Using QuillBot Paraphraser in EFL Writing:
The Effectiveness from Students' Perceptions

Utami Dewi*[1], Nur Hasanah[2], Siti Julaika[3], Ela Carmelia Mukti Sambas[4]

[1,2,3,4] Universitas Islam Negeri Sumatera Utara Medan, Indonesia

e-mail: *****utamidewi@uinsu.ac.id, [2] nrhasanah0204@gmail.com, [3] julaika458@gmail.com, [4] ellasambas007@gmail.com,

Abstract The study investigates students' perceptions of Quillbot, an online tool for paraphrasing. The research involved 30 English undergraduate students in their fourth semester using descriptive quantitave. Data was collected through questionnaires. Results showed that 66% of students found Quillbot helpful in paraphrasing their writing, while 70% believed it enhanced vocabulary. 63% believed it improved sentence structure, and 60% felt it improved writing skills. 76% agreed that QuillBot helped choose appropriate language for paraphrasing, and 77% felt more confident in their writing. Overall, students had positive perceptions of Quillbot.
Keywords: QuillBot, Paraphrasing tool, EFL writing, Student perceptions

Abstrak Penelitian ini menyelidiki persepsi mahasiswa terhadap Quillbot, sebuah alat online untuk membuat parafrase. Penelitian ini melibatkan 30 mahasiswa S1 Bahasa Inggris di semester keempat dengan menggunakan metode kuantitatif deskriptif. Data dikumpulkan melalui kuesioner. Hasil penelitian menunjukkan bahwa 66% mahasiswa merasa Quillbot sangat membantu dalam memparafrasekan tulisan mereka, sementara 70% percaya bahwa Quillbot dapat meningkatkan kosakata. 63% percaya bahwa Quillbot meningkatkan struktur kalimat, dan 60% merasa bahwa Quillbot meningkatkan keterampilan menulis. 76% setuju bahwa QuillBot membantu memilih bahasa yang tepat untuk parafrase, dan 77% merasa lebih percaya diri dalam tulisan mereka. Secara keseluruhan, siswa memiliki persepsi positif terhadap QuillBot.
Kata Kunci: Quillbot, memparafrase, Menulis Bahasa Inggris, persepsi

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* Corresponding Author : utamidewi@uinsu.ac.id

INTRODUCTION

Writing is the act of putting thoughts, ideas, and information onto paper or a digital platform using words. It is a way of communicating and expressing ourselves (Bean & Melzer, 2021). We utilize words to convey meaning, share narratives, explain concepts, and persuade people when we write. Writing can take many forms, such as essays, stories, letters, or even text messages. It allows us to organize our thoughts and communicate them clearly to others. By using simple words, we can make our writing easier to understand for different audiences. Writing helps us share our thoughts and connect with others (Hyland & Tse, 2004)

There are many strategies that can be used to improve writing ability (Dewi, 2019) whether using digital technology or not. Paraphrasing is an essential skill in writing that helps us avoid plagiarism. Plagiarism refers to the act of using someone else's words or ideas without giving them proper credit. It is considered unethical and can have serious consequences in academic and professional settings (Rossi, 2022). By paraphrasing, we can present information from sources in our own words while still acknowledging the original author's work. This allows us to incorporate research and external material into our writing while maintaining integrity and intellectual honesty (Rogerson & McCarthy, 2017). When paraphrasing, it's important to understand the original text and convey its meaning accurately, using different words, sentence structures, and phrasing. By properly paraphrasing and providing proper citations or references, we demonstrate respect for others' intellectual property and contribute to the integrity of our work (Ruslan et al., 2020).

Paraphrasing is the process of expressing someone else's ideas or information in your own words while retaining the original meaning. It involves rephrasing sentences, phrases, or paragraphs from a source text without changing the main message or intent (Fitria, 2023). Paraphrasing is often used in academic writing to incorporate information from research sources while avoiding plagiarism. It allows writers to demonstrate their understanding of the material and present it in a way that fits their writing style. By effectively paraphrasing, writers can enhance the clarity and flow of their writing while giving proper credit to the source (Fazilatfar et al., 2018).

