check the Grammatical Errors.

The screenshot displays the Quillbot Grammar Checker interface. At the top, there's a navigation bar with the Quillbot logo and a premium upgrade button. Below this, the 'Grammar Checker' section is active, showing a text input area with the following text: 'The tools used in this study is Grammarly, QuillBot, NoRedInk, and ChatGPT on students' writing skills. The tools offer features such as grammar correction, paraphrasing assistance, personalized writing instruction, and real-time feedback to helping students improving their writing proficiency. Having strong writing skills in competitive academic and professional environments are very important. Therefore students can use these tools to improve their writing skills.'

Below the text input, a list of detected errors is shown:

- Correct the subject-verb agreement (1)
- study **is** are Grammarly,
- The tools used in this study **are** Grammarly, QuillBot, NoRedInk, and ChatGPT on students' writing skills.
- to **helping** **help** students improving. • Replace with
- students **improving** **improve** their writing. • Replace with
- environments **are** **is** very important. • Replace with

On the right side, there's a sidebar with a 'Paraphrase' button and a word count of 63 words. At the bottom, there's a navigation bar with various tools like Paraphraser, Grammar Checker, AI Detector, Plagiarism Checker, and more.

Figure 1 Quillbot detects the grammatical errors

The screenshot displays the QuillBot Grammar Checker interface. At the top, there's a navigation bar with a star icon, a language selector (English (US)), and a premium upgrade button. The main header reads "Grammar Checker". Below this, there's a toolbar with various icons for editing and checking. The central text area contains a paragraph about writing tools. To the right, a "Stats & Tone" panel shows a "Writing score" of 85 (out of 100) and a "Rating" of "Good". It also lists "Grammar: 100/100", "Fluency: 77/100", and "Clarity: 79/100". Below this, it states "Grammar errors: 0" and "Error percentage: 0%". At the bottom, there's a "Tones" section. The bottom navigation bar includes links to "Paraphraser", "Grammar Checker", "AI Detector", "Plagiarism Checker", "More", "QuillBot Premium", and "QuillBot for Chrome".

English (US) French Spanish German All

16 + -

Undo Copy

Writing score 85/100

Rating: Good

Grammar: 100/100
Fluency: 77/100
Clarity: 79/100

Grammar errors: 0 Error percentage: 0%

Tones

Accepted 63 words

Paraphraser Grammar Checker AI Detector Plagiarism Checker More QuillBot Premium QuillBot for Chrome

The tools used in this study are Grammarly, QuillBot, NoRedInk, and ChatGPT on students' writing skills. The tools offer features such as grammar correction, paraphrasing assistance, personalized writing instruction, and real-time feedback to help students improve their writing proficiency. Having strong writing skills in competitive academic and professional environments is very important. Therefore students can use these tools to improve their writing skills.

Figure 2 Quillbot reduces the grammatical errors

Appendix 5: Documentation

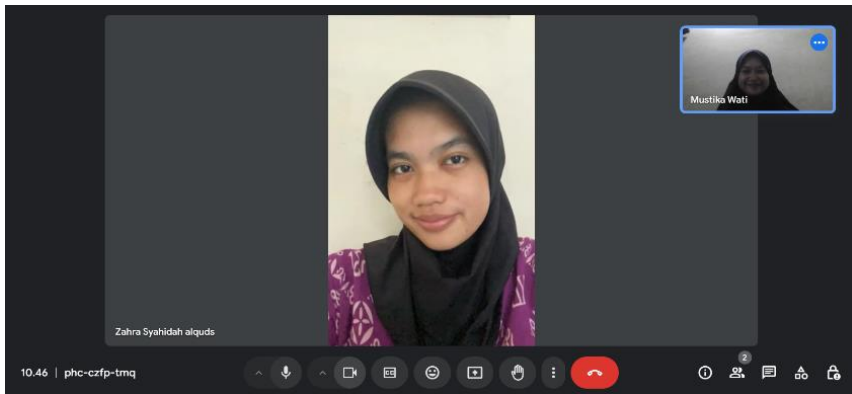


Figure 1 Interview with participant 1

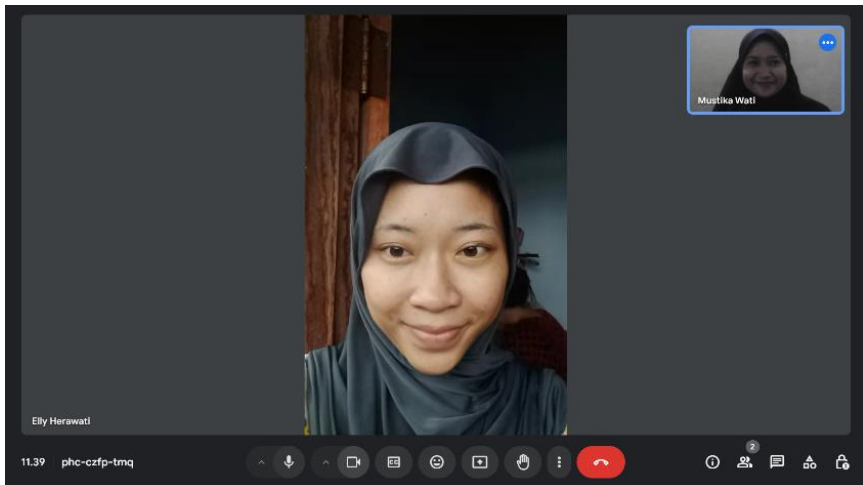


Figure 2 Interview with participant 3



Figure 3 Interview with participant 3



Figure 4 Interview with participant 4



Figure 5 Interview with participant 5

Appendix 6: Curriculum Vitae

A. Personal Details

Name : Mustika Wati
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Place and Date of Birth : Pati, 28 Desember 2001
Address : Ds. Sundoluhur, Kayen, Pati,
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Gender : Female
Marital Student : Single
Religion : Moslem
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B. Education Details

1. RA Miftahul Muhtadin
2. MI Miftahul Muhtadin
3. MTs Miftahul Muhtadin
4. SMA Negeri 1 Kayen
5. Universitas Islam Negeri Walisongo Semarang

C. Scientific Writing

1. AI Chatbots in University EFL Students' Writing
Composition

Semarang, 26th February 2025
The Researcher



Mustika Wati
2103046012