Undergraduate L2 students frequently struggle with paraphrasing, summarizing, and synthesizing, as well as appropriate attribution and reference, which can lead to low motivation in the L2 writing classroom (Lazic et al., 2020). The use of Mobile-assisted Language Learning (MALL) to support or assist writing is evolving nowadays (Dewi, U., 2022)—some programs which can assist students in writing such as Grammarly, Quillbot, etc. The Quillbot application offers a convenient and efficient way to paraphrase writing. Paraphrasing tools as one of the prevalence of digital technology and Journal of English Language Studies, as well as simple access to them, has changed "the way knowledge is constructed, shared, and assessed(Drivoka Sulistyaningrum, 2021). Quillbot is an online tool designed to help users rephrase or reword sentences and paragraphs while preserving the original meaning. Users can simply enter their text into the Quillbot interface, and the tool will provide suggestions for paraphrasing, allowing for more effective communication and improved writing quality. Quillbot also offers various modes, including a thesaurus and a grammar checker, to assist with vocabulary enrichment and sentence correction. Whether you are a student working on an assignment or a professional seeking to enhance your writing, Quillbot can be a valuable resource to simplify the process of paraphrasing and improve the overall clarity of your written work (Rakhmanina and Serasi., 2022).

According to previous research, the researcher also identified three significant themes related to the benefits of using Quillbot in academic writing for postgraduate students, including enhancing students' positive attitude in writing, providing a variety of user-friendly writing features, and assisting the students' language development (Kurniati & Fithriani, 2022). The results show that students have a lot of positive perceptions of the use of Quillbot in improving writing, as well as found advantages in Quillbot that are very helpful to students (Amanda et al., 2023). Additionally, most of the students strongly agreed that using QuillBot can make them write confidently in their academic writing (Syahnaz & Fithriani, 2023).

The purpose of this research is to explore and gain insights into the students' perceptions and attitudes towards the utilization of Quillbot, an online tool specifically designed for paraphrasing writing. By conducting this study, we

aim to understand how students perceive the effectiveness, usefulness, and overall value of Quillbot in the context of their writing tasks. Through the findings of this study, we hope to provide valuable insights and recommendations for both educators and developers of educational technology to optimize the use of paraphrasing tools like Quillbot in educational settings. Ultimately, this research aims to contribute to the improvement of students' writing skills and their ability to produce original and well-crafted written content while appropriately utilizing paraphrasing tools.

METHOD

Research Design

This research used a descriptive quantitative method to explore the students' perceptions of Quillbot for paraphrasing writing. Descriptive quantitative research involves the collection and presentation of numerical data to describe phenomena and the relationships between variables. In this study, the surveys gather numerical data and use statistical techniques to summarize findings. According to Creswell (2014), this type of research "involves the collection of data to describe and examine variables, and to predict relationships among variables" (p. 5).

Research Participants

The participants in this study the fourth-semester students of English Education. There are 30 students as the participants in this study. Participants were selected using a purposive sampling technique. The participants selected are those who were familiar with Quillbot and have experience in using Quillbot to paraphrase their writing.

Instruments

The research instrument was a questionnaire designed to obtain students' perceptions of the QuillBot application. The questionnaire was a closed-ended survey with five Likert scales: strongly agree, agree, neutral, disagree, and strongly disagree. The six items of the questionnaire were distributed online using the Google form.

Data Analyzing Technique

The collected data from the questionnaire, which consisted of closed-ended questions using a Likert scale, was analyzed using quantitative methods. The responses were coded and assigned numerical values corresponding to each Likert scale option. The data was then tabulated and summarized using descriptive statistics such as percentages. The results can be presented as charts, graphs, or tables to represent the findings and facilitate straightforward visual interpretation.

RESULT AND DISCUSSION

Findings

Quillbot is a web-based application that can paraphrase automatically. Quillbot has some features such as a paraphraser, grammar checker, plagiarism checker, etc. This study only focuses on the students' perception of using Quillbot as a paraphraser. The following figure is the Quillbot to paraphrase their writing.
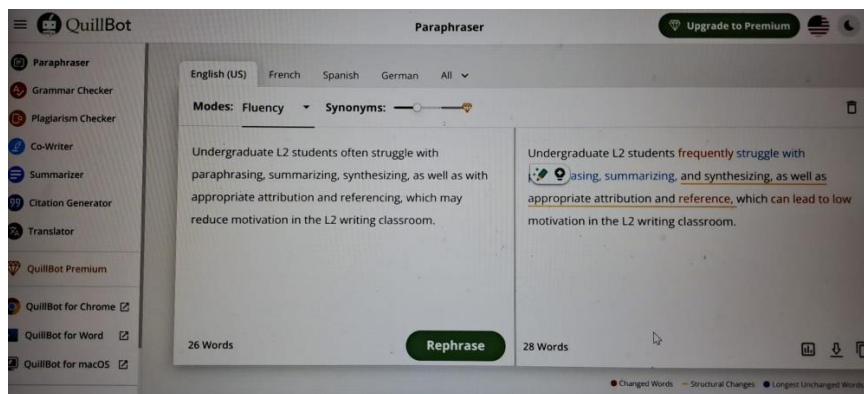

Figure 1. The Quillbot Paraphaser

Below are the results of a student questionnaire which can reveal students' perceptions of using the Quillbot which can be used to paraphrase writing. The result presented that most students strongly agreed that the Quillbot can be used as a tool for paraphrasing their writing product.

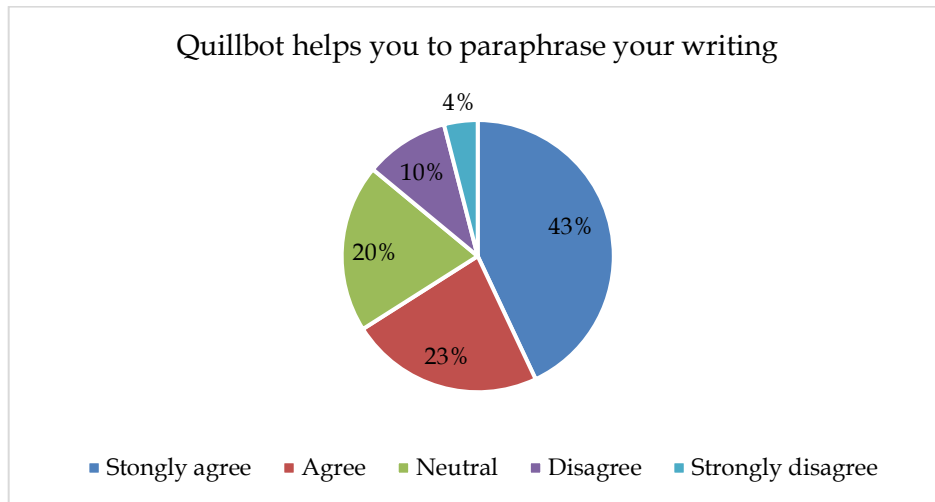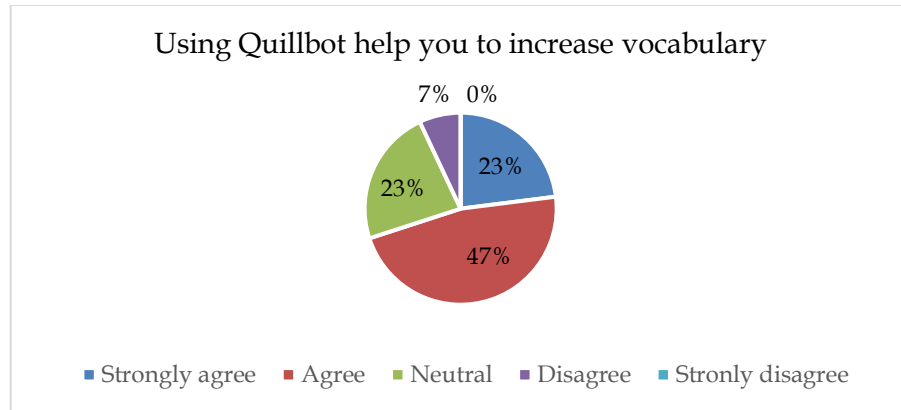## A. QuillBot Helps Students in Paraphrasing Their Writing

Figure 2. Quillbot helps you to paraphrase your writing

The data reveals the responses of participants regarding their usage of QuillBot for paraphrasing their writing. Among the respondents, 44% of students strongly agree with using the Quillbot to paraphrase, 23% of students agree to paraphrase their writing using Quillbot, 20% of students have neutral opinions about using the Quillbot to paraphrase, and 10% of students state they disagree using the Quillbot to paraphrase, and only 4% of students strongly disagree using the Quillbot to paraphrase their writing. Based on these findings, it can be inferred that a significant portion of the participants perceives positive about using QuillBot for paraphrasing their writing. On the other hand, the smallest percentage of participants strongly disagree with employing QuillBot for this purpose.

These results demonstrate a diversity of perspectives among the participants concerning the utilization of QuillBot as a paraphrasing tool. It suggests that a substantial proportion of individuals find value in using QuillBot for paraphrasing, while others may have reservations or prefer alternative methods. Exploring the reasons behind these varied responses and delving deeper into the participants' experiences and perceptions would provide valuable insights into their attitudes towards employing QuillBot for paraphrasing their writing.
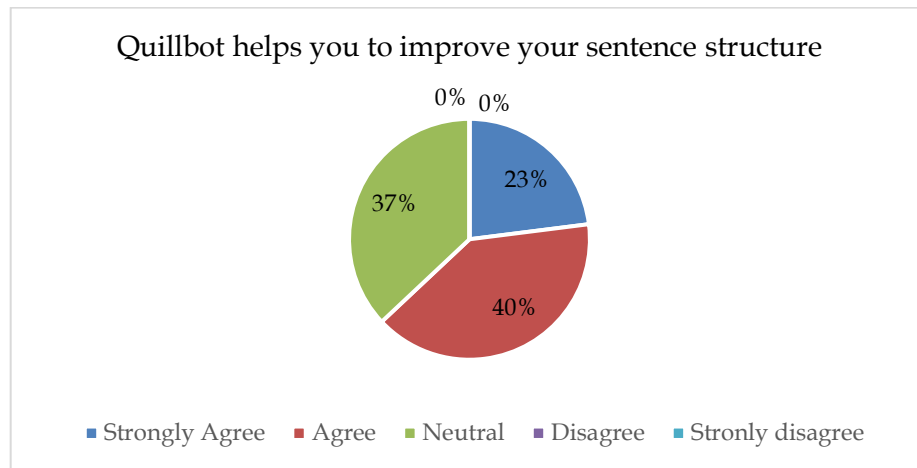
b. The Usage of QuillBot Paraphaser Enhance Students' Vocabulary

Using Quillbot help you to increase vocabulary

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Stronly disagree

The data provided reflects the responses of participants regarding the statement the usage of QuillBot helps me to increase their vocabulary. From these findings, it can be inferred that a significant number of participants (70%) either strongly agreed or agreed that using QuillBot contributes to an increase in their vocabulary. A smaller portion, 23% of students remained neutral on the matter, indicating a lack of strong opinion or uncertainty regarding the impact of QuillBot on vocabulary enhancement. The smallest percentage is 7% of students who disagreed with the statement.

The results explain that the majority of participants perceive QuillBot as a helpful tool for improving their vocabulary. The findings support the notion that using QuillBot can positively contribute to vocabulary development, based on the opinions of the participants. It is worth noting that the lack of strong disagreement among the participants indicates a general acceptance or positive outlook towards the impact of QuillBot on vocabulary enhancement. Overall, the data indicates a favourable perception among the participants, suggesting that using QuillBot is perceived as beneficial for increasing vocabulary. Further exploration could focus on understanding the specific features or aspects of QuillBot that contribute to this perceived benefit and its potential implications for language learning and writing improvement.

c. The QuillBot Paraphaser Improve the Students' Sentence Structure

Quillbot helps you to improve your sentence structure

0% 0%

23%

37%

40%

■ Strongly Agree   ■ Agree   ■ Neutral   ■ Disagree   ■ Stronly disagree

Based on these findings, it can be concluded that a significant number of participants (63%) either strongly agreed or agreed that using QuillBot helps them improve their sentence structure. Additionally, a considerable proportion of participants (37%) remained neutral, indicating a lack of strong opinion or uncertainty regarding the impact of QuillBot on grammar improvement. The results explain that a majority of participants perceive QuillBot as a helpful tool for enhancing their grammar skills. The absence of disagreement among participants further supports the notion that QuillBot is perceived as beneficial for grammar improvement. It is worth noting that the neutral responses may indicate a need for further exploration into the specific areas or features of QuillBot that contribute to grammar skill enhancement.

The data represented that participants generally have positive perceptions regarding the effectiveness of QuillBot in improving their grammar skills. Further investigation could delve into specific aspects of grammar that participants found most beneficial, providing insights into how QuillBot can be optimized to support language learners in enhancing their grammatical proficiency.
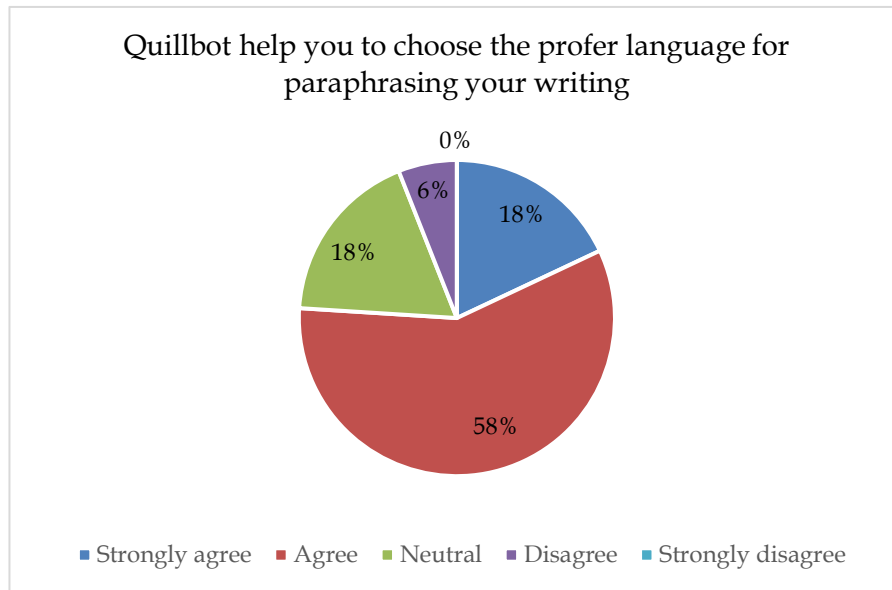
d. The QuillBot Paraphaser Help to Improve Students' Writing Skills
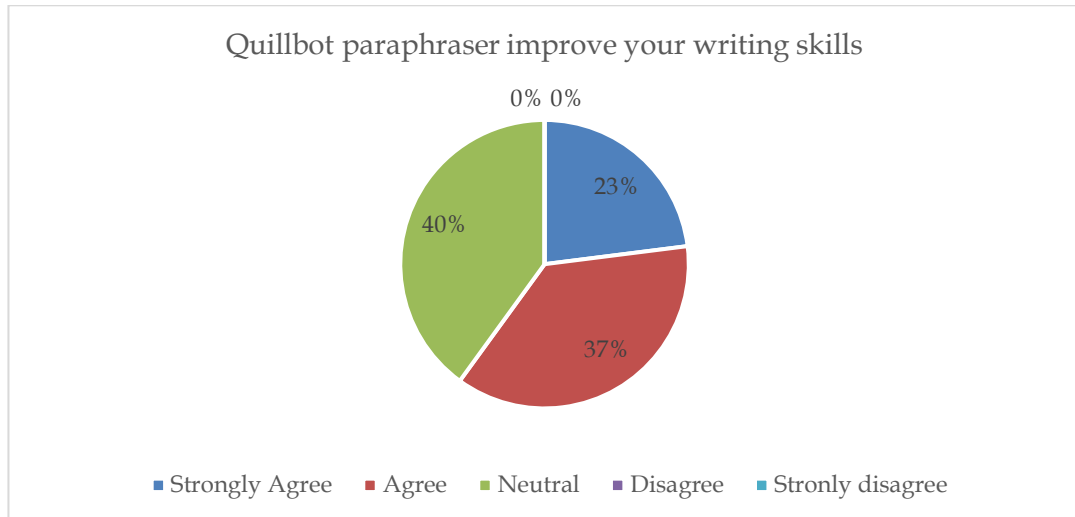
The finding represents a substantial number of participants (60%) either strongly agreed or agreed that QuillBot paraphrasing is highly useful for enhancing their writing skills. Furthermore, a significant proportion of participants (40%) remained neutral, indicating a lack of strong opinion or uncertainty regarding the usefulness of QuillBot features for writing improvement.

The results explain that a majority of participants perceive QuillBot paraphrasing as beneficial and valuable for enhancing their writing skills. The absence of disagreement among participants further supports the notion that QuillBot provides helpful features for writing improvement. However, the neutral responses indicate the need for further investigation into the specific features that participants find most beneficial or areas where improvements could be made. The result indicates a generally positive perception among participants regarding the usefulness of QuillBot's features for improving writing skills. Further exploration could focus on understanding which specific features are considered most valuable and gathering suggestions for potential enhancements to better meet the needs and expectations of users.
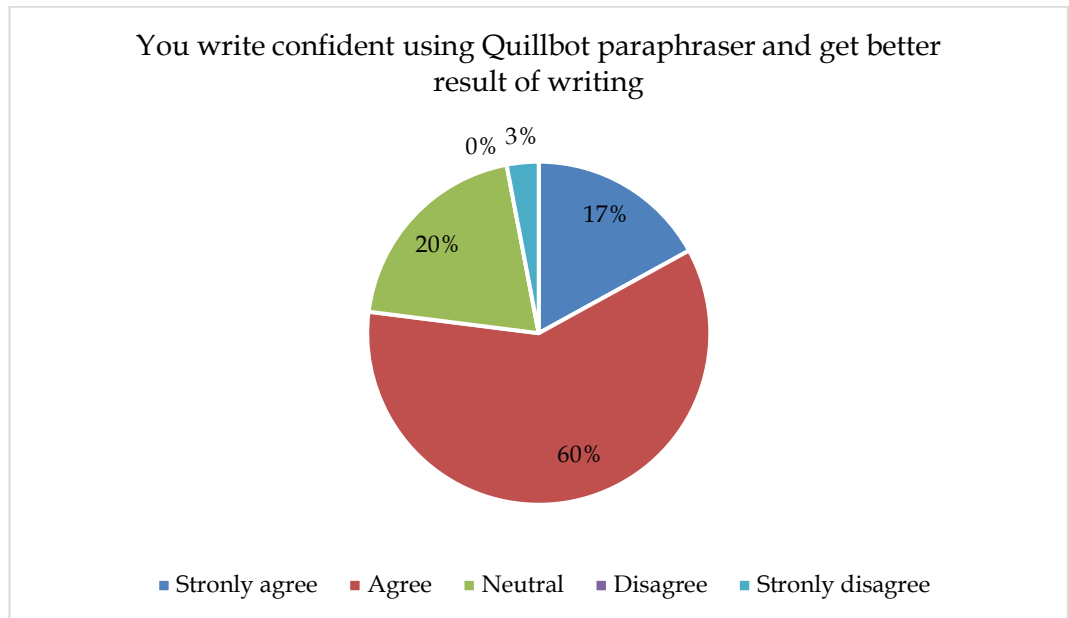
e. The QuillBot Facilitate the Use of Diction for Paraphrasing Writing

Quillbot help you to choose the profer language for paraphrasing your writing

0%
6%
18%
18%
18%
58%

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly disagree

The finding represents that a majority of participants (78%) either strongly agreed or agreed that QuillBot assists them in using proper language for paraphrasing their writing. Additionally, a significant portion of participants (19%) remained neutral, indicating a lack of strong opinion or uncertainty regarding the impact of QuillBot on language usage in paraphrasing. 6% of students disagreed with the statement. It means that the majority of participants perceive QuillBot as a valuable tool for supporting the use of appropriate language when paraphrasing their writing. The absence of disagreement among most participants further supports the notion that QuillBot is perceived as beneficial in this aspect. The neutral responses may indicate the need for further investigation to understand the specific areas or features of QuillBot that contribute to language improvement.

The finding indicates a positive perception among participants regarding the usefulness of QuillBot in helping them employ proper language for paraphrasing their writing. Further exploration could focus on identifying the specific features or aspects of QuillBot that contribute to this perceived benefit, enabling improvements to better cater to users' needs and expectations.

f. **The QuillBot Pharaphaser Increases Students' Writing Confidence in Paraphrasing Results**

You write confident using Quillbot paraphraser and get better result of writing

0% 3%
17%
20%
60%

■ Stronly agree ■ Agree ■ Neutral ■ Disagree ■ Stronly disagree

Based on these findings, it is possible to conclude that the majority of participants strongly agreed and agreed that using QuillBot allows them to write confidently and get better results when paraphrasing their writing. Furthermore, 20% of participants remained passive, showing a lack of strong view or doubt about the impact of QuillBot on their writing confidence and paraphrasing outcomes. Only 3% of those polled strongly disagreed with the claims.

The majority of participants consider QuillBot as a tool that boosts their writing confidence and leads to better paraphrasing results. The lack of disagreement among the majority of participants supports the assumption that QuillBot is seen as being helpful in these particular domains. The neutral responses indicate the need for further study to discover the particular variables or characteristics of QuillBot that contribute to increased writing confidence and improved paraphrase results. It reflects participants' positive perceptions of QuillBot's impact on their writing confidence and paraphrasing results. Further investigation might focus on identifying the precise QuillBot aspects that contribute to this perceived benefit, enabling for targeted enhancements and better alignment with users' requirements and expectations.

Discussion

The findings of this study outlined the positive perceptions expressed by students regarding the Quillbot application. The students use Quillbot in improving writing, as well as found advantages in Quillbot that are very helpful to students (Amanda et al., 2023). These positive perceptions include the belief that Quillbot can enhance vocabulary skills, improve grammar proficiency, improve writing abilities, facilitate the use of proper language in paraphrasing, and boost confidence in the quality of paraphrased content produced by undergraduate students.

This study revealed highly positive perceptions of the Quillbot application in facilitating paraphrasing writing tasks. The findings highlighted that Quillbot effectively contributes to the enhancement of students' vocabulary, grammar, writing skills, and overall confidence in the outcomes of their paraphrasing endeavours. Syahnaz and Fithriani (2023) discovered similar positive perceptions among students, emphasizing that the application significantly improves their grammar skills, expands their vocabulary, and helps them use appropriate language in academic writing, ultimately fostering their confidence in producing high-quality academic work. According to Kurniati and Fithriani (2022), Quillbot can be used efficiently as a tool to assist students in producing academic papers by providing a variety of relevant word options for paraphrasing. The consistent findings across both studies underscore the value and potential of Quillbot in assisting students with their writing tasks and providing them with the necessary language resources to improve their academic writing outcomes. Nurmayanti & Suryadi, (2023) proved the effectiveness of Quillbot in improving writing results, and Quillbot is effective in increasing the clarity and professionalism of writing by rearranging phrases and sentences.

CONCLUSION

This study explored the perceptions of students regarding the use of QuillBot The findings revealed a diversity of perspectives among the participants. A significant portion of the participants agreed with using QuillBot for paraphrasing, while a smaller percentage disagreed or held reservations. The neutral responses indicated a lack of strong opinion or uncertainty regarding the

usage of QuillBot for paraphrasing. Furthermore, the study found that the majority of participants perceived QuillBot as a helpful tool for enhancing vocabulary and grammar skills. Participants generally recognized the beneficial impact of QuillBot on their writing skills, including its features that facilitate proper language usage during paraphrasing. Additionally, participants believed that using QuillBot boosted their writing confidence and resulted in improved paraphrasing outcomes.

These findings suggest that QuillBot has the potential to support students in their paraphrasing efforts, improve vocabulary and grammar skills, and enhance overall writing abilities. However, further investigation is needed to explore the specific reasons behind participants' varied responses and to identify the features of QuillBot that are most beneficial for language improvement and writing enhancement. Overall, this study provides valuable insights into students' perceptions of QuillBot as a paraphrasing tool and highlights the potential benefits and considerations associated with its usage in the EFL writing class.

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